

## Year Two Positive Action Evaluation Report – Executive Summary

### Data from: August 2014 - June 2015

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## OVERVIEW

The Positive Action program was piloted in one classroom at Sequoia Middle School, and in the Redding Community Day School classroom, for the first year. For the second year of the pilot, the program was expanded into 2 additional Sequoia classrooms, 5 classrooms in Fall River Mills, 6 classrooms in Burney and 1 classroom in Montgomery Creek, for a total of 16 classrooms which received Positive Action curriculum in Shasta County.

The evaluation of this pilot project continues to be focused on the effects it has on attendance, disciplinary actions, and student behavior and attitudes. The five specific evaluation questions to be addressed, as listed in the contracts, are as follow:

- Are the students having more academic and social success?
- Are the students increasing their coping skills and psychosocial development?
- Are families being supported in ways that help them cope with their at-risk children?
- Is there a reduction in high risk behaviors such as substance use, violence and sexual activity?
- As a result of this program, are students being identified and referred to other needed services in the community?

Data was collected on a variety of measures from multiple sources, and has been broken down into the following six main categories: student attendance, student surveys, student classroom behavior, family surveys, implementation data and program satisfaction surveys.

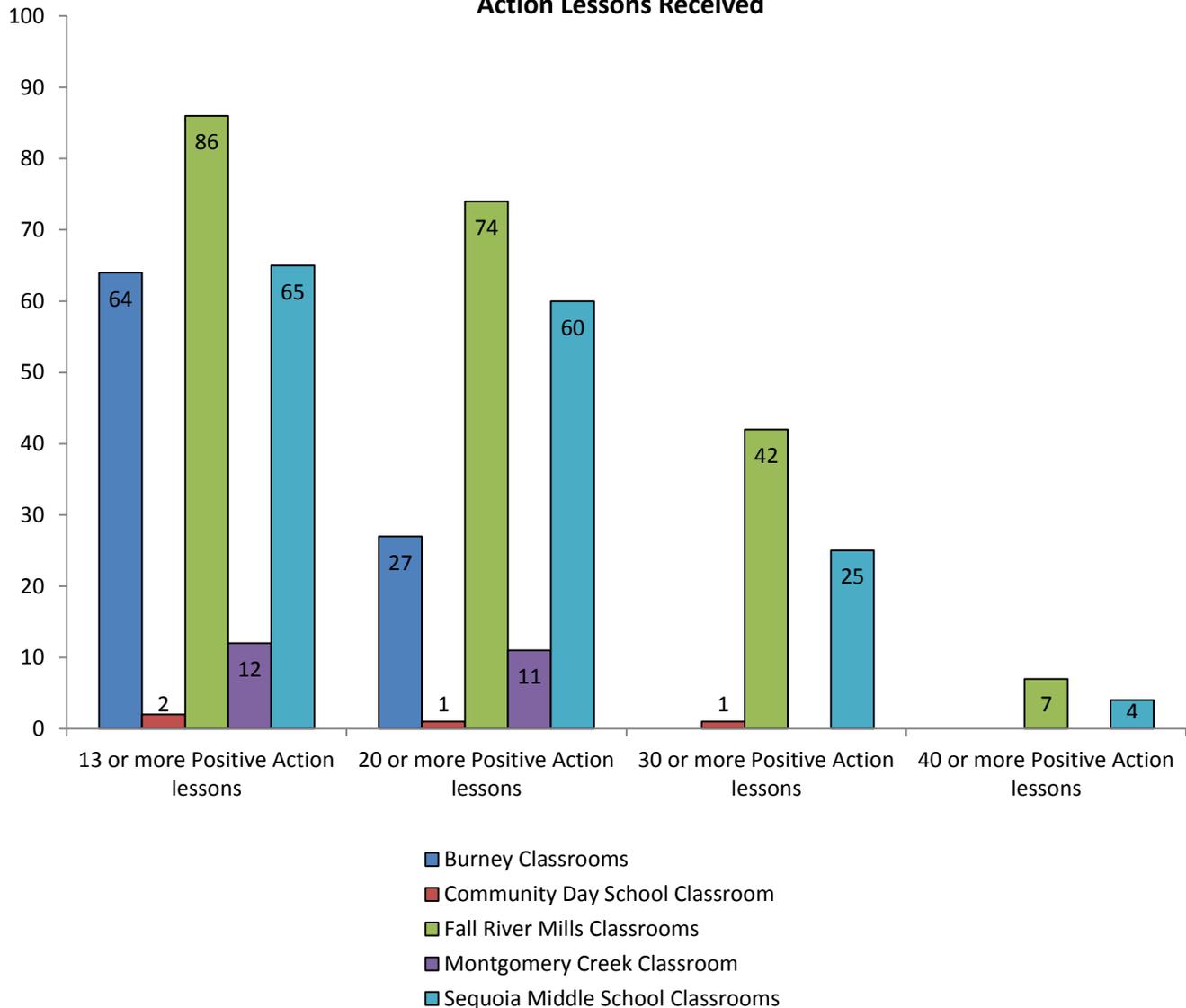
The evaluation was originally to be performed on those students who received a minimum of 20 Positive Action lessons. It was discovered in the beginning of the second year of the pilot phase that there was an issue regarding how the schools had been reporting student attendance as it relates to program dosage and the program evaluation.

The schools had been reporting student attendance and absences based on the Federal Average Daily Attendance rules, which look at attendance at a single point in time during the school day, sometime during the first three periods and generally the homeroom class period. If a student was present at that single point in time, they were reported as being present and receiving the Positive Action lesson(s) for that day. If the student was absent at that single point in time, they were reported as being absent and not receiving the Positive Action lesson(s) for that day. However, if the student left school or got to school after that single point in time, an update to their attendance was not reported.

Positive Action curriculum is designed as a dosage-response program. The number of Positive Action lessons a student receives is directly related to positive program outcomes. In order to evaluate the program and attribute behavioral variations with any certainty, the lesson dosage must be tracked appropriately. Beginning in December 2014, attendance was tracked by the lesson in order to appropriately measure program dosage. Since the first one-third of the school year did not have individual Positive Action lessons tracked, only two-thirds of the original number of lessons were required for inclusion. Based on this, **only students who participated in a Positive Action classroom for at least 13 lessons (20 x .67) were included in the outcome measures. Additionally, because a baseline is needed to measure whether or not there has been any improvement, any students for whom prior attendance, tardiness or disciplinary action information is not available were excluded from this second year pilot project evaluation.**

Because of the significant number of students both entering and leaving the classrooms throughout the year, determining outcomes based on calendar quarter dates is not feasible. Additionally, several of the school sites are on a trimester schedule, and not quarters, and did not report outcomes on the contracted quarterly dates. The number of Positive Action lessons received by students included in the evaluation varied from 13 to 92 lessons. Outcomes will be incrementally grouped by students who received 13 or more lessons, 20 or more lessons, 30 or more lessons, and 40 or more lessons. The number of students evaluated in each of these groups (N) will most likely become progressively smaller (as was seen during year one), due to student movement in and out of the program classrooms.

**Number of Students with Outcomes Tracked, by School Site and Positive Action Lessons Received**



## STUDENT ATTENDANCE MEASURES

In order to help measure the effectiveness of this pilot project, schools were asked to provide baseline information on each student who is participating. This baseline information includes what school the student attended prior, and the numbers of absences (excused and unexcused), tardies (excused and unexcused), and behavioral referrals the student received in the previous three months of attendance. Data was also collected on basic demographics, including the age, grade level, race/ethnicity and primary language of each student [see pages 6-9 of the Detailed Year Two Positive Action Evaluation Report for full data]. A unique identifier is used to track participant outcomes; no names or other identifying information were collected for this evaluation, in order to maintain confidentiality for the participating students.

## OUTCOME MEASURES

The specific statistical tool used to measure the outcomes for this report is the paired *t*-test, two-tailed. This test allows for comparison between two measurements on the same individual, and gives an indication of whether there is statistical significance to the change seen by means of the *p*-value. Because the paired *t*-test requires comparisons to be made on the same individual, the baseline being measured against will be different for each measurement point, as only those individuals with data for that measurement point will be used for computing the comparison baseline.

### ABSENCES

Data was collected on both excused and unexcused absences. For this outcome measure, only those absences which were unexcused will be considered.

Data on unexcused absences as reported in the most recent 45 days (one school quarter) prior to the student starting the Positive Action Program was analyzed to determine the baseline averages. As the number of students looked at changes, this baseline average will also change. Outcome measure data was assessed for each reporting period that the student received Positive Action lessons. These reporting periods were originally designed to be quarterly, but as several of the school sites are on trimester schedules instead, there was not as much consistency for reporting as had been hoped for when the project was designed.

**Burney** – In all six measurements the average number of unexcused absences decreased over the baseline measurement. It is interesting to note that for students with more Positive Action lesson exposure, the decrease is noticeably more. In both populations, the decrease is also greater later in the school year. This would appear to be in line with the dosage-response premise; however, none of these measurements have statistical significance. [See pages 10-11 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Community Day School** – In seven out of twelve measurements, the average number of unexcused absences decreased over the baseline measurement. It is interesting to note that for students with more Positive Action lesson exposure, the decrease is noticeably more, and later in the school year. This would appear to be in line with the dosage-response premise; however, due to small sample size, none of these measurements have statistical significance. [See pages 11-12 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Fall River Schools** – In eight out of twelve measurements, the average number of unexcused absences decreased over the baseline measurement. Two of these measurements have statistical significance, while the other six do not. It is interesting to note that regardless of Positive Action lesson exposure, the average number of unexcused absences continued to increase as time went on. This would appear to be in direct contradiction to the dosage-response premise of Positive Action. [See pages 13-14 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Montgomery Creek School** – In four out of six measurements, the average number of unexcused absences decreased over the baseline measurement. It is interesting to note that regardless of Positive Action lesson exposure, the average number of unexcused absences continued to increase as time went on. This would appear to be in direct contradiction to the dosage-response premise of Positive Action; however, none of these measurements have statistical significance. [See page 15 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Sequoia Middle School** – In ten out of sixteen measurements (three of which show statistical significance), the average number of unexcused absences decreased over the baseline measurement, and in one it remained the same. It is interesting to note that the average number of unexcused absences continued to increase as time went on for those students with less Positive Action lesson exposure, while students with more exposure initially followed this trend, but then a decrease is seen in the last quarter. This would appear to be somewhat in line with the dosage-response premise of Positive Action; however, none of these later incremental measurement changes have statistical significance. [See pages 16-17 of the Detailed Year Two Positive Action Evaluation Report for full data.]

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## TARDIES

As with absences, data was collected on both excused and unexcused tardies. For this outcome measure, only those tardies which were unexcused will be considered.

**Burney** – In all six measurements the average number of unexcused tardies remained below the baseline. Four of the six measures have statistical significance. It is interesting to note that for students with more Positive Action lesson exposure, the decrease is slightly more. In both populations, the decrease is also greater later in the school year. This would appear to be in line with the dosage-response premise of Positive Action. [See page 18 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Community Day School** – In five out of twelve measures, the average number of unexcused tardies decreased, and in another five they remained unchanged. It is interesting to note that in all populations, the decrease is greater later in the school year. This would appear to be in line with the dosage-response premise of Positive Action. However, due to the small sample sizes, none of these measurements have statistical significance. [See pages 19-20 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Fall River Schools** – In all twelve measures the average number of unexcused tardies increased, and each one of these measures has statistical significance. It is interesting to note that in populations with more Positive Action lesson exposure, the rate of increase is lesser later in the school year; however, they are all still in excess of the baseline. This outcome would appear to be in direct conflict with the dosage-response premise of Positive Action. It seems apparent that some other factor(s) were at work. [See pages 20-22 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Montgomery Creek School** – In all six measurements the average number of unexcused tardies remained below the baseline. However, none of these measurements have statistical significance. [See pages 22-23 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Sequoia Middle School** – In twelve out of sixteen measures (two of which have statistical significance) the average number of unexcused tardies remained below the baseline, and in one the average number remained the same. [See pages 23-25 of the Detailed Year Two Positive Action Evaluation Report for full data.]

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## BEHAVIORAL REFERRALS

As with absences and tardies, data was collected on behavioral referrals as reported in the most recent 45 days (one school quarter) prior to the student starting the Positive Action Program, and was analyzed to determine the baseline averages.

**Burney** – In one out of six measures, the average number of behavioral referrals decreased, and in another two they remained unchanged. It is interesting to note that in all populations, the decrease is greater later in the school year. This would appear to be in line with the dosage-response premise of Positive Action. However, none of these measurements have statistical significance. [See pages 25-26 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Community Day School** – In four out of twelve measures, the average number of behavioral referrals decreased, and in another one they remained unchanged. However, none of these measurements have statistical significance. [See pages 26-27 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Fall River Schools** – In one out of twelve measures the average number of behavioral referrals decreased, and three remained the same. The only three measures which have statistical significance are for data points showing an increase in behavioral referrals over baseline. It is interesting to note that in all populations regardless of amount of Positive Action lesson exposure, the rate of increase is greater later in the school year. This outcome would appear to be in direct conflict with the dosage-response premise of Positive Action. It seems apparent that some other factor(s) were at work. [See pages 28-29 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Montgomery Creek School** – In all six measurements the average number of behavioral referrals remained below the baseline, and all six have statistical significance. It is interesting to note that in all populations, the decrease is greater later in the school year. This would appear to be in line with the dosage-response premise of Positive Action. [See page 30 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Sequoia Middle School** – In eleven out of sixteen measures the average number of behavioral referrals decreased, however none of the measures have statistical significance. [See pages 31-32 of the Detailed Year Two Positive Action Evaluation Report for full data.]

## CONCLUSIONS

The data on absences, tardies and behavior referrals is collected to specifically answer the first of the five evaluation questions, namely “Are the students having more academic and social success?”

In the area of unexcused absences, 35 data points out of 52 (67%) show positive outcomes. However, only 5 of those data points (10%) had statistical significance.

In the area of unexcused tardies, 29 data points out of 52 (56%) show positive outcomes. However, only 6 of those data points (12%) had statistical significance. Additionally, there were 12 data points (23%) which had statistical significance and showed negative outcomes.

In the area of behavioral referrals, 23 data points out of 52 (44%) show positive outcomes. However, only 6 of those data points (12%) had statistical significance. Additionally, there were 3 data points (6%) which had statistical significance and showed negative outcomes.

Based on the outcomes listed above, with 17 out of the 156 data points showing statistical significance and a positive outcome, but 15 out of 156 data points showing statistical significance and a negative outcome, there does not appear to be evidence of a consistent, direct correlation between Positive Action exposure and a marked reduction in absences, tardies or behavioral referrals.

## STUDENT SURVEYS

An important component of this pilot project is decreasing high-risk behaviors while increasing positive coping skills and psychosocial development. In order to measure items in these areas, students were to be given a 21-question survey at the beginning of the year (to create a baseline) and then repeated once per quarter thereafter. Because of timing and the aforementioned quarter/trimester issues, the surveys were not conducted on this schedule. Each question has a range of numeric values (1 for least positive response up to 5 for most positive response) attached to the 5 possible answers (Never, Rarely, Sometimes, Often, or All the Time), so scoring can be summarized and compared. A perfect score would be 105, a mid-range score would be 63, with the lowest possible (negative) score being 21.

As with the previous outcomes section, the scoring for these student surveys was analyzed using the paired t-test, two-tailed. The baseline being measured against will be different for each measurement point, as only those individuals with data for that measurement point will be used for computing the comparison baseline.

## SUMMARY SURVEY OUTCOMES

**Burney** – In one out of six measures, the average score increased over baseline. However, none of these measurements have statistical significance. [See pages 34-35 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Community Day School** – In three out of six measures, the average student survey scores increased. It is interesting to note that in all populations regardless of amount of Positive Action lesson exposure, the rate of increase is greater earlier in the school year. This outcome would appear to be in direct conflict with the dosage-response premise of Positive Action. However, due to small sample size, none of these measurements have statistical significance. [See pages 35-36 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Fall River Schools** – In all twelve measures the average student survey scored increased. However, none of these have statistical significance. [See pages 37-38 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Montgomery Creek School** – In four out of six measurements the average student survey scores increased over the baseline. However, none of them have statistical significance. [See page 39 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Sequoia Middle School** – In nine out of twelve measures the average student survey scores increased, however none of the measures have statistical significance. [See pages 40-41 of the Detailed Year Two Positive Action Evaluation Report for full data.]

Questions have also been divided up into 4 basic categories: Substance Use, Violence, Healthy Living, and General Emotional Health questions. This is to help measure some of the specific behaviors identified in Strategy 3 of the PEI project.

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#### SUBSTANCE USE QUESTIONS

The questions under this heading are “How often do you – drink alcohol (even a sip)? – use or try illegal drugs? – get drunk or high? – smoke cigarettes (even a puff)?” Scoring range for these 4 questions would be from 20 (for all “Never” answers) to 4 (for all “Always” answers), so a higher number reflects more positive responses.

**Burney** – In one out of six measures, the average score stayed the same as baseline. However, none of these measurements have statistical significance. [See pages 42-43 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Community Day School** – In all six measures the average student survey scores decreased. It is interesting to note that in populations with more Positive Action lesson exposure, the rate of decrease is greater later in the school year. This outcome would appear to be in direct conflict with the dosage-response premise of Positive Action. However, due to small sample size, none of these measurements have statistical significance. [See pages 43-44 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Fall River Schools** – In five out of twelve measures the average student survey scored increased. However, none of these have statistical significance. [See pages 45-46 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Montgomery Creek School** – In all six measurements the average student survey scores decreased over the baseline. However, none of them have statistical significance. [See page 47 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Sequoia Middle School** – In five out of twelve measures the average student survey scores increased, however none of the measures have statistical significance. [See pages 48-49 of the Detailed Year Two Positive Action Evaluation Report for full data.]

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#### VIOLENCE QUESTIONS

The questions under this heading are “How often do you – hit others or get into physical fights? – take/steal other people’s property? – bully others?” Scoring range for these 3 questions would be from 15 (for all “Never” answers) to 3 (for all “Always” answers).

**Burney** – In two out of six measures the average score increased over baseline. However, none of these measurements have statistical significance. [See page 50 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Community Day School** – In all six measures the average student survey scores increased over baseline. However, due to small sample size, none of these measurements have statistical significance. [See pages 51-52 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Fall River Schools** – In eleven out of twelve measures the average student survey scored increased. However, none of these have statistical significance. [See pages 52-54 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Montgomery Creek School** – In four out of six measurements the average student survey scores increased over the baseline. However, none of them have statistical significance. [See pages 54-55 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Sequoia Middle School** – In six out of twelve measures the average student survey scores increased, and two more measures showed no change over baseline. However none of the measures have statistical significance. [See pages 55-57 of the Detailed Year Two Positive Action Evaluation Report for full data.]

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#### HEALTHY LIVING QUESTIONS

The questions under this heading are “How often do you – eat fresh fruits and vegetables? – do physical activities?” Scoring range for these 2 questions would be from 10 (for all “Always” answers) to 2 (for all “Never” answers).

**Burney** – In four out of six measures the average score increased over baseline. However, none of these measurements have statistical significance. [See pages 57-58 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Community Day School** – In two out of six measures the average student survey scores increased, and in the other four they stayed the same as baseline. However, due to small sample size, none of these measurements have statistical significance. [See pages 58-59 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Fall River Schools** – In nine out of twelve measures the average student survey scored increased, and in the other three they remained the same as baseline. However, none of these have statistical significance. [See pages 60-61 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Montgomery Creek School** – In four out of six measurements the average student survey scores increased over the baseline. It is interesting to note that in both populations, scores continued to decline throughout the school year. This outcome would appear to be in direct conflict with the dosage-response premise of Positive Action. However, none of the measures have statistical significance. [See page 62 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Sequoia Middle School** – In five out of twelve measures the average student survey scores increased, however none of the measures have statistical significance. [See pages 63-64 of the Detailed Year Two Positive Action Evaluation Report for full data.]

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#### GENERAL EMOTIONAL HEALTH QUESTIONS

The questions under this heading are “How often do you – feel good about yourself? – make good choices? – manage your time wisely (not waste it)? – care about how others feel? – admit to your mistakes? – set goals for yourself? – control your feelings? – make bad decisions? – treat others the way you like to be treated? – blame others for your mistakes? – solve problems well? – do good things?” Scoring range for these 12 questions would be from 60 to 12.

**Burney** – In one out of six measures, the average score increased over baseline. However, none of these measurements have statistical significance. [See page 65 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Community Day School** – In all six measures the average student survey scores increased. One of these measurements has statistical significance. [See pages 66-67 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Fall River Schools** – In all twelve measures the average student survey scored increased. However, none of these have statistical significance. [See pages 67-69 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Montgomery Creek School** – In four out of six measurements the average student survey scores increased over the baseline. However, none of them have statistical significance. [See pages 69-70 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Sequoia Middle School** – In eight out of twelve measures the average student survey scores increased, however none of the measures have statistical significance. [See pages 70-72 of the Detailed Year Two Positive Action Evaluation Report for full data.]

## CONCLUSIONS

The student surveys are collected to specifically answer the following two evaluation questions:

- Are the students increasing their coping skills and psychosocial development?
- Is there a reduction in high risk behaviors such as substance use, violence and sexual activity?

Based on the results listed above, with only 1 out of 210 data points (less than 0.5%) showing statistical significance, there does not appear to be clear evidence of a consistent, direct correlation between Positive Action exposure and reduction in high risk behaviors reported by students. The one statistically significant data point was in the area of general emotional health questions, evidence of Positive Action exposure having a positive impact in the areas of coping skills and psychosocial development.

## STUDENT CLASSROOM BEHAVIOR

While the student surveys will provide self-reported data about student behaviors, teachers in the classrooms were asked to complete a baseline and then quarterly surveys on student behavior. The maximum number of surveys completed by teachers for any student was four. The Student Behavior survey is a series of 15 questions which the teacher completed for each individual student, ranking various behaviors and attitudes seen by them in the classroom setting. Each question has a range of numeric values (1 for least positive response up to 7 for most positive response), so scoring can be summarized and compared. A perfect score would be 105, with mid-range score being 46, and a lowest possible (negative) score of 15.

As with the previous section, the scoring for these student behavior surveys was analyzed using the paired t-test, two-tailed. The baseline being measured against will be different for each measurement point, as only those individuals with data for that measurement point will be used for computing the comparison baseline.

## SUMMARY SURVEY OUTCOMES

**Burney** – In five out of six measures, the average score increased over baseline. Four of these measurements have statistical significance. [See pages 73-74 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Community Day School** – In all seven measures the average student behavior survey scores increased. However, due to small sample size, none of these measurements have statistical significance. [See pages 74-75 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Fall River Schools** – In all twelve measures the average student survey scored increased. One of these has statistical significance. [See pages 76-77 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Montgomery Creek School** – In all four measurements the average student survey scores increased over the baseline. Two of them have statistical significance. [See page 78 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Sequoia Middle School** – In all twelve measures the average student survey scores increased. Ten of the measures have statistical significance. [See pages 79-80 of the Detailed Year Two Positive Action Evaluation Report for full data.]

Questions have also been divided up into 3 of the 4 basic categories which were used to evaluate the student surveys: Violence, Healthy Living, and General Emotional Health questions. This is to help measure some of the specific behaviors identified in Strategy 3 of the PEI project. There are no questions surrounding substance use on the Student Behavior surveys which the teachers complete.

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#### VIOLENCE QUESTIONS

The questions under this heading ask the teachers to identify on a scale of one to seven where the student's behavior falls on a continuum between the two extremes of:

- Disruptive (disruptive in class or on school grounds, breaks things) to Disciplined (disciplined and orderly in class or on school grounds)
- Violent (gets into fights, threatens others, hits/pushes others, hurts others) to Nonviolent (peaceful, pacifist, loving, keeps the peace)
- Bully (bullies, harasses, teases, is mean to others, leaves others out of games on purpose) to Peaceful (never bullies, harasses, teases or is mean to others, always inclusive of others, protective of others)
- Delinquent (takes others' items, breaks others' property, runs away from school/home, on path to failure and delinquency) to Non-delinquent (does not engage in delinquent acts, on path to success)

Scoring range for these 4 questions would be from 28 to 4.

**Burney** – In four out of six measures, the average score increased over baseline. Three of these measurements have statistical significance. One measurement showing the average score decreased over baseline also has statistical significance. [See pages 81-82 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Community Day School** – In all seven measures the average student behavior survey scores increased. However, due to small sample size, none of these measurements have statistical significance. [See pages 82-83 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Fall River Schools** – In nine out of twelve measures the average student survey scored increased. However, none of these has statistical significance. [See pages 84-85 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Montgomery Creek School** – In all four measurements the average student survey scores increased over the baseline. Two of them have statistical significance. [See page 86 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Sequoia Middle School** – In all twelve measures the average student survey scores increased. Ten of the measures have statistical significance. [See pages 87-88 of the Detailed Year Two Positive Action Evaluation Report for full data.]

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## HEALTHY LIVING QUESTION

The question under this heading asks the teachers to identify on a scale of one to seven where the student's behavior falls on a continuum between the two extremes of: Negative physical health behaviors (poor hygiene, bad teeth, avoids physical activities, eats lots of junk food and drinks lots of pop/soda) to Positive physical health behaviors (good hygiene, brushes teeth, eats nutritiously, does physical activity, avoids junk food and drinks). Scoring for this question would be from 7 to 1.

**Burney** – In four out of six measures, the average score increased over baseline. Three of these measurements have statistical significance. It is interesting to note that in the population with more Positive Action lesson exposure, scores consistently trended downward over the course of the year. This outcome would appear to be in direct contradiction to the dosage-response premise of Positive Action. [See pages 89-90 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Community Day School** – In six out of seven measures the average student behavior survey scores increased. However, due to small sample size, none of these measurements have statistical significance. [See pages 90-91 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Fall River Schools** – In one out of twelve measures the average student survey scored increased, but it does not have statistical significance. Two other measures showing a decrease over baseline have statistical significance also. [See pages 92-93 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Montgomery Creek School** – In all four measurements the average student survey scores increased over the baseline, and all of them have statistical significance. [See page 94 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Sequoia Middle School** – In all twelve measures the average student survey scores increased. Nine of the measures have statistical significance. [See pages 95-96 of the Detailed Year Two Positive Action Evaluation Report for full data.]

## GENERAL EMOTIONAL HEALTH QUESTIONS

The questions under this heading ask the teachers to identify on a scale of one to seven where the student's behavior falls on a continuum between the two extremes of:

- Negative self-concept (pessimistic, unhappy, withdrawn, depressed) to Positive self-concept (optimistic, happy, feels good about what they do and who they are)
- Negative intellectual behaviors (dislikes school, never works hard in school, makes poor decisions/choices) to Positive intellectual behaviors (likes school, works hard in school, makes good decisions/choices)
- Poor self-control (does not know how to control feelings, anger) to Good self-control (knows how to control feelings and anger, and does so)
- Poor self-management (manages personal resources [time, money, energy] poorly) to Good self-management (manages personal resources well)
- Irresponsible (does NOT take care of belongings, do chores, or do tasks asked of them) to Responsible (takes care of belongings, does chores, does tasks asked of them)
- Disrespectful (disrespectful of others, intolerant of differences in others, does not listen, does NOT treat others the way they would like to be treated) to Respectful (respects others, tolerant of differences in others, listens, treats others the way they would like to be treated)
- Non-sociable (very unfriendly and unsociable, does not like to be with peers, does not like to be with teachers) to Sociable (very friendly and sociable, likes to be with peers, likes to be with teachers)
- Inconsiderate (does NOT help others who need it, think about how others feel [empathy], be kind to others, or be a good friend to others) to Considerate (helps others who need it, thinks about how others feel, kind to others, good friend to others)
- Dishonest (copies others' work, tells lies, takes others' items, blame others for mistakes) to Honest (keeps promises, returns borrowed items, admits mistakes, tells themselves the truth)
- Not into self improvement (does NOT set goals, try new things/creative, try to be their best, or try to better themselves; not ambitious or persistent) to Positive self-improvement (sets goals, tries new things/creative, tries to be their best, tries to better themselves, ambitious, persistent)

Scoring range for these 10 questions would be from 70 to 10.

**Burney** – In all six measures the average score increased over baseline. Four of these measurements have statistical significance. [See page 98 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Community Day School** – In all seven measures the average student behavior survey scores increased. However, due to small sample size, none of these measurements have statistical significance. [See pages 99-100 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Fall River Schools** – In all twelve measures the average student survey scored increased. Six of them have statistical significance. [See pages 100-102 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Montgomery Creek School** – In all four measurements the average student survey scores increased over the baseline. Two of them have statistical significance. [See pages 102-103 of the Detailed Year Two Positive Action Evaluation Report for full data.]

**Sequoia Middle School** – In all twelve measures the average student survey scores increased. Ten of the measures have statistical significance. [See pages 103-105 of the Detailed Year Two Positive Action Evaluation Report for full data.]

## CONCLUSIONS

The data on classroom behavior is collected to answer the following evaluation questions:

- Are the students having more academic and social success?
- Are the students increasing their coping skills and psychosocial development?
- Is there a reduction in high risk behaviors such as substance use, violence and sexual activity?

Based on the surveys collected from the teachers for these students, there does appear to be improvement in their observed behaviors, with 70 of the 144 data points (43%) measured having statistical significance and showing positive outcomes. An additional 3 data points (2%) have statistical significance but show negative outcomes. This would indicate moderate positive impact by the Positive Action program on how these students conduct themselves in the classroom setting.

## FAMILY SURVEYS

Part of the purpose of this pilot project is to support not only at-risk middle school students, but also their families in addressing risk factors. One of the evaluation questions is, “Are families being supported in ways that help them cope with their at-risk children?”

A decision was made by mutual consensus between the vendor and the county during the first year of the pilot to stop implementing these family surveys. This decision was made due to issues with obtaining family participation with this high-risk population, and continued into the second year of the pilot. None of the schools in the second year utilized the Positive Action family kits.

## CONCLUSIONS

Because of the decision to not implement the family surveys, there is no outcome data or method to evaluate whether this program is supportive to families in helping them cope with their at-risk children, other than the information obtained from satisfaction surveys.

## IMPLEMENTATION DATA

Part of ensuring that there is fidelity to the Positive Action evidence-based practice requires that data is provided documenting the implementation of the curriculum. Teachers have been asked to complete an implementation survey at the conclusion of each unit. Because the classrooms are using different curriculum, the number of lessons and units, as well as the timing of their completion, will be different for each school.

### 6<sup>th</sup> Grade Curriculum

Unit 1 – Self-Concept: What It Is, How It’s Formed and Why It’s Important	Lessons 1-21 (21 lessons)
Unit 2 – Physical and Intellectual Positive Actions for a Healthy Body and Mind	Lessons 22-42 (21 lessons)
Unit 3 – Social/Emotional Positive Actions for Managing Yourself Responsibly	Lessons 43-72 (30 lessons)
Unit 4 – Social/Emotional Positive Actions for Getting Along with Others	Lessons 73-91 (19 lessons)
Unit 5 – Social/Emotional Positive Actions for Being Honest with Yourself and Others	Lessons 92-111 (20 lessons)
Unit 6 – Social/Emotional Positive Actions for Improving Yourself Continually	Lessons 112-124 (13 lessons)
Unit 7 – Review	Lessons 125-140 (16 lessons)

### 7<sup>th</sup> Grade Curriculum

Unit 1 – Self-Concept: What It Is, How It’s Formed and Why It’s Important	Lessons 1-26 (26 lessons)
Unit 2 – Physical and Intellectual Positive Actions for a Healthy Body and Mind	Lessons 27-51 (25 lessons)
Unit 3 – Social/Emotional Positive Actions for Managing Yourself Responsibly	Lessons 52-81 (30 lessons)

### 8<sup>th</sup> Grade Curriculum

Review Units (1-3)	Review all lessons from 7 <sup>th</sup> grade curriculum
Unit 4 – Getting Along with Others Using Social and Emotional Positive Actions	Lessons 82-107 (26 lessons)
Unit 5 – Telling Yourself the Truth Using Social and Emotional Positive Actions	Lessons 108-127 (20 lessons)
Unit 6 – Improving Yourself Continually Using Social and Emotional Positive Actions	Lessons 128-148 (21 lessons)
Unit 7 – Review	Lessons 149-158 (10 lessons)

**Burney** – Burney Jr./Sr. High School utilized both 7<sup>th</sup> and 8<sup>th</sup> grade curricula.

<b>7<sup>th</sup> Grade Curriculum Implementation - Burney</b>			
Unit	Date Unit Was Completed	Date Implementation Report was Completed by Teacher	Comments/Issues
Unit 1	2/18/15	3/2/15	
Unit 2			No report was submitted for this unit – may not have been completed
Unit 3			No report was submitted for this unit – may not have been completed

<b>8<sup>th</sup> Grade Curriculum Implementation - Burney</b>			
Unit	Date Unit Was Completed	Date Implementation Report was Completed by Teacher	Comments/Issues
Review	11/7/14	11/10/14	
Unit 4	2/19/15	2/23/15	
Unit 5	3/30/15	4/12/15	Report was labeled as Unit 1 – assuming it should have been Unit 5
Unit 6			No report was submitted for this unit – may not have been completed
Unit 7			No report was submitted for this unit – may not have been completed

**Community Day School** – The Community Day School Classroom utilized the 6<sup>th</sup> grade curriculum.

<b>6<sup>th</sup> Grade Curriculum Implementation – Community Day School</b>			
Unit	Date Unit Was Completed	Date Implementation Report was Completed by Teacher	Comments/Issues
Unit 1	11/7/14	No date given	
Unit 2	12/16/14	1/15/15	
Unit 3	2/6/15	2/19/15	
Unit 4	3/18/15	No date given	
Unit 5	4/15/15	6/1/15	
Unit 6	5/12/15	6/1/15	
Unit 7			No report was submitted for this unit – may not have been completed

**Fall River** – Fall River Jr./Sr. High School utilized 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade curricula in multiple classrooms.

<b>6<sup>th</sup> Grade Curriculum Implementation – Fall River Jr./Sr. High School</b>			
Unit	Date Unit Was Completed	Date Implementation Report was Completed by Teacher	Comments/Issues
Unit 1			No report was submitted for this unit – may not have been completed
Unit 2			No report was submitted for this unit – may not have been completed
Unit 3			No report was submitted for this unit – may not have been completed
Unit 4			No report was submitted for this unit – may not have been completed
Unit 5			No report was submitted for this unit – may not have been completed
Unit 6			No report was submitted for this unit – may not have been completed
Unit 7			No report was submitted for this unit – may not have been completed

<b>7<sup>th</sup> Grade Curriculum Implementation - Fall River Jr./Sr. High School</b>			
Unit	Date Unit Was Completed	Date Implementation Report was Completed by Teacher	Comments/Issues
Unit 1	12/12/14	12/12/14	
Unit 1	1/29/15	2/2/15	
Unit 1	1/29/15	2/4/15	
Unit 2	2/25/15	2/25/15	
Unit 2	3/30/15	3/31/15	
Unit 2	3/31/15	3/31/15	
Unit 3	4/3/15	4/3/15	
Unit 3	5/8/15	5/27/15	
Unit 3	5/8/15	5/27/15	

<b>8<sup>th</sup> Grade Curriculum Implementation - Fall River Jr./Sr. High School</b>			
Unit	Date Unit Was Completed	Date Implementation Report was Completed by Teacher	Comments/Issues
Review	12/2/14	12/10/14	
Unit 4	4/15/15	4/15/15	
Unit 4	4/30/15	4/30/15	Labeled as for 7 <sup>th</sup> grade – assuming it should have been for 8 <sup>th</sup> grade as there is no unit 4 in 7 <sup>th</sup> grade curriculum
Unit 5	5/14/15	5/18/15	
Unit 6			No report was submitted for this unit – may not have been completed
Unit 7			No report was submitted for this unit – may not have been completed

**Montgomery Creek** – Montgomery Creek School utilized the 6<sup>th</sup> grade curriculum.

<b>6<sup>th</sup> Grade Curriculum Implementation – Montgomery Creek School</b>			
Unit	Date Unit Was Completed	Date Implementation Report was Completed by Teacher	Comments/Issues
Unit 1	12/12/14	1/22/15	
Unit 2			No report was submitted for this unit – may not have been completed
Unit 3			No report was submitted for this unit – may not have been completed
Unit 4			No report was submitted for this unit – may not have been completed
Unit 5			No report was submitted for this unit – may not have been completed
Unit 6			No report was submitted for this unit – may not have been completed
Unit 7			No report was submitted for this unit – may not have been completed

**Sequoia Middle School** – Sequoia Middle School utilized the 6<sup>th</sup> grade curriculum.

<b>6<sup>th</sup> Grade Curriculum Implementation – Sequoia Middle School</b>			
Unit	Date Unit Was Completed	Date Implementation Report was Completed by Teacher	Comments/Issues
Unit 1	12/15/14	1/15/15	Report was labeled as being for Units 1, 2 and 3 combined – unclear what this means
Unit 1	2/17/15	2/19/15	
Unit 2	4/28/15	6/1/15	
Unit 3			No report was submitted for this unit – may not have been completed
Unit 4	3/12/15	No date listed	
Unit 5	5/8/15	6/1/15	
Unit 6			No report was submitted for this unit – may not have been completed
Unit 7			No report was submitted for this unit – may not have been completed

The implementation survey includes data regarding how much of the curriculum was used, if there was anything added or subtracted from the curriculum, and how consistently the materials were presented. [See pages 111-125 of the Detailed Year Two Positive Action Evaluation Report for full data.]

In addition to the actual lessons presented to students in the classroom, Positive Action also includes a number of tools and activities to be used for altering the school climate. The implementation surveys track data on the average number of these activities during each week of the unit as well. [See pages 126-131 of the Detailed Year Two Positive Action Evaluation Report for full data.]

## CONCLUSIONS

Based on implementation requirements from the Positive Action program, and the data provided from the vendors, it appears that there were some issues with the program being implemented as prescribed.

Positive Action “Best Practices” documentation states that lessons should be taught in the morning, and the concepts reinforced throughout the day. This is not when the majority of Positive Action lessons were provided.

The Positive Action “Levels of Implementation Plans” lists specific lessons necessary to ensure fidelity is achieved. There were a minimum of 35 lessons excluded from classrooms, with no data was provided as to which lessons these were; these are in addition to lessons excluded because they were not required.

Positive Action has never been implemented at just the middle school level. In all prior studies, the program has been implemented from elementary school upward, providing the students with a Positive Action foundation. In previous studies, middle schools that show substantial positive outcomes are for middle schools where a large percentage of their students were exposed to Positive Action prior to starting middle school.

## PROGRAM SATISFACTION SURVEYS

In order to assess satisfaction with the Positive Action program, end of year surveys were administered to four different groups of individuals: students, teachers, climate committee members and parents. The intent was to obtain a well-rounded view from all involved parties. All surveys were anonymous, and where individual student names were written in or provided, they have been redacted in this report, in order to maintain confidentiality.

All surveys were adapted from approved Positive Action surveys, and changes to these surveys were made with the knowledge and approval of Dr. Brian Flay, who is the evaluator of the Positive Action program at the national level. All surveys included both multiple-choice Likert scale questions, and free text comment areas. All comments have been reproduced verbatim with the exception of some spelling corrections and the above-mentioned name redaction.

Results were tracked by individual school.

## STUDENT PROGRAM SATISFACTION SURVEYS

Because all surveys were anonymous, it is unknown which surveys belong to the students for whom outcome results were evaluated. This means an unknown number of surveys are from students who did not receive the minimum dosage of Positive Action curriculum. The student end of year program satisfaction surveys consisted of 12 multiple-choice questions, and a comments section. There were a total of 229 student surveys collected: 55 from Burney; 6 from the Community Day School; 81 from Fall River; 20 from Montgomery Creek; and, 67 from Sequoia Middle School. Overall, the majority of responses were positive. [See pages 139-148 of the Detailed Year Two Positive Action Evaluation Report for full data.]

## TEACHER PROGRAM SATISFACTION SURVEYS

Because there were only a few teachers involved in the second year of the pilot project, survey results have been combined into Redding area (Community Day School and Sequoia) and Mountain Area (Burney, Fall River and Montgomery Creek), in order to try and allow for some anonymity. The teacher end of year program satisfaction surveys consisted of 13 multiple-choice questions, and a comments section. There were a total of 4 teacher surveys collected from the Redding Area teachers, and 5 teacher surveys collected from the Mountain Area. Overall, the majority of responses were positive. [See pages 149-152 of the Detailed Year Two Positive Action Evaluation Report for full data.]

## CLIMATE COMMITTEE MEMBER PROGRAM SATISFACTION SURVEYS

As a part of the Positive Action program, Burney, Fall River and Sequoia each created their own Climate Committees comprised of teachers, school counselors, school administrator(s) and parents. This committee implemented activities both from the Positive Action Climate Kit, and other outside activities they felt were compatible with the Positive Action philosophies. These activities involved the whole school, and not just the one classroom where the Positive Action program was being piloted. This structure and implementation, according to discussions with Dr. Brian Flay, has never been done before, which means there are no comparable studies to validate our results against. The Climate Committee end of year program satisfaction surveys consisted of 5 multiple-choice questions, and a comments section. There were 38 completed surveys: 6 by Burney; 4 by Fall River; and, 28 by Sequoia. Again, overall the majority of responses were positive. [See pages 153-156 of the Detailed Year Two Positive Action Evaluation Report for full data.]

## PARENT PROGRAM SATISFACTION SURVEYS

Because all surveys were anonymous, it is unknown which surveys belong to family members of students for whom outcome results were evaluated. This means an unknown number of surveys are from parents whose child did not receive the minimum dosage of Positive Action curriculum. The parent end of year program satisfaction surveys consisted of 6 multiple-choice questions, and a comments section. There were 56 completed surveys: 18 from Burney parents; 9 from Community Day School parents; 21 from Fall River parents; 3 from Montgomery Creek parents; and, 5 from Sequoia parents. Once more, overall the majority of responses were positive. [See pages 157-161 of the Detailed Year Two Positive Action Evaluation Report for full data.]

## CONCLUSIONS

In general, the surveys completed all reflect satisfaction with the Positive Action program. What little criticism appeared in the comments is all very constructive (with the exception of some of the student survey responses), giving suggestions and ideas for how the implementation could be improved upon in the future. However, since these surveys were only administered at the very end of the school year, and not as students and their families exited from the program, it is unclear if those parents who removed their students from the Positive Action classroom prior to the end of the school year, and the students who were removed, would provide survey results in line with those seen here.

One recurring theme noted is the impression that this curriculum would be more beneficial to younger age levels than the middle school classes it has been piloted in so far. Teachers, parents and even students all noted they felt Positive Action would be better implemented in lower grade classrooms.

## FINAL ANALYSIS AND RECOMMENDATIONS

The Positive Action Evaluation Plan consists of six outcomes and five program questions. The measurements tools for each are requirements in the program provider contract.

The following are the specific evaluation results:

Measurement Tool	Outcome	Data Results	Analysis
<b>1. Positive Action Student Behavior Rating Scale</b>	For those students who received at least thirteen different Positive Action lessons, scores in at least 2 categories will improve by at least one point.	Looking at the <i>t</i> -test results, 70 out of 144 measurements showed positive results and were statistically significant. Overall average scores increased over baseline by at least one point in 14 out of 15 instances, with 5 of them having statistical significance.	This outcome was met.
<b>2. Positive Action Student Survey</b>	For those students who received at least thirteen different Positive Action lessons, average overall scores will improve by at least one point.	Looking at the <i>t</i> -test results, only 1 of the 210 measurements was statistically significant. Overall average scores increased over baseline by at least one point in 4 out of 15 instances, but none of them had statistical significance.	It does not appear as if this outcome was fully realized, based on the fact that less than 30% of the score measurements increased.
<b>3. Positive Action Unit Implementation Survey</b>	For each Positive Action unit that is delivered, a Positive Action Unit Implementation Report will be completed.	Of the 52 reports due, 30 were submitted to the county.  Of the 30 submitted reports, 8 had all data fields completed. The other reports were missing one or more necessary answers.	It does not appear as if this outcome was fully realized, based on the fact that less than 20% of the reports were submitted complete.
<b>4. Middle School Implementation Progress Report</b>	Implementation problems will be minimal and teacher satisfaction will be moderate to high.	A review of the reports provided by the Positive Action Coordinators indicates that this outcome was met.	This outcome was met.

Measurement Tool	Outcome	Data Results	Analysis
<b>5. Family Class Pre-Post Test Supplement Survey</b>	Implementation of the family kit with the families of the children receiving the Positive Action curriculum will result in families having better relationships and more engagement with their children.	As discussed in the “Family Surveys” section of this report, the family kit was not implemented.	It does not appear as if this outcome was realized, based on the facts that there was no implementation and no data was gathered.
<b>6. Additional Data</b>	Additional data to be collected for each student participating in the Positive Action program will include behavioral referrals, attendance records and tardy slips. Additional data shall be provided to the County in an electronic format as approved by the County.	The electronic data provided by the vendors proved to be one of the most troublesome issues. Repeated requests for the data were made. Templates were provided several times.  Despite not receiving the majority of the electronic files in a format that was immediately usable, after significant effort, the data was able to be extracted by county staff members.	This outcome was met.

Program Question	Measurement Tool(s)	Findings – Based on Data Results
<b>1. Are the students having more academic and social success?</b>	Attendance, tardy slips and behavior referrals	There is not clear evidence that Positive Action has had any significant impact on the student’s academic and social success as evidenced by attendance, tardy and behavioral referral data.
<b>2. Are the students increasing their coping skills and psychosocial development?</b>	Positive Action Student Survey and Student Behavior Rating Scale	There is not clear evidence that Positive Action has had any significant impact on the student’s coping skills and psychosocial development as evidenced by the Student Survey results. The Student Behavior Rating Scale results seem to indicate moderate impact by the Positive Action program.
<b>3. Are families being supported in a way that helps them cope with their at risk children?</b>	Family Class Supplement Survey	As this tool was not implemented, there is no data available to try and answer this question.

Program Question	Measurement Tool(s)	Findings – Based on Data Results
<p><b>4. Is there a reduction in high risk behaviors such as substance use, violence and sexual activity?</b></p>	<p>Positive Action Student Survey</p>	<ul style="list-style-type: none"> <li>• Substance use – in 27 out of 42 measurements (64%), results showed negative and not positive changes. However, only one of these results was statistically significant. This data would indicate that Positive Action did not reduce these behaviors in any meaningful way.</li> <li>• Violence – in 34 out of 42 measurements, there was negative change, no change or less than 1 point of positive change over baseline. However, none of these results were statistically significant. This data would indicate that Positive Action did not reduce these behaviors in any meaningful way.</li> <li>• Sexual activity – no questions were asked on this topic, so there is no data available to try and answer this question.</li> </ul>
<p><b>5. As a result of this program, are students being identified and referred to other needed services in the community?</b></p>	<p>Demographic Data Cover Sheet</p>	<p>The vendors were unable to track and provide this information, so there is no data available to try and answer this question.</p>

Overall Findings

Outcomes from Measurement Tools No. 1 (Positive Action Student Behavior Rating Scale), No. 4 (Middle School Implementation Reports) and No. 6 (Additional Data) were the only outcomes fully met without qualification. The other three outcomes either did not have data, or enough statistically significant data, available to make a finding.

As a result of the data gathered or because the data was not available, of the five evaluation questions asked, none could be answered fully in the affirmative.

A change of focus in the data collection may be of benefit with the Positive Action program in future years. Because Positive Action is an evidence-based practice, it is unnecessary for Shasta County to attempt to validate outcomes independently. Instead, an emphasis on fidelity in program implementation should yield better results, and help alleviate some of the data collection issues seen in the first two years of piloting Positive Action.

An additional recommendation, in line with program fidelity, would be to implement Positive Action with younger children also, with the hope of influencing their actions, behaviors and future well-being and creating an established base of positive behavior patterns before they enter middle school.