

## Detailed Year Three Positive Action Evaluation Report

### Data from: August 2015 - June 2016

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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 the third year of the pilot (currently in progress), the program was implemented in all 4 classrooms at Montgomery Creek (K-1<sup>st</sup>, 2<sup>nd</sup>-3<sup>rd</sup>, 4<sup>th</sup>-5<sup>th</sup> and 6<sup>th</sup>-8<sup>th</sup> grade classes), 4 classrooms in Fall River Mills (two 7<sup>th</sup> grade and two 8<sup>th</sup> grade classes), and 4 classrooms in Burney (two 6<sup>th</sup> grade and two 7<sup>th</sup>/8<sup>th</sup> grade classes), for a total of 12 classrooms which receive Positive Action curriculum in Shasta County currently.

The evaluation of this pilot project has changed in focus, based on issues found during the first two years. Because Positive Action is an evidence-based practice, it is unnecessary for Shasta County to attempt to validate outcomes independently. Instead, for the third year of this pilot program, an emphasis has been placed on fidelity in program implementation, in order to yield better results, and help alleviate some of the data collection issues seen in the first two years of piloting Positive Action. The Program Coordinator is responsible for collecting and submitting aggregate data to the county. Additionally, in line with program fidelity, Positive Action is being implemented 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.

There were four specific evaluation measures from the Student Behavior Rating Scale listed in the current contract:

- Negative self-concept: pessimistic, unhappy, withdrawn, depressed
- Poor self-control: does not know how to control feelings, anger
- Violent: gets into fights, threatens others, hits/pushes others, hurts others
- Non-Sociable: very unfriendly and unsociable, does not like to be with peers, does not like to be with teachers

As an indicator of the effectiveness of the Program, for each of the four outcome measures listed above, a minimum of at least a 15% increase in scores from the beginning of the school year to the end was set.

Data was also collected on student survey results, and implementation data. Program satisfaction surveys were collected at the end of year three of this pilot program from teachers, climate committee members and other staff, parents, and the students.

## STUDENT SURVEYS

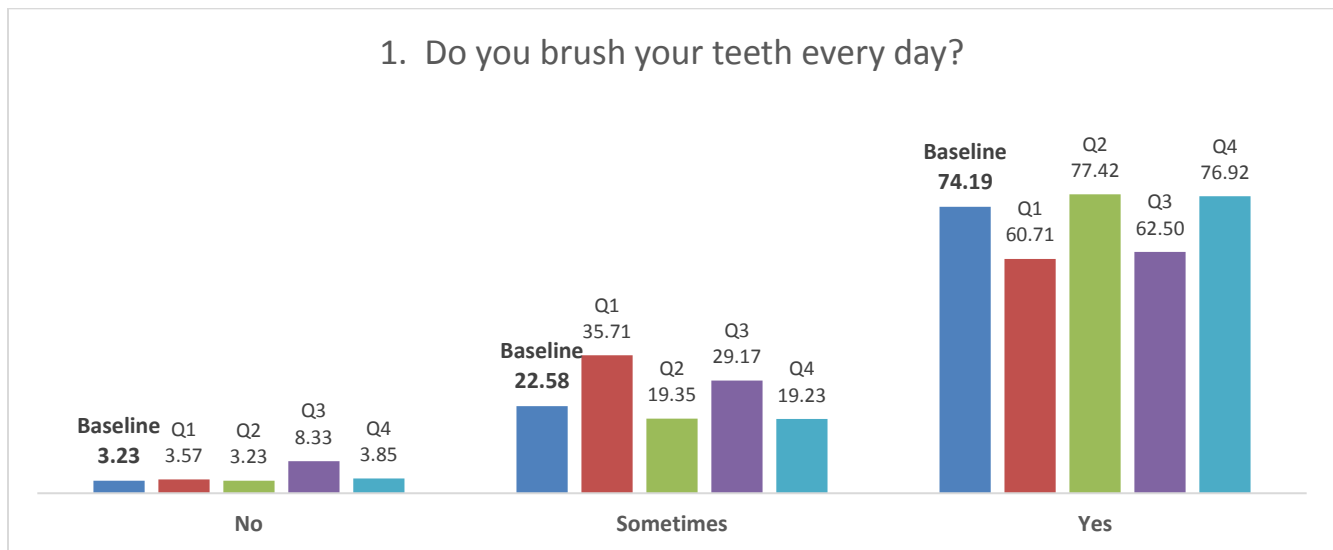
An important component of this pilot project is decreasing high-risk behaviors while increasing positive coping skills and psychosocial development. In order to try and measure items in these areas, students were given a survey at the beginning of the year (to create a baseline) and then repeated once per quarter thereafter. Surveys differ by grade level, ranging from 6 to 21 questions. Younger students in grades K-3 are given 6 questions with three possible answers (No, Sometimes or Yes) while students in grades 4-6 receive surveys with 21 questions and four possible answers (Never, Sometimes, Most of the time or All the time), and students in grades 7-8 receive surveys with 21 questions and five possible answers (Never, Rarely, Sometimes, Often or All the time). While no formal analysis or outcomes measurements are based on these surveys, it is interesting to track how overall percentages of each answer change over time. Because all data is compiled and reported in aggregate by the Program Coordinator as negotiated in the contract, t-tests or other formal statistical analysis is not possible on year 3 data.

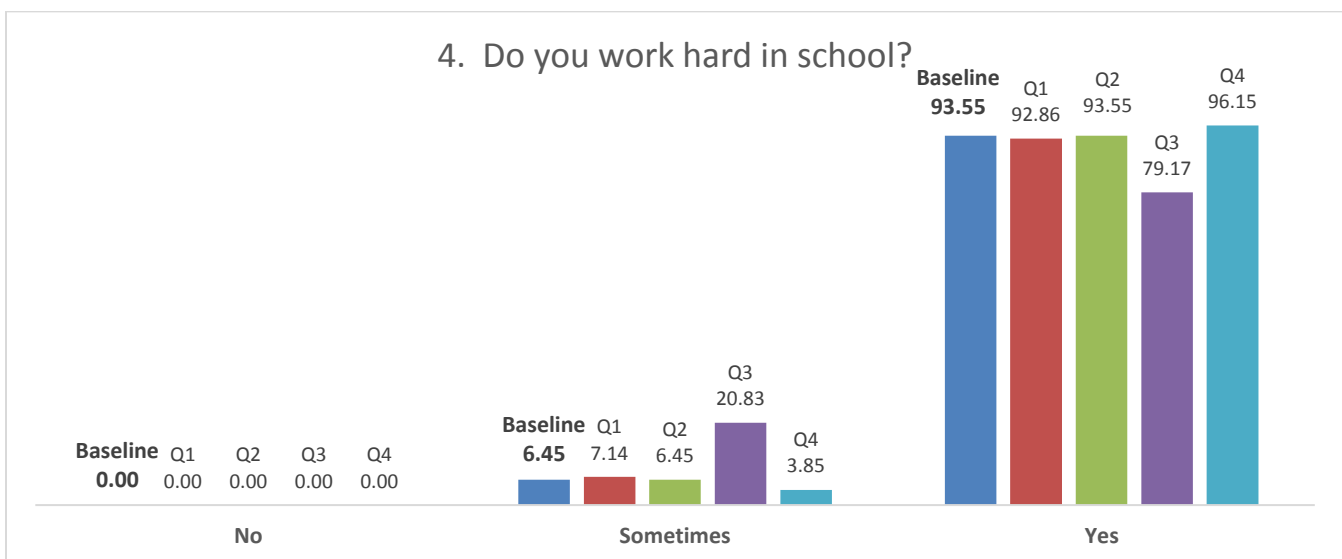
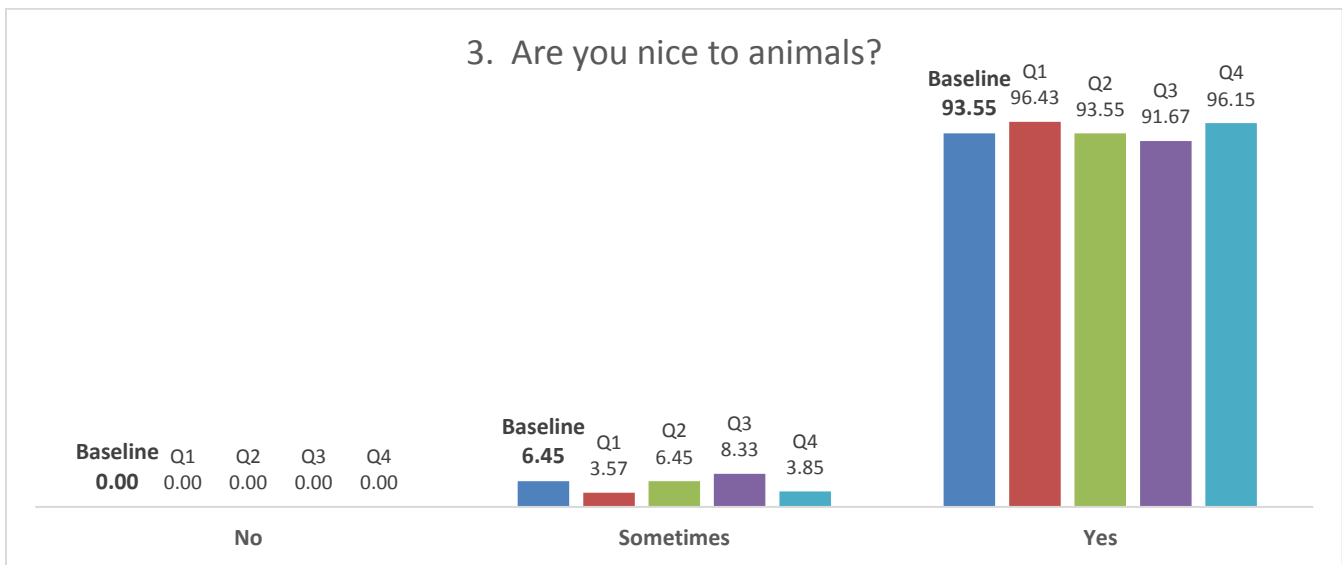
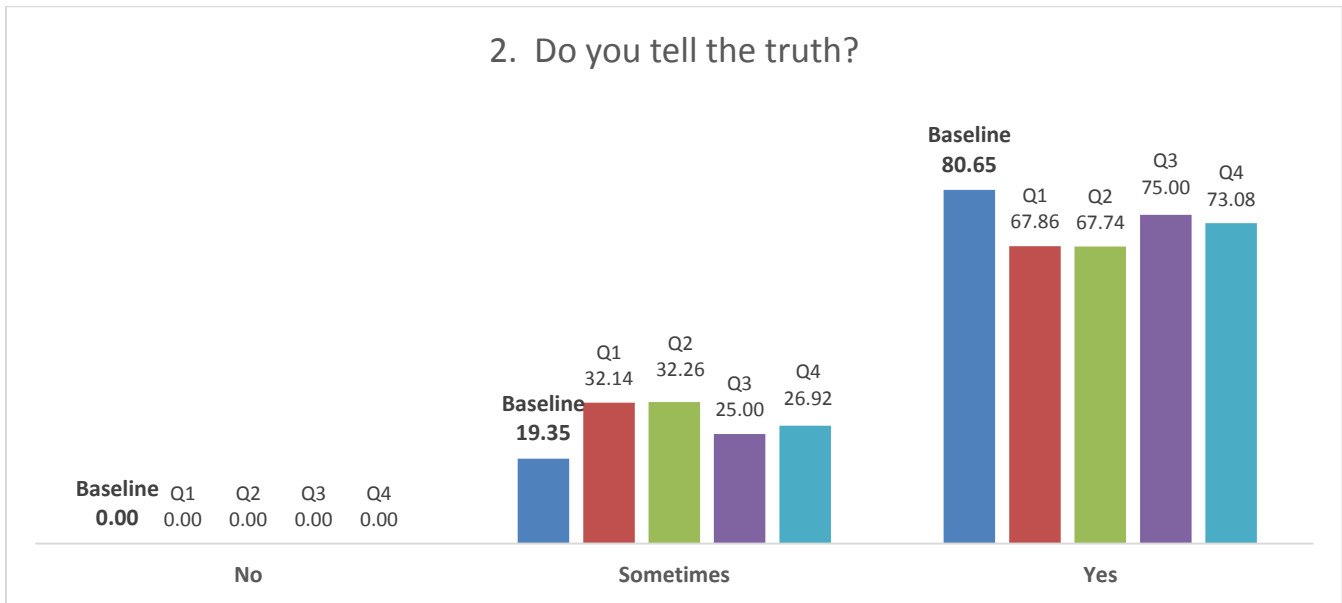
## STUDENT SURVEY DETAILED RESULTS

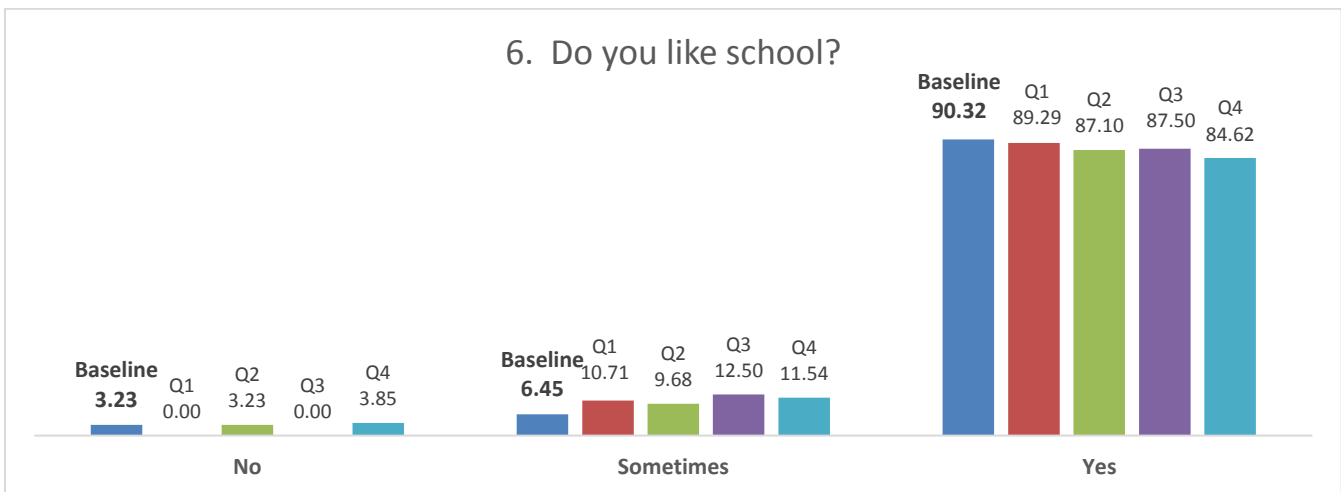
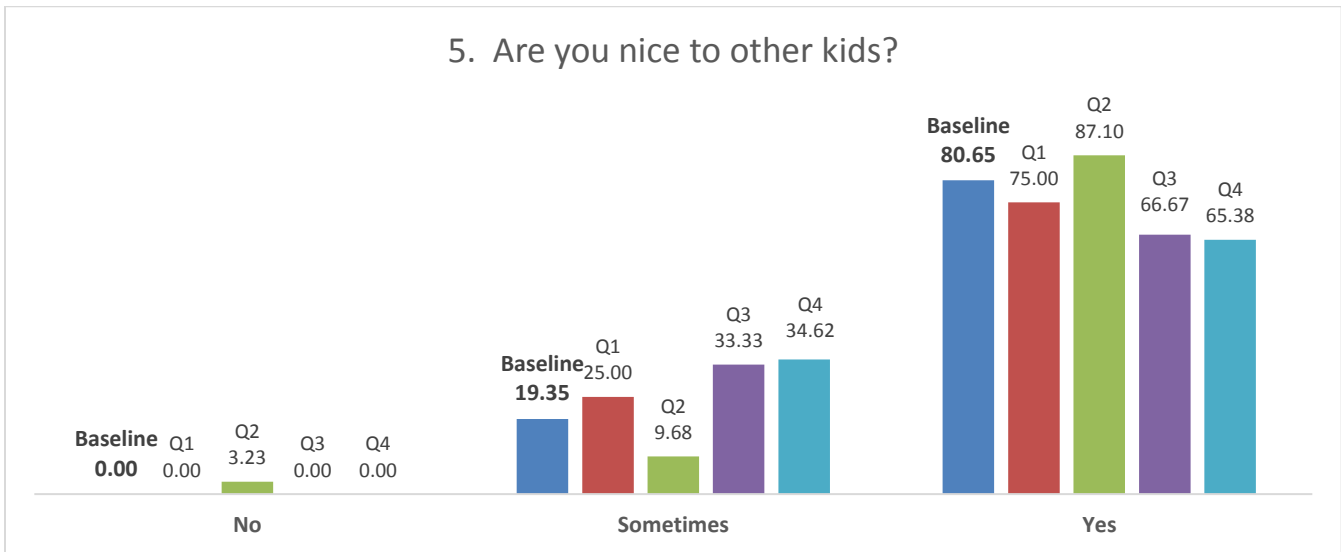
For each of the following charts, the first column under each possible answer represents the baseline, with the four subsequent columns reflecting the data from each of the quarterly repeats of the survey. Because data is reported in aggregate, the raw number of responses for each data point may be different, so all data is reported by percentage.

### GRADES K-3

Six questions were asked of the K-3 students, with three possible answers (No, Sometimes or Yes).

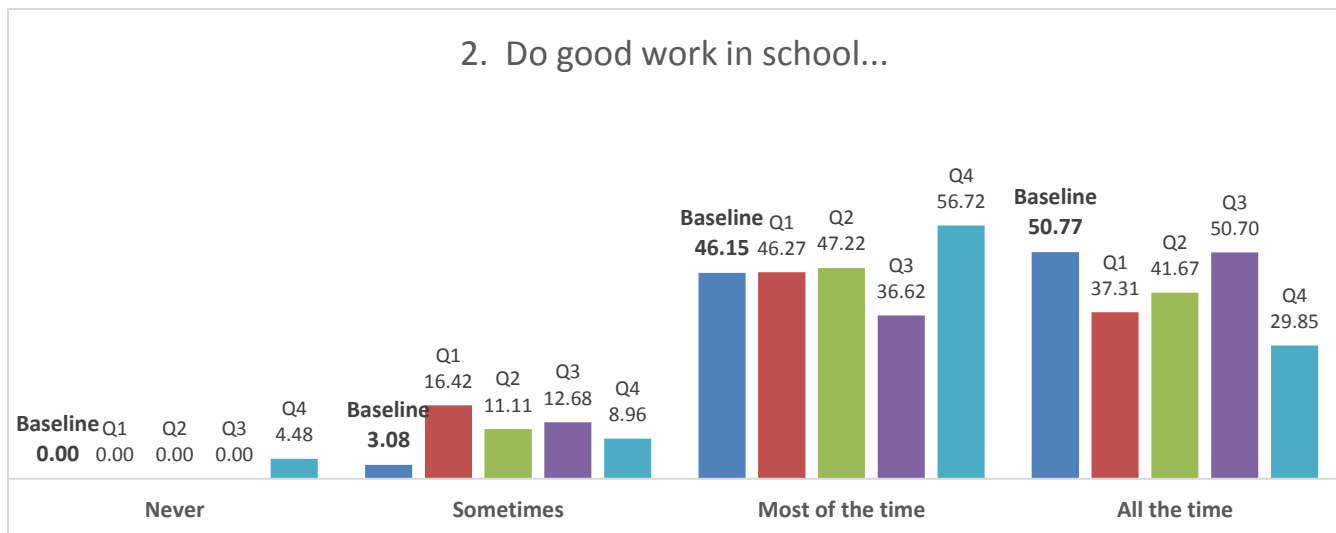
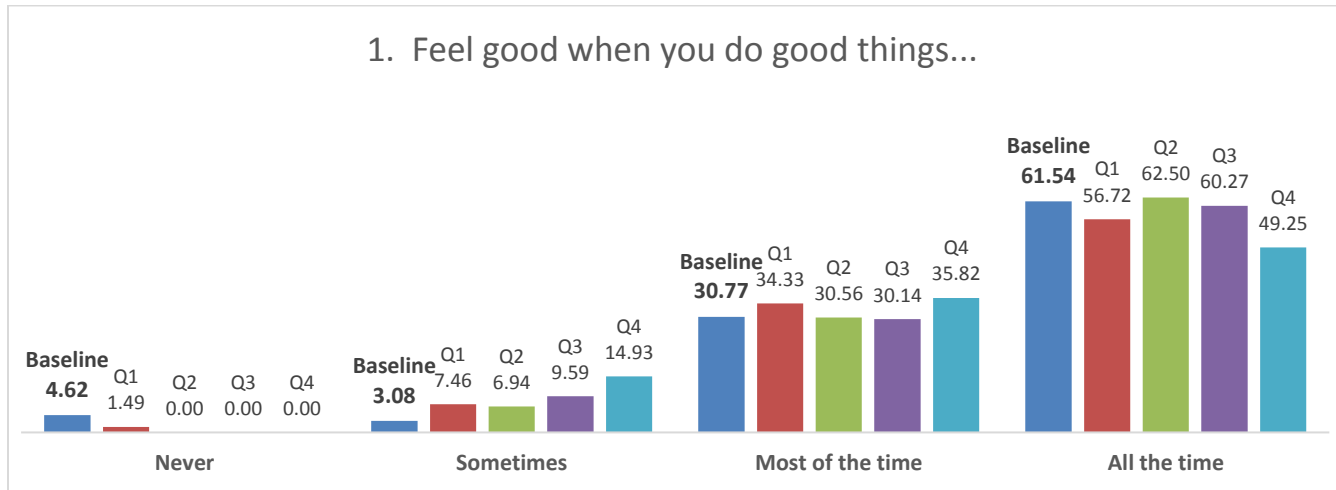


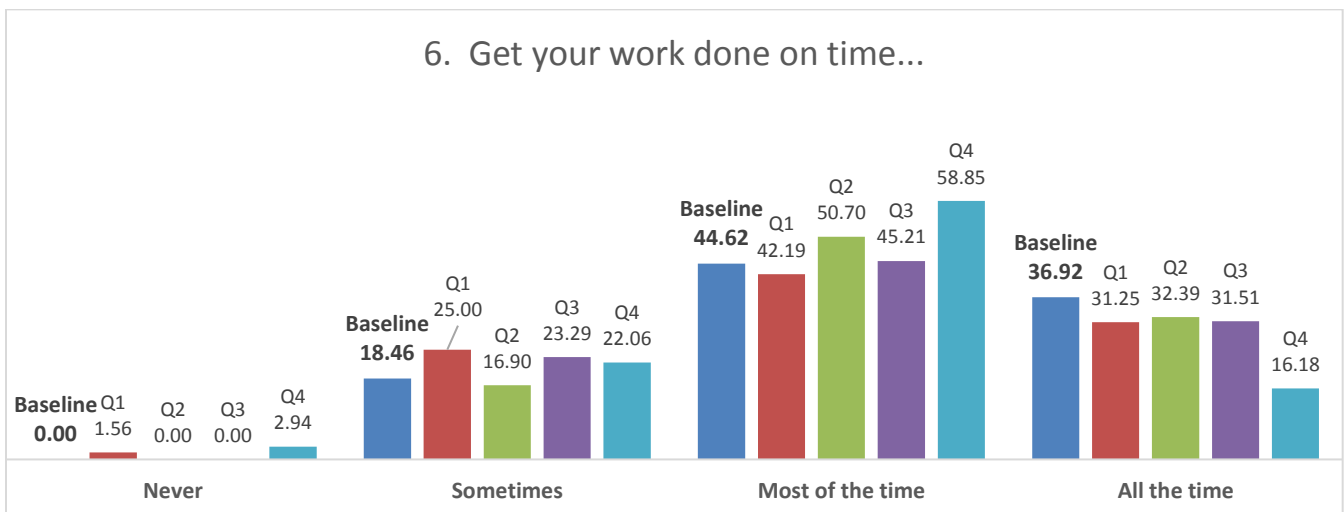
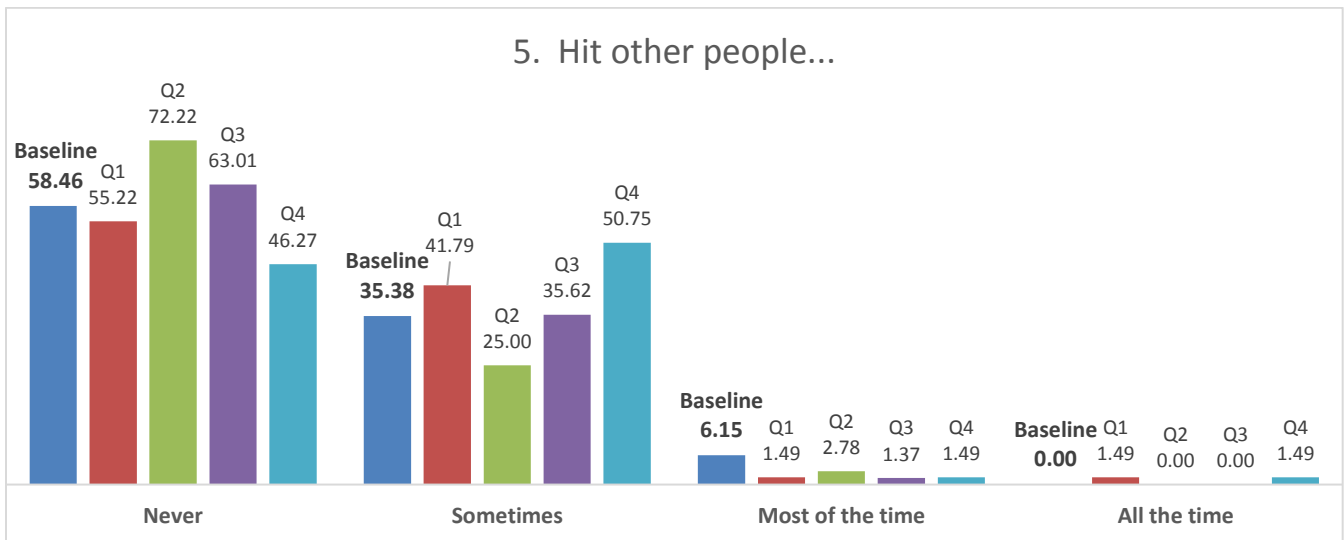
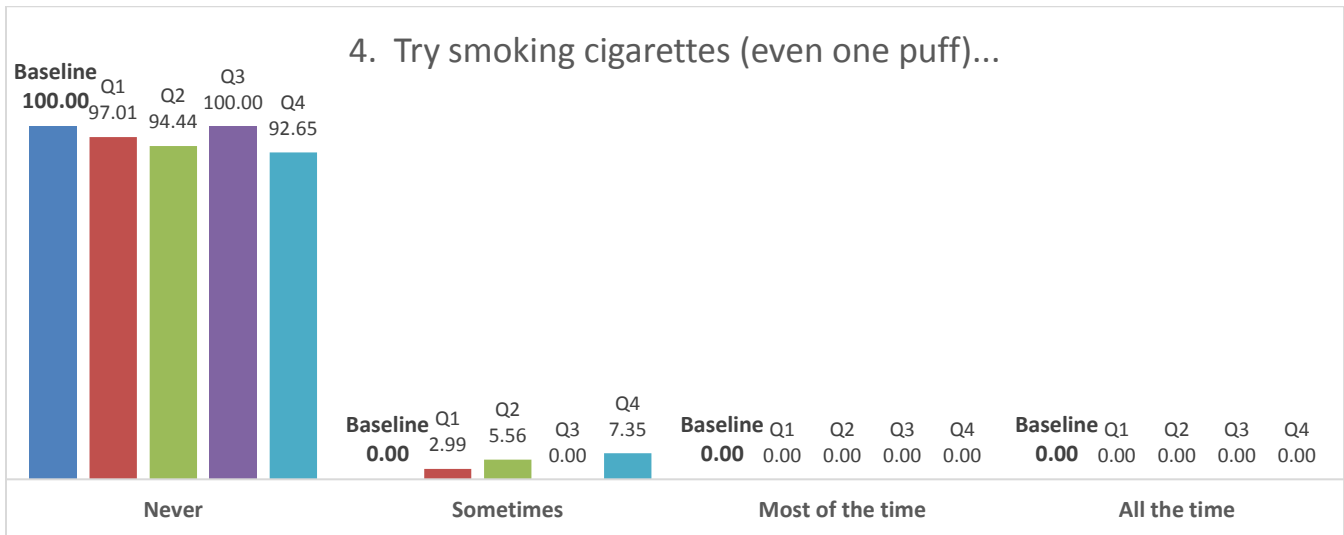




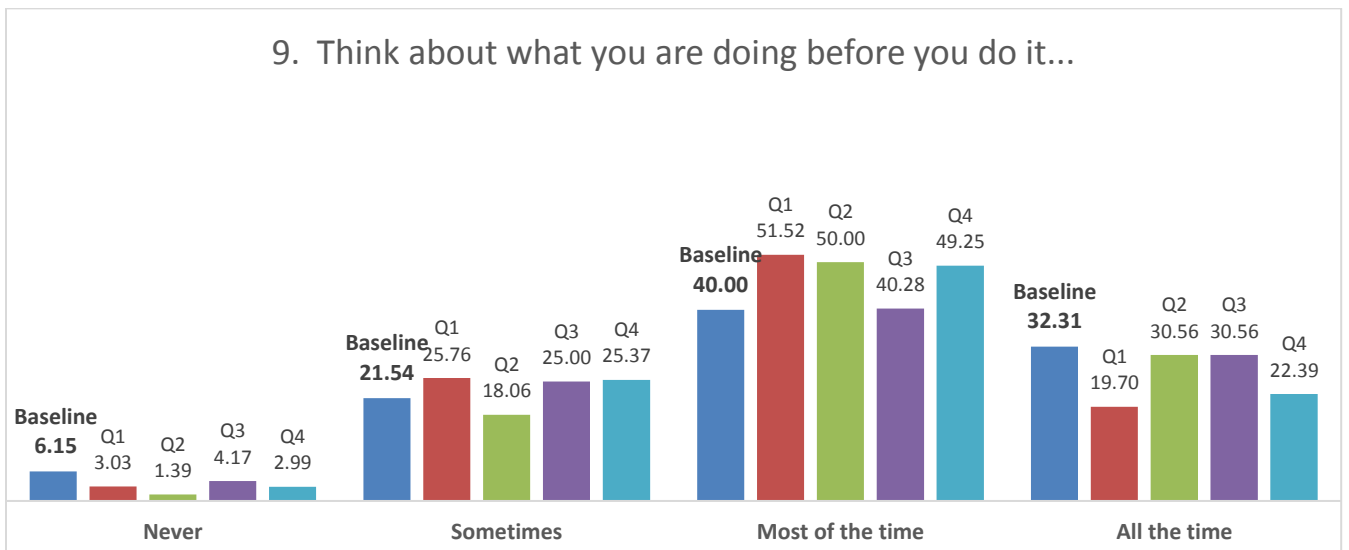
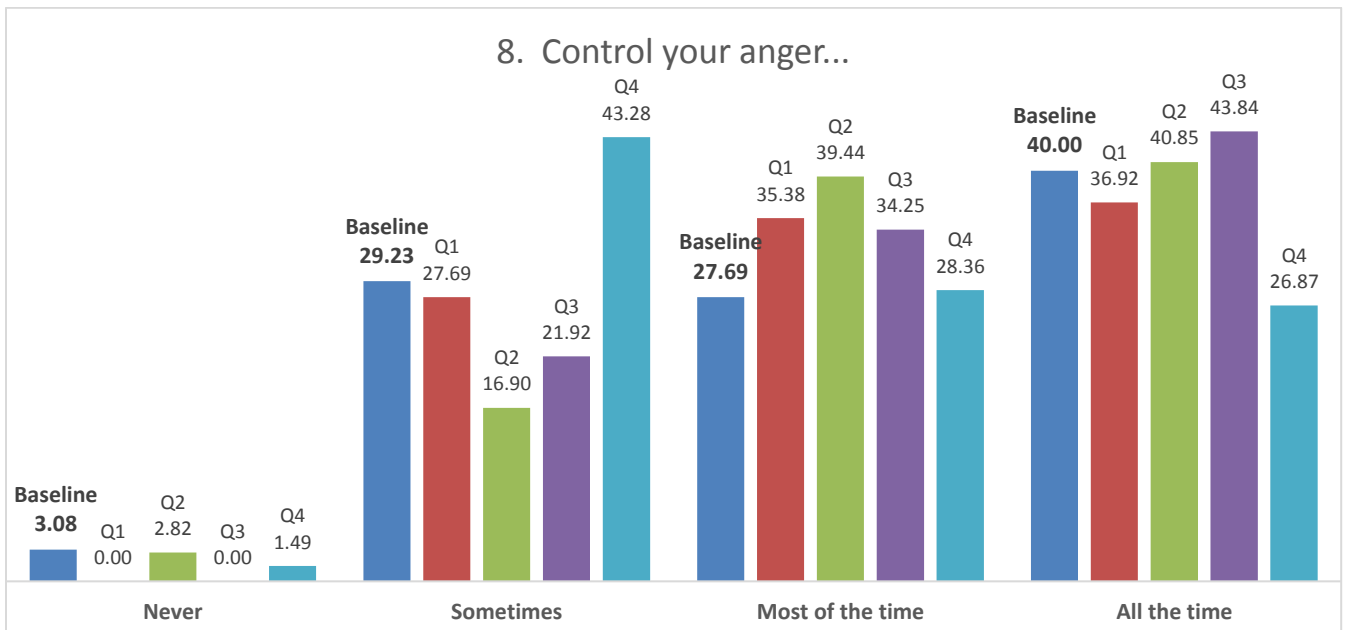
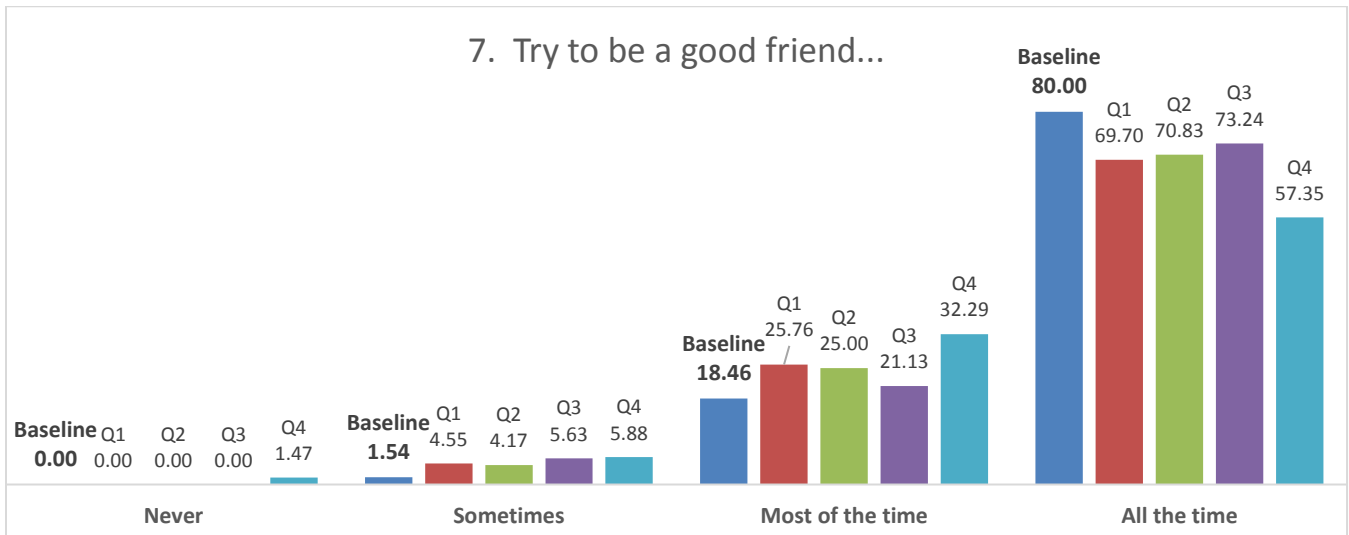
GRADES 4-6

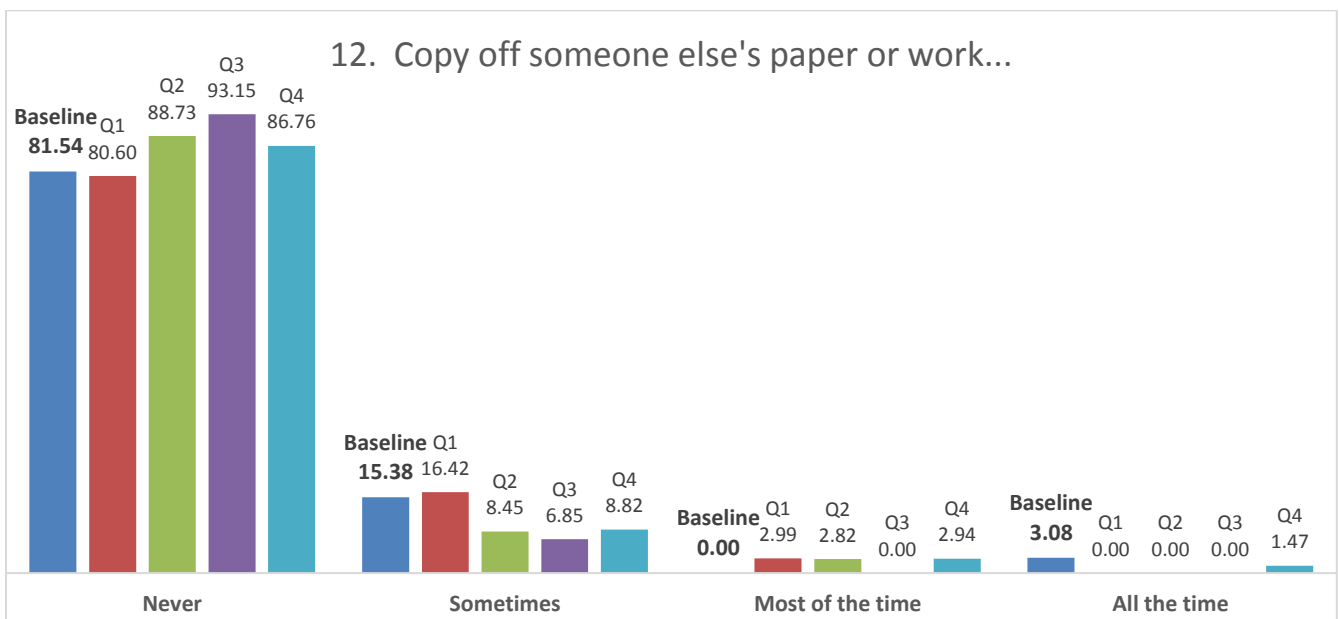
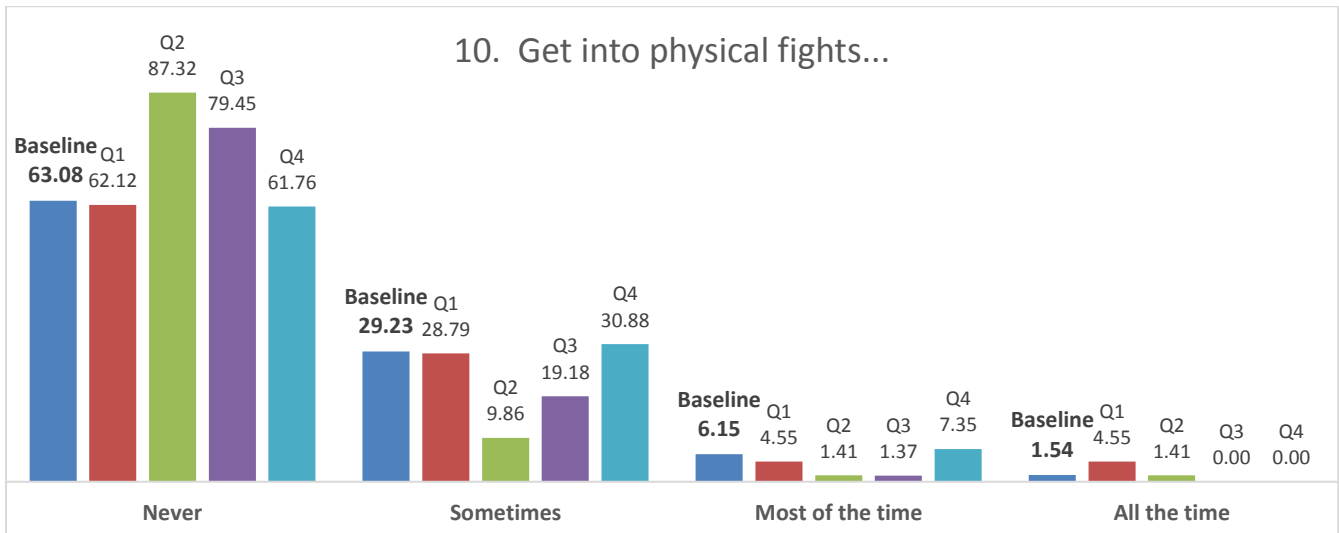
Twenty-one questions were asked of the grades 4-6 students, with four possible answers (Never, Sometimes, Most of the time, or All the time). All questions start with “How often do you...”



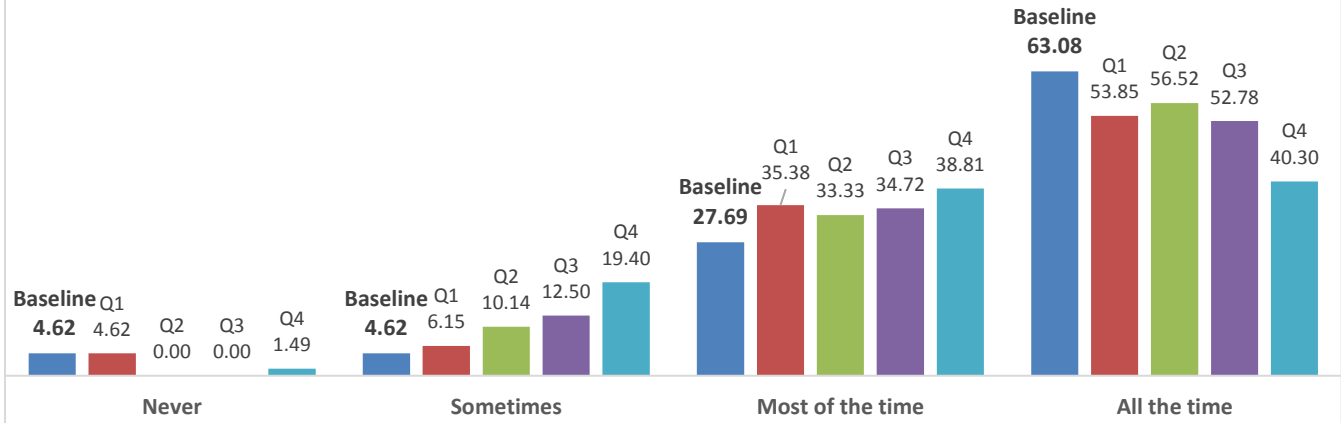




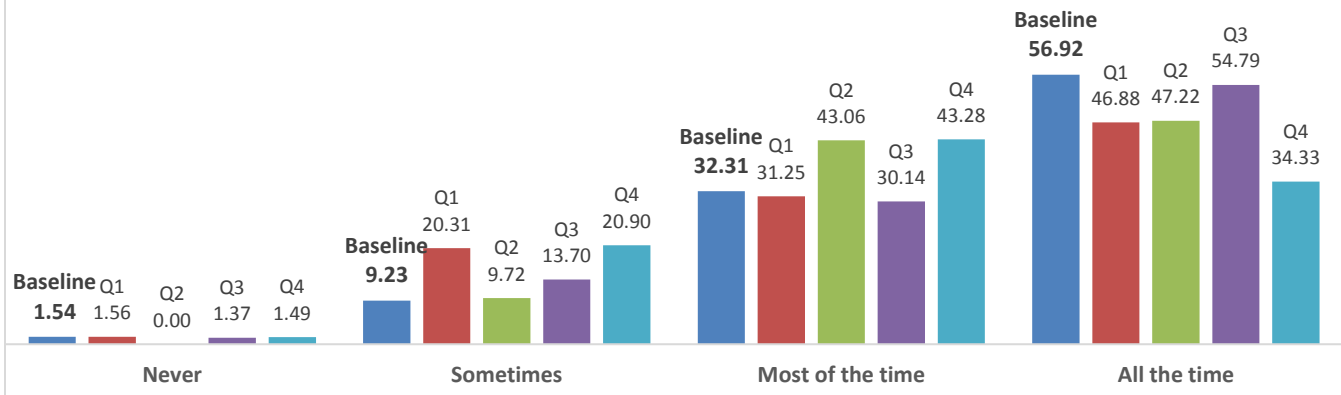




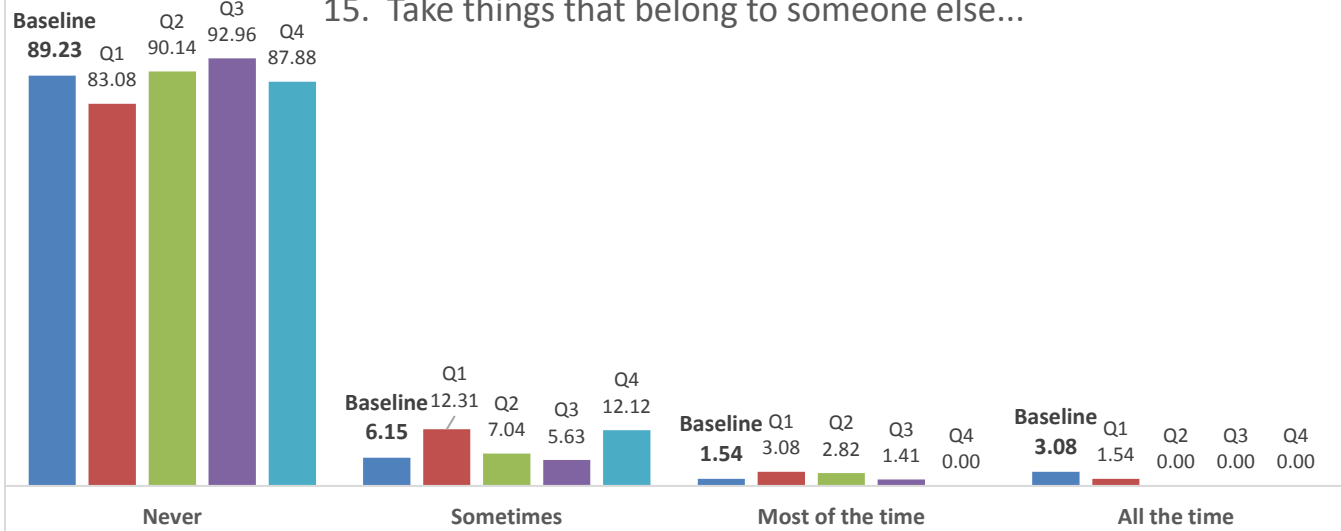
### 13. Treat others the way you like to be treated...

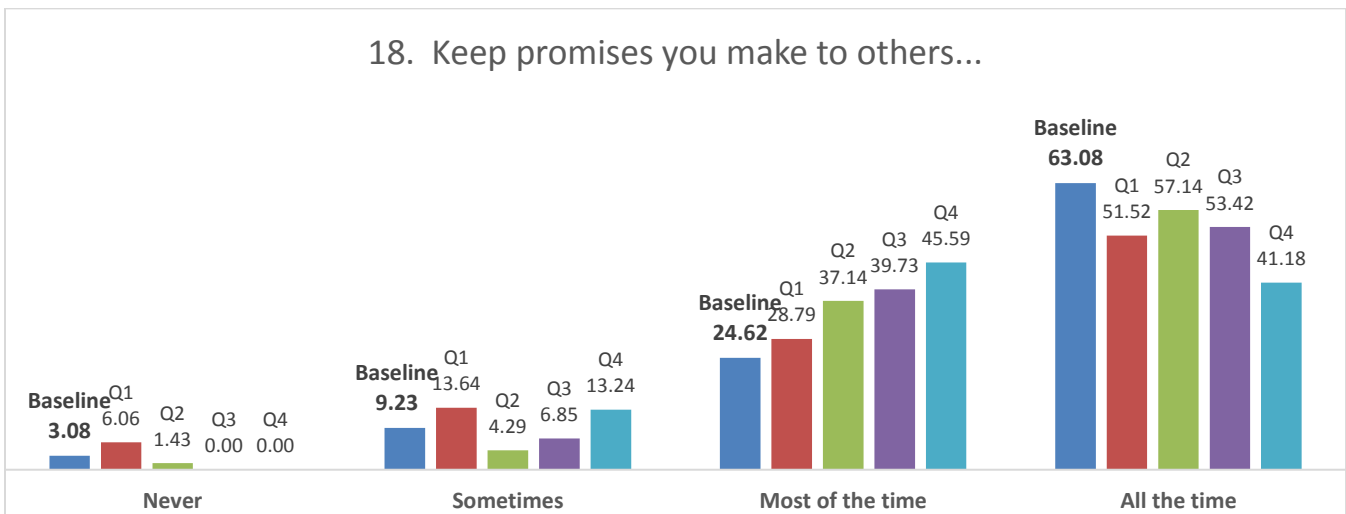
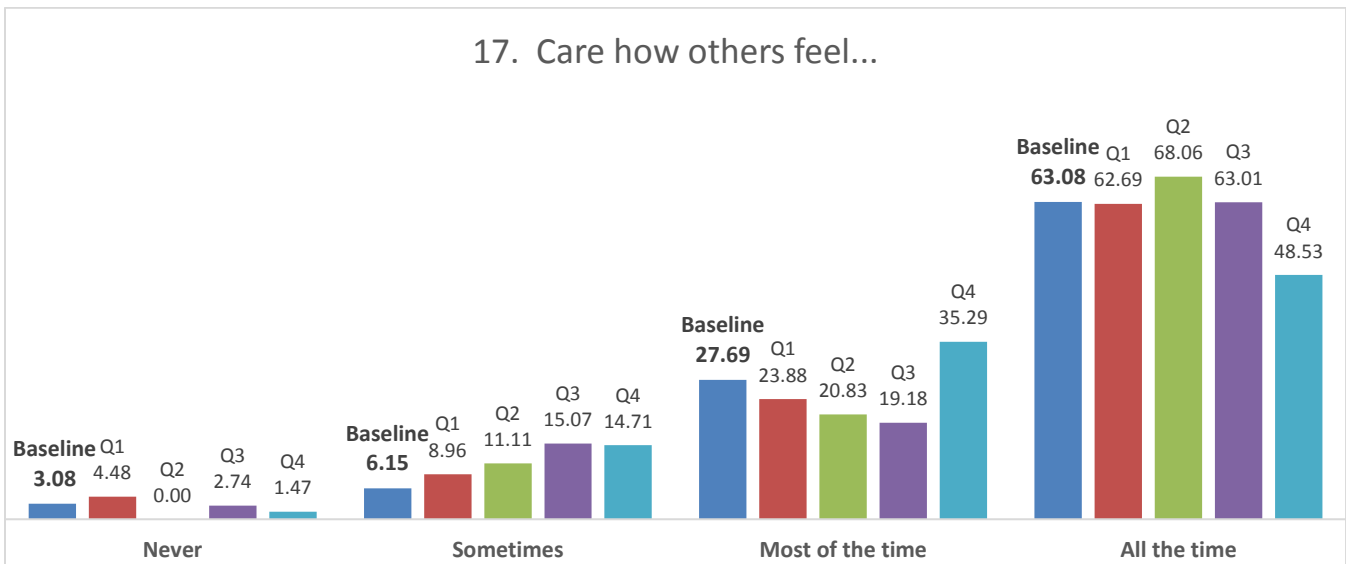
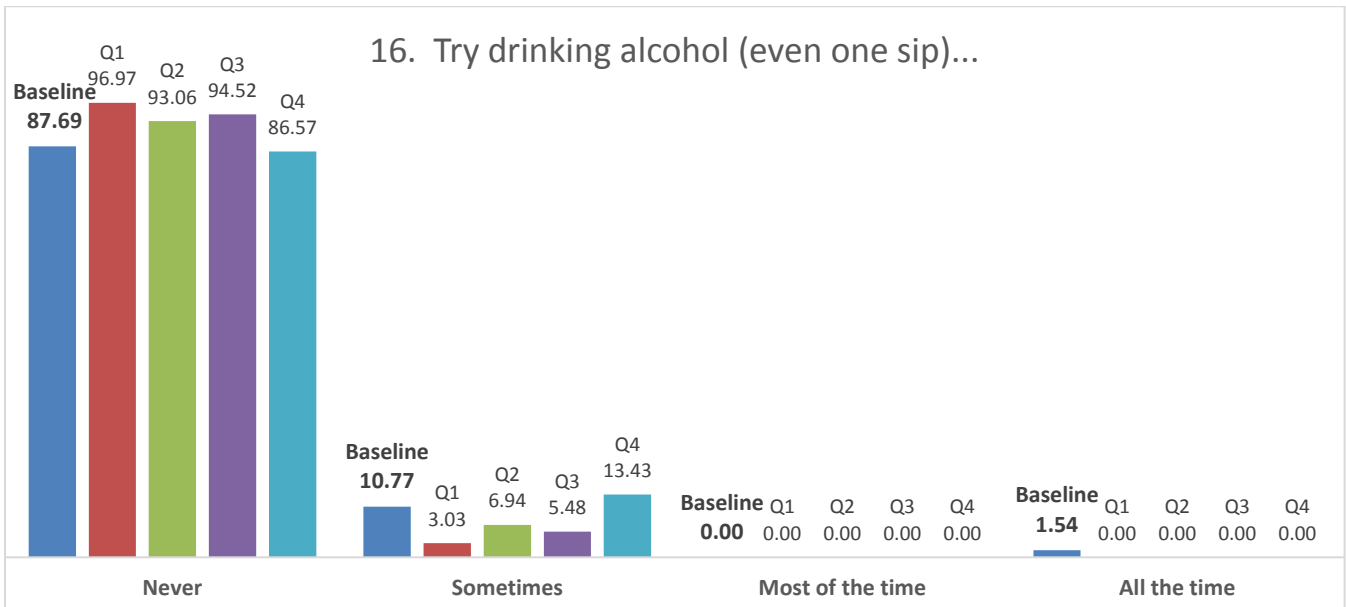


### 14. Do things to make yourself a better person...

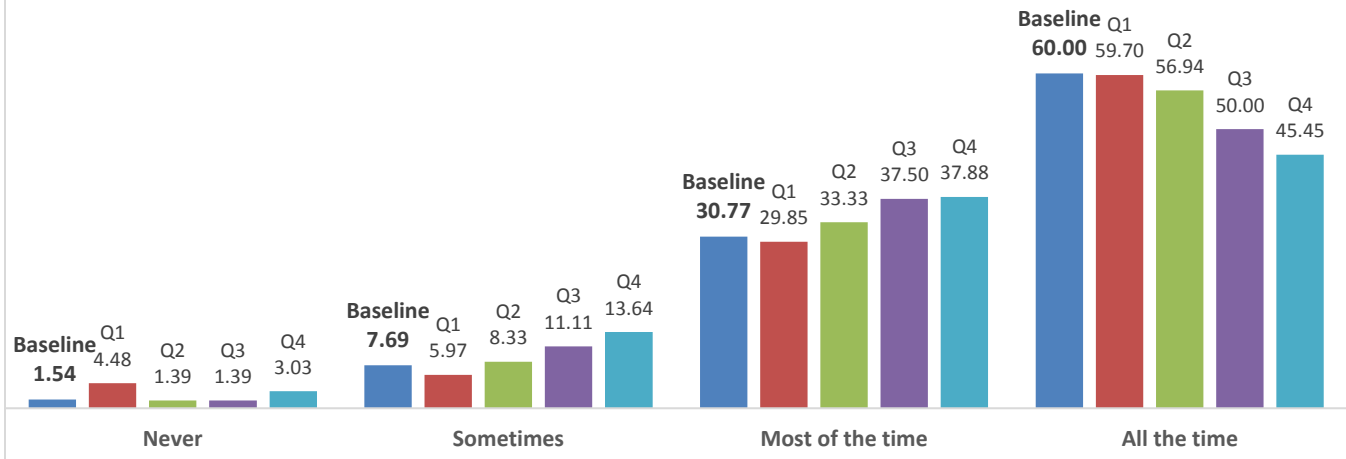


### 15. Take things that belong to someone else...

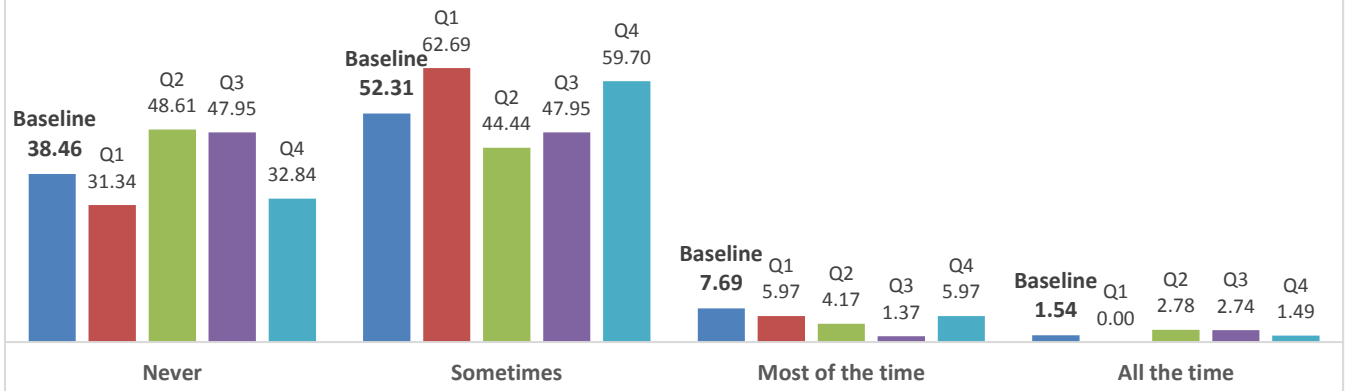




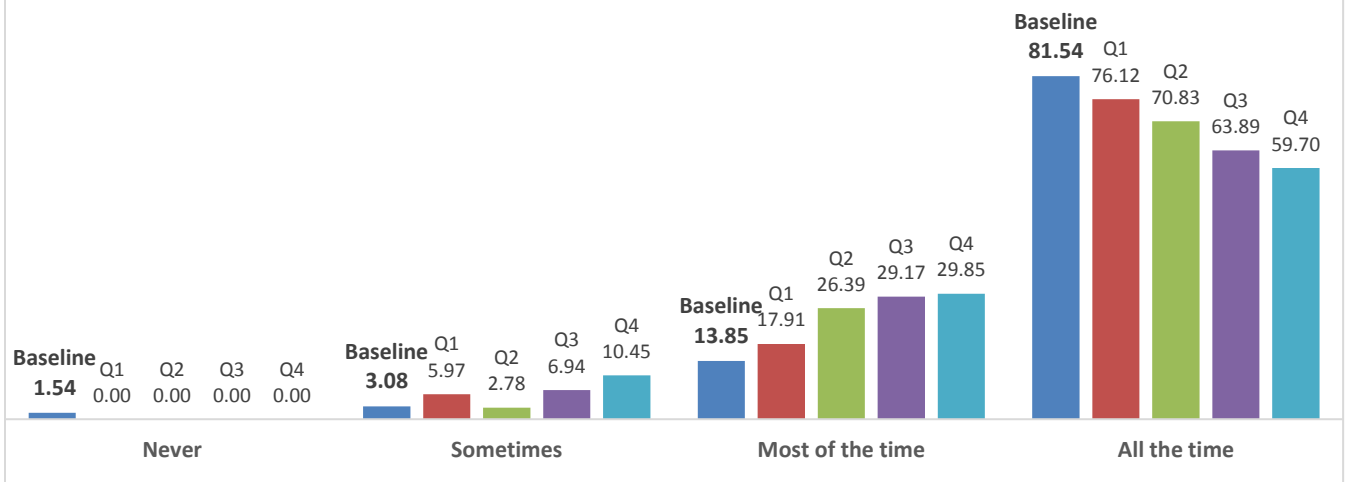
### 19. Eat fresh fruits and vegetables...



### 20. Be mean to someone you are mad at...

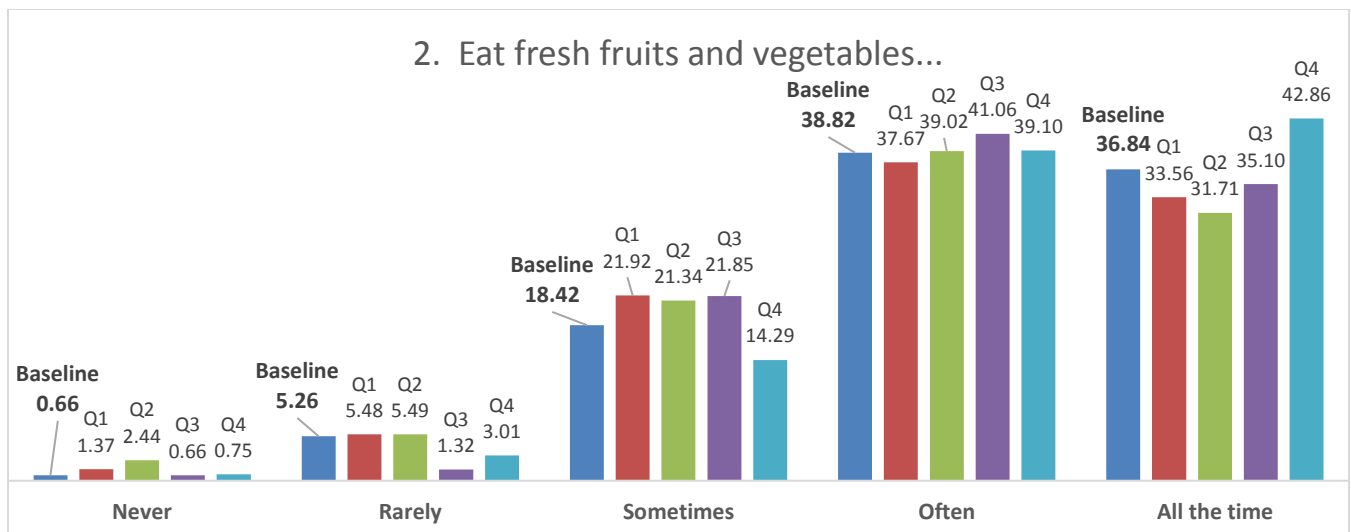
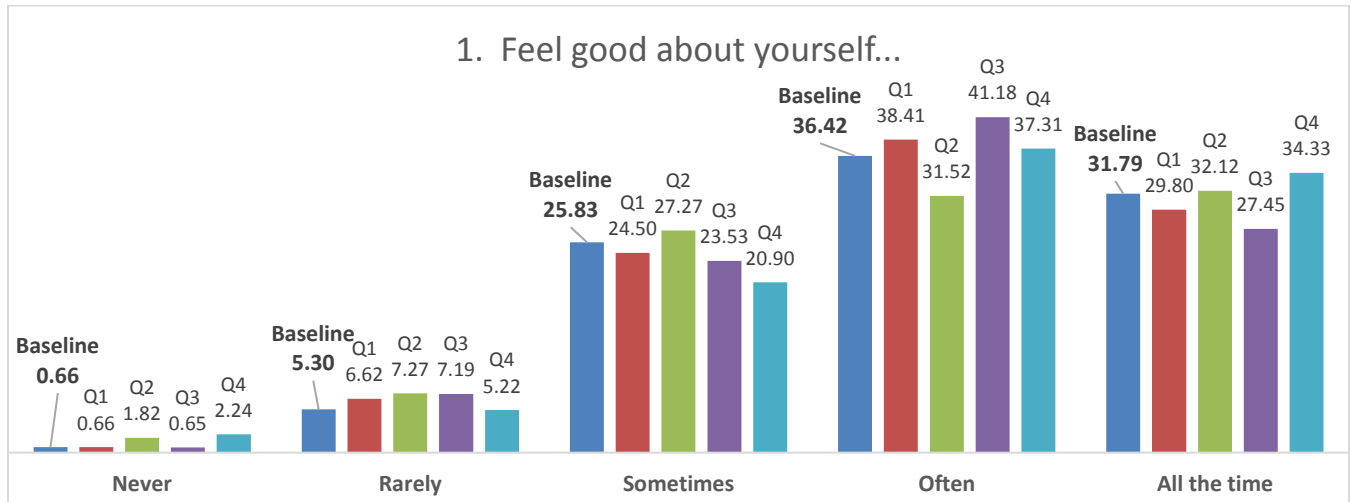


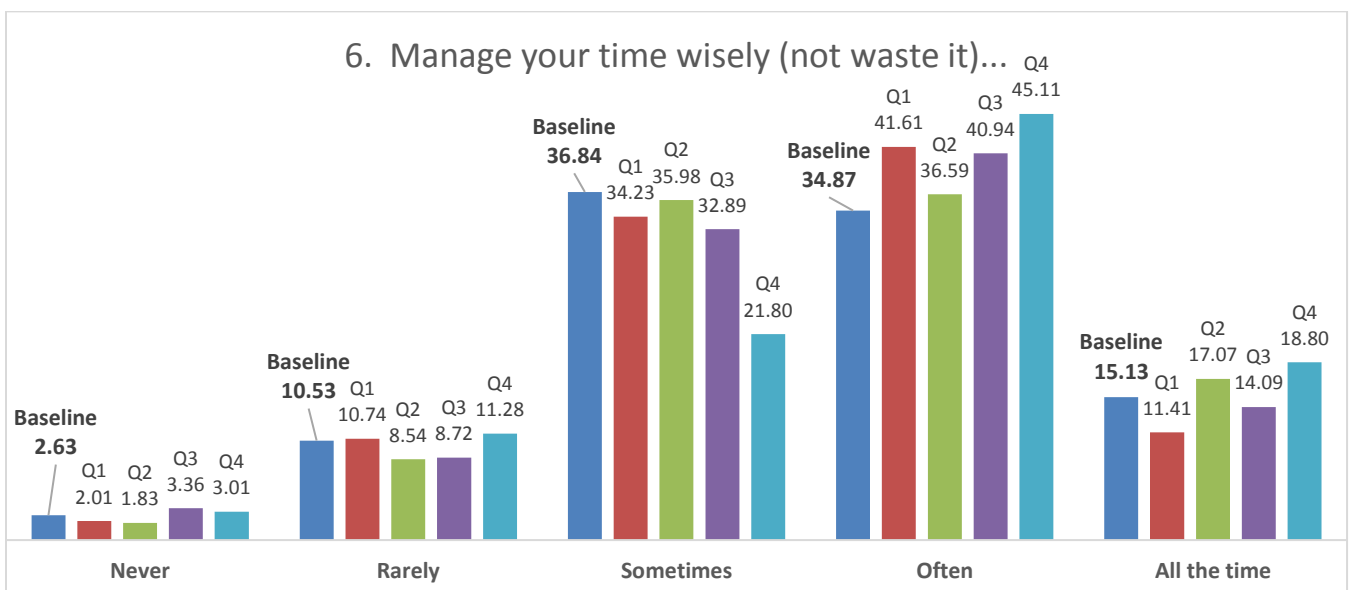
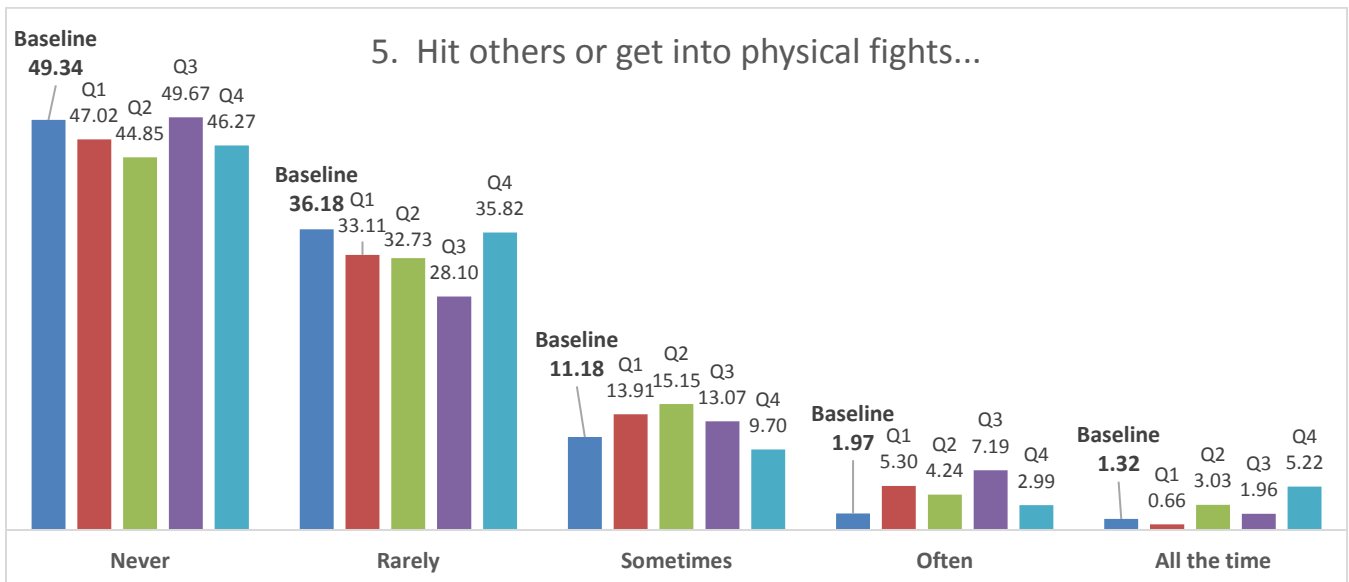
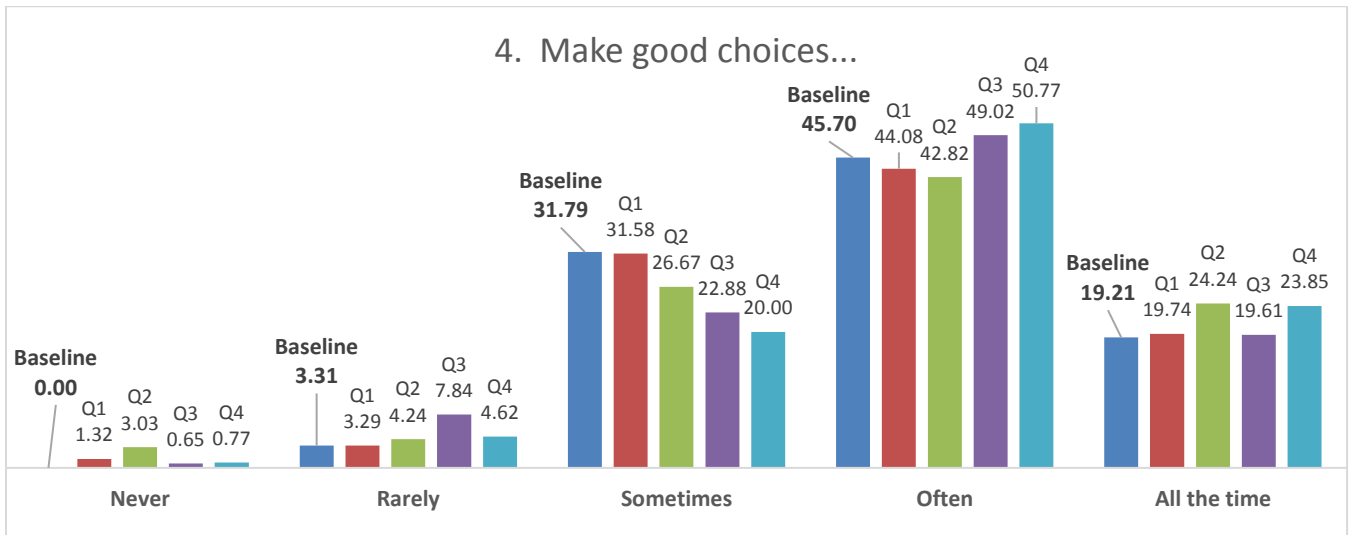
### 21. Try to do good things...

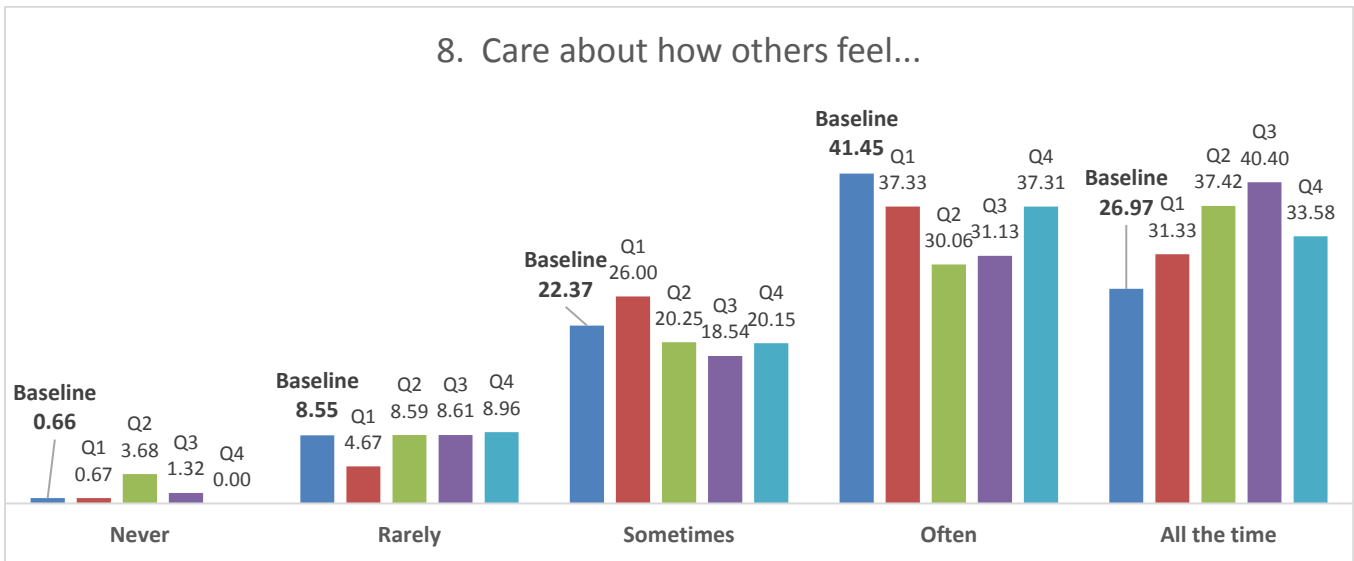
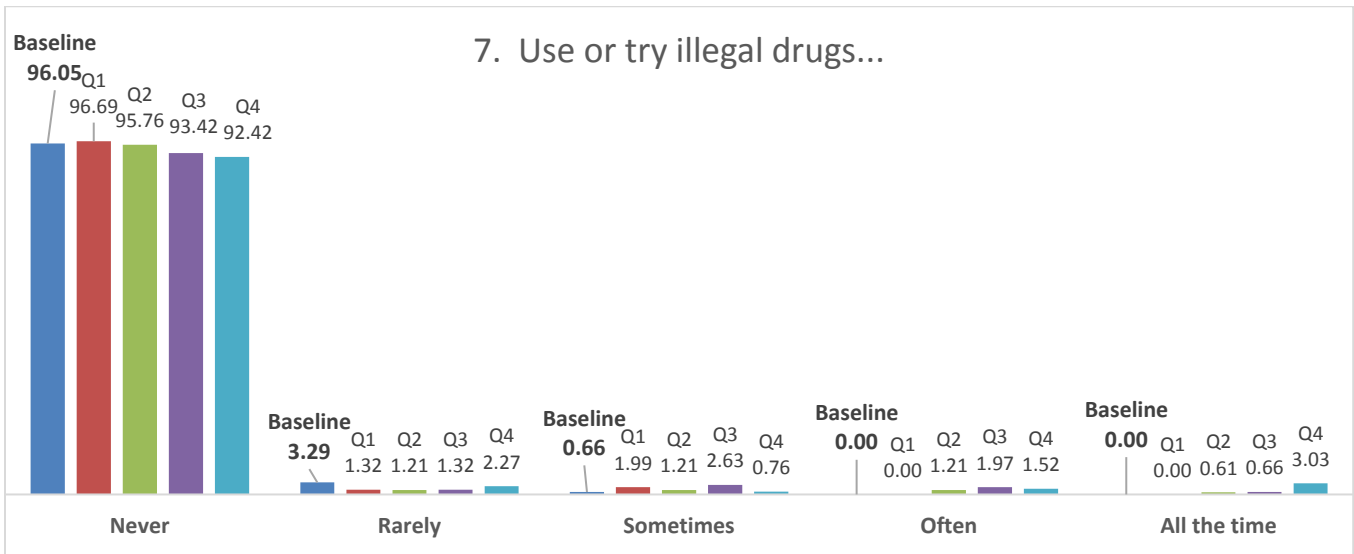


GRADES 7-8

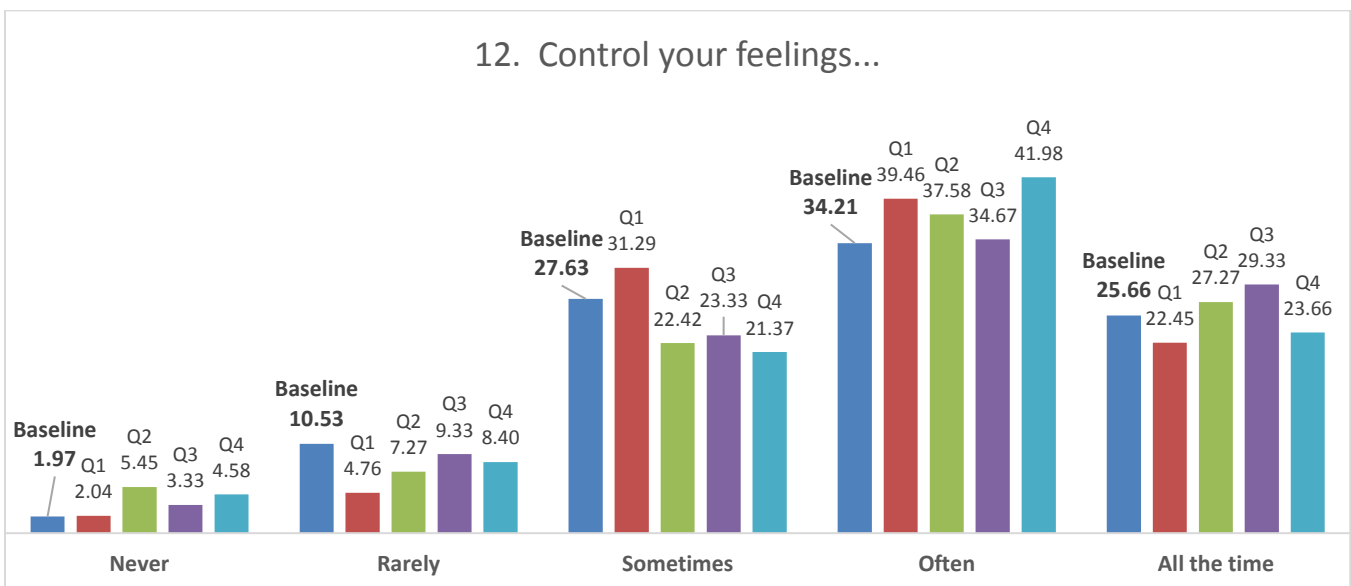
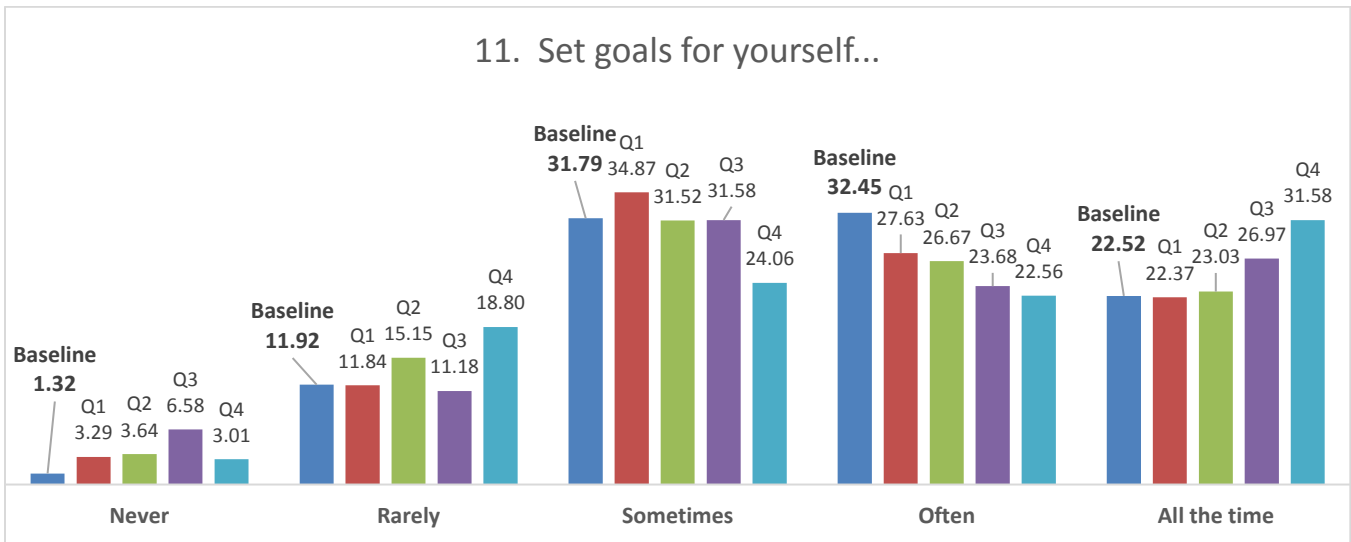
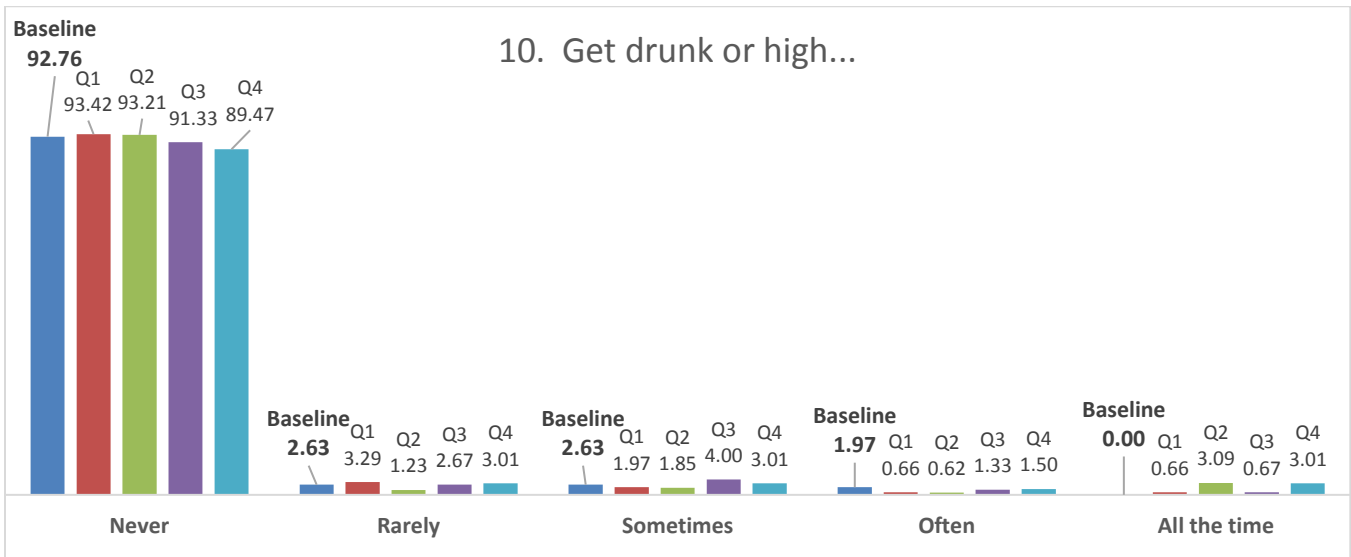
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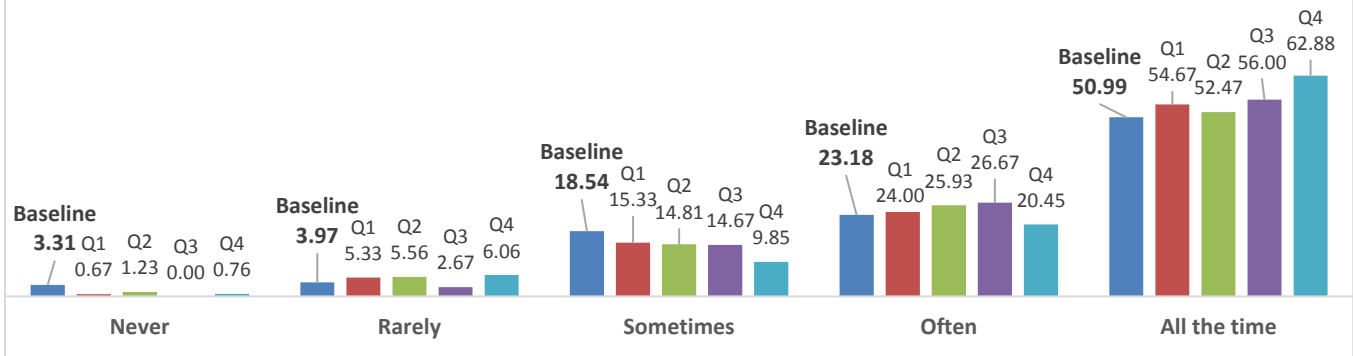








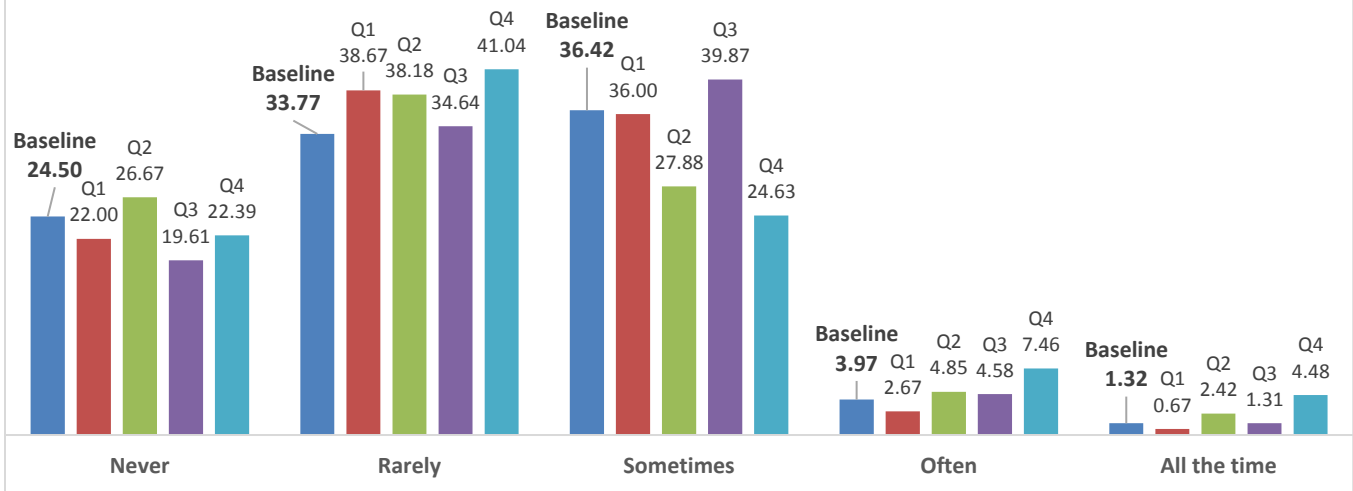
### 13. Do physical activities...

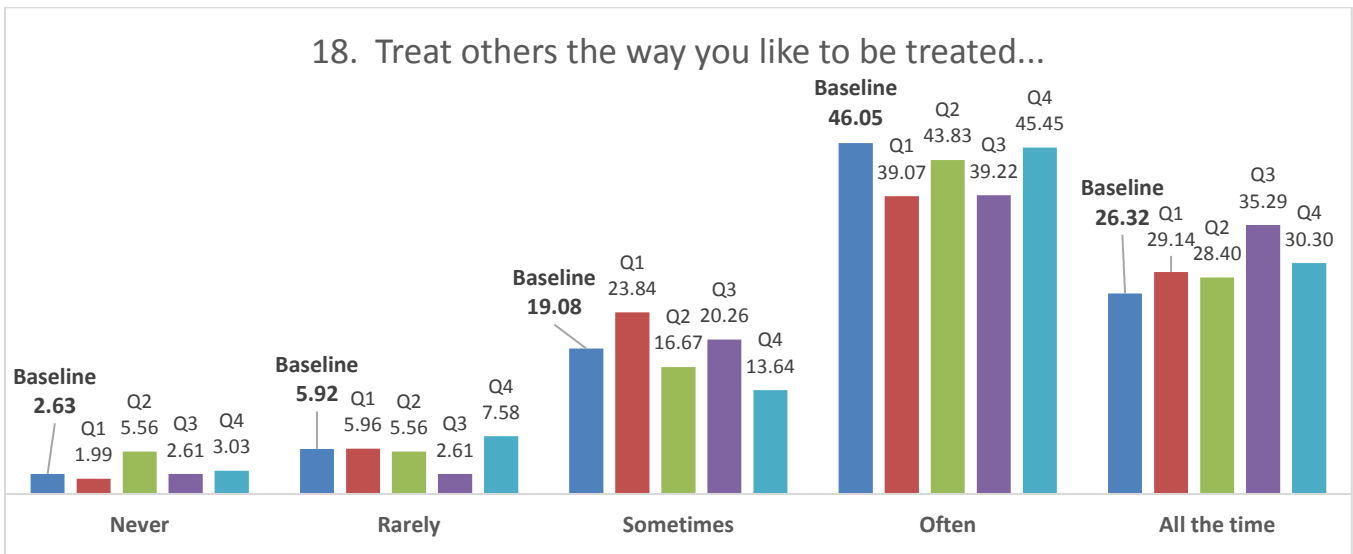
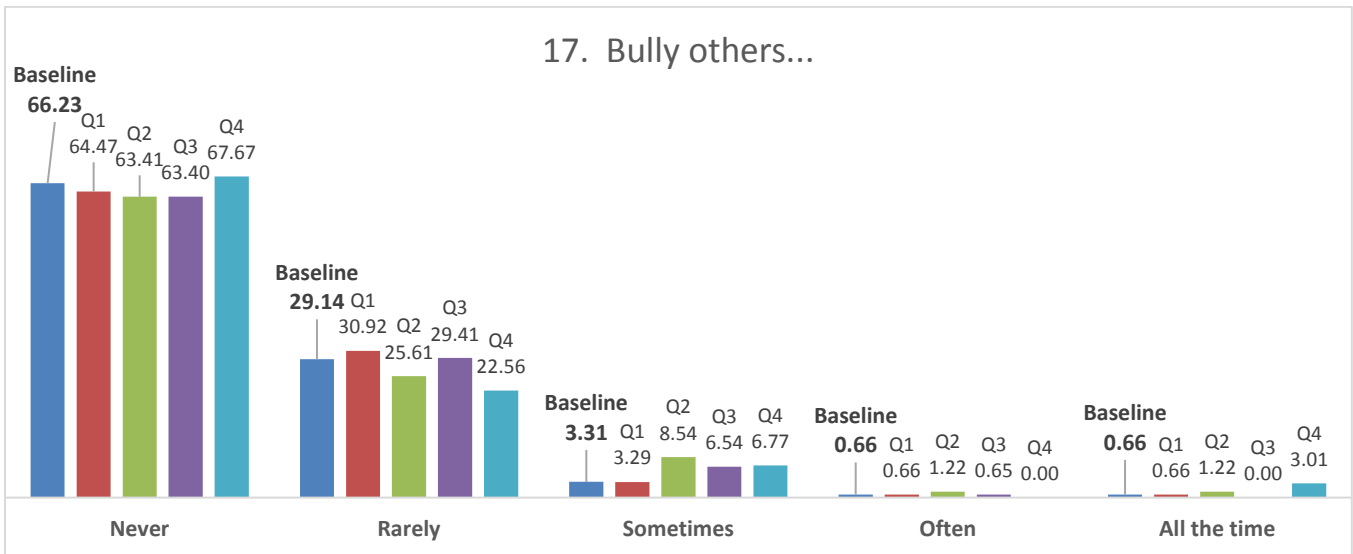
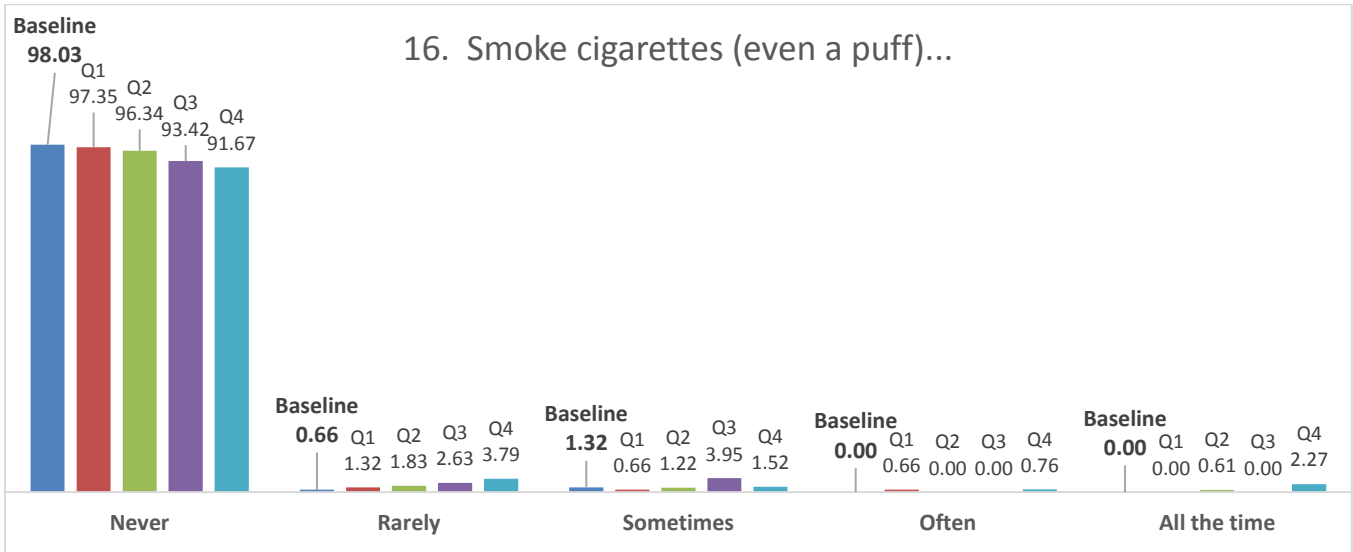


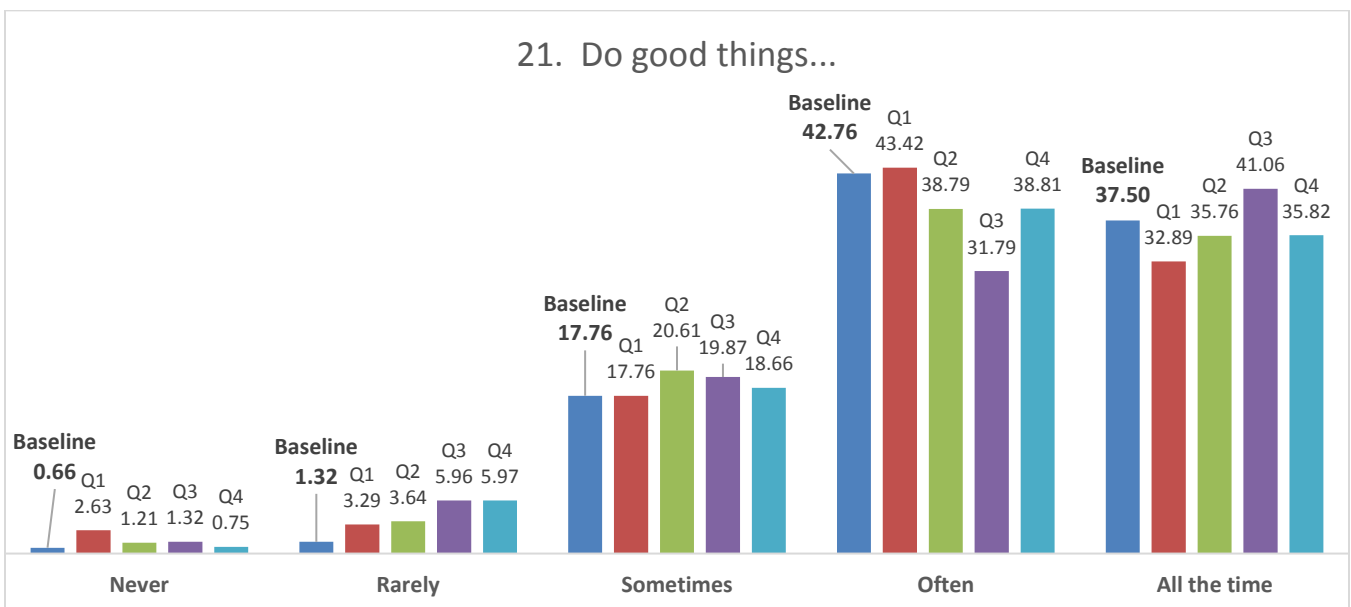
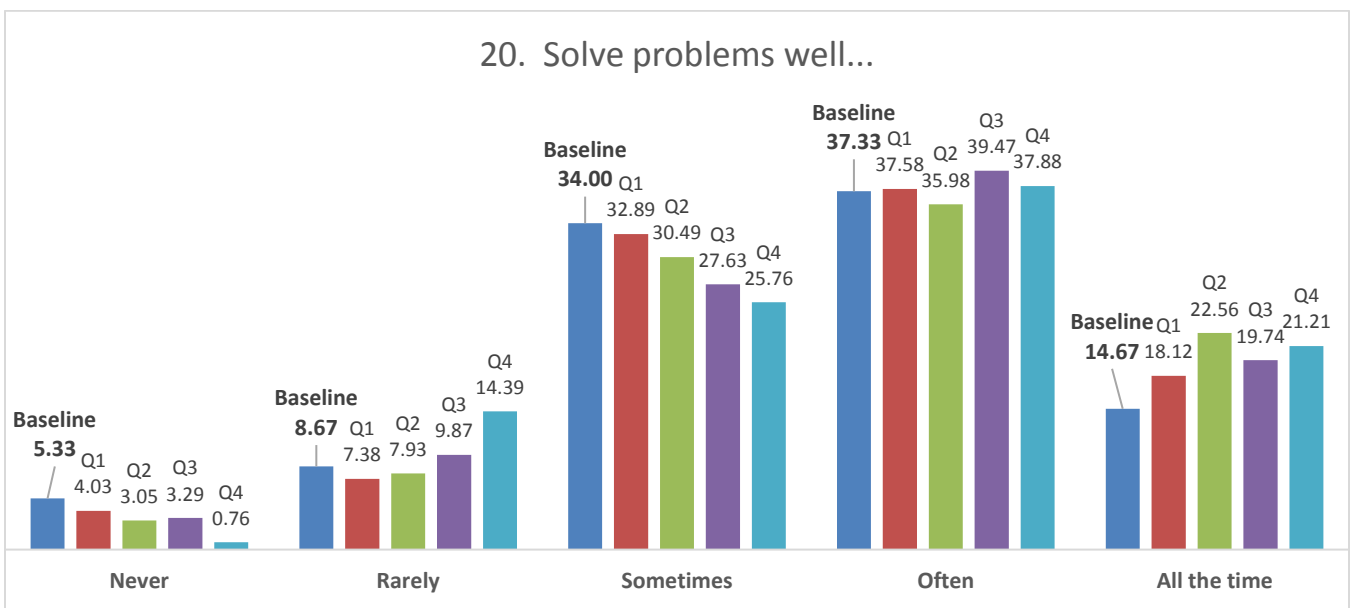
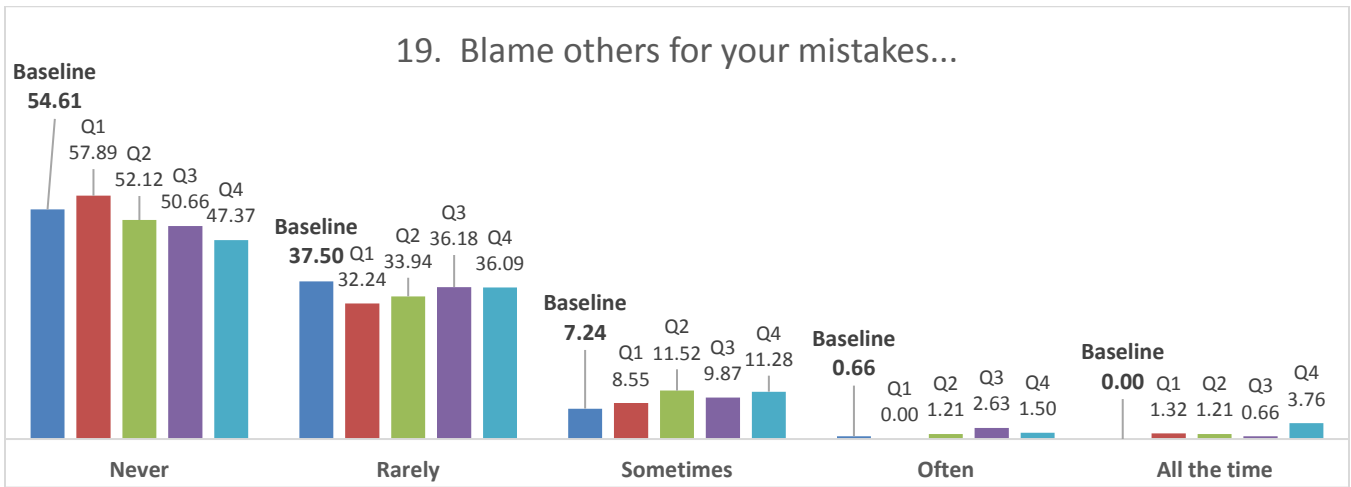
### 14. Take/steal other people's property...



### 15. Make bad decisions...







## SUMMARY STUDENT SURVEY RESULTS

As noted above, all data was compiled and reported in aggregate, so no t-tests or other formal statistical analysis is possible on this data. Because data was reported in aggregate for each grouping of grade levels, the raw numbers of responses for each data point may be different, so all data is reported by percentage. While no formal outcomes are being determined from the student surveys, the data may still be of some use and interest in overall program evaluation.

### GRADES K-3

In half of the questions asked (numbers 1, 3 and 4), there is a very slight (less than 3%) increase in positive responses between the baseline measure from the beginning of the year and the final survey conducted at the end of the year. In the other half of the questions, there is a more noticeable (between 5%-15%) decrease in positive responses between the baseline measure and the final survey.

### GRADES 4-6

In four of the 21 questions asked (numbers 5, 10, 15 and 16), there is a very slight (average of less than 3%) increase in more positive responses between the baseline measure and the final survey. However, in all 4, the most positive answer possible for those questions (Never) shows a decrease between baseline and the final survey.

In the other 17 questions, the decrease in positive responses ranges from 1% to 12% (average of 7%) between the baseline measure and the final survey.

### GRADES 7-8

In twelve of the 21 questions asked (numbers 1, 2, 4, 6, 8, 9, 12, 13, 14, 15, 18 and 20), there is a small (average of 6%) increase in more positive responses between the baseline measure and the final survey. However, on questions 9, 12 and 15, the most positive answer possible for those questions (either Never or All the time, depending on the wording of the question) shows a decrease between baseline and the final survey.

In the other nine questions, the decrease in positive responses ranges from less than half a percent to 9% (average of 5%) between the baseline measure and the final survey.

## STUDENT SURVEY CONCLUSIONS

While this data is of some interest, due to the type of data collection and reporting it is impossible to determine if there is any statistical significance to any of the changes seen. Based on the very small increments of change seen, it is highly unlikely. It is also beyond the scope of this evaluation to determine if negative responses are due to a select few students skewing the results, or reflect more prevalent changes in behavior and attitude throughout the classes. Score variations could have been impacted by any number of factors, including but not limited to: a learning curve over the year of what some of these questions and concepts entail; a willingness to be more truthful as comfort was gained in the classroom over time; a mirroring of negative attitudes towards the program by peers, parents or teachers; a desire to “shock” teachers or administrators; or, survey fatigue.

## STUDENT CLASSROOM BEHAVIOR

While the student surveys provide self-reported data about student behaviors, teachers in the classrooms are asked to complete a baseline and then quarterly surveys on student behavior they observe. 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. All students, regardless of grade level, are rated with this tool and all student data is consolidated prior to being reported to the county.

## OUTCOME MEASURES

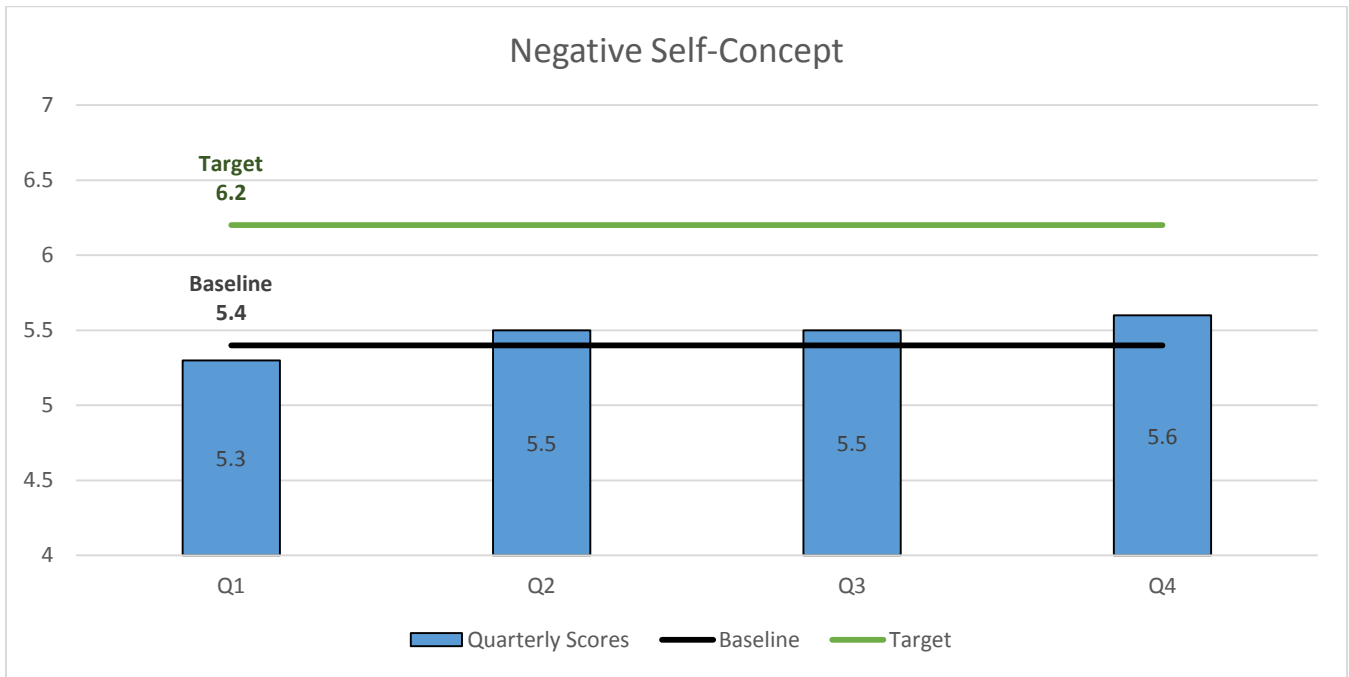
As noted above in the Overview, outcomes are being tracked on 4 specific measures from these behavioral surveys:

- Negative self-concept: pessimistic, unhappy, withdrawn, depressed
- Poor self-control: does not know how to control feelings, anger
- Violent: gets into fights, threatens others, hits/pushes others, hurts others
- Non-Sociable: very unfriendly and unsociable, does not like to be with peers, does not like to be with teachers

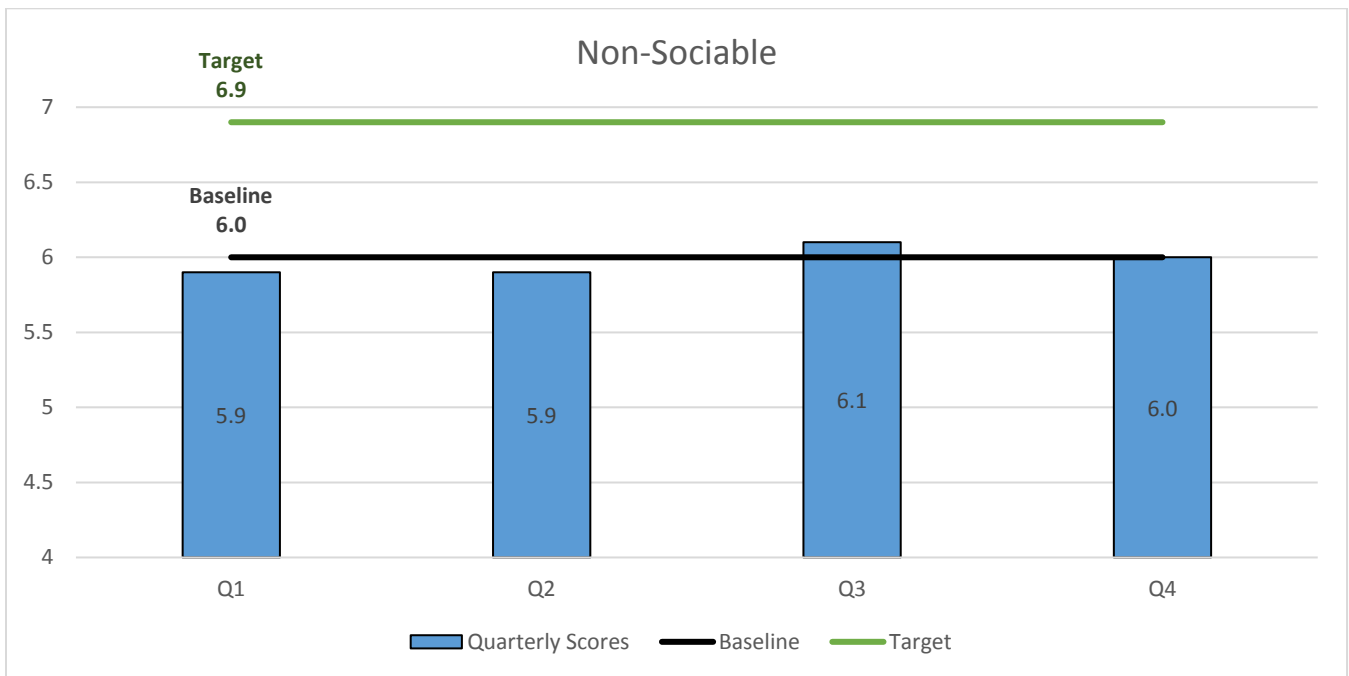
As an indicator of the effectiveness of the Program, for each of the four outcome measures listed above, a minimum of at least a 15% increase in scores from the beginning of the school year to the end was set.

**CLASSROOM BEHAVIOR SURVEY DETAILED RESULTS**

Measurement	Number of Students with Each Score							Average Score	15% Increase (Target for EOY)
	Very Negative 1	Moderately Negative 2	A Little Negative 3	Neutral 4	A Little Positive 5	Moderately Positive 6	Very Positive 7		
Baseline Negative Self-Concept	1	11	25	35	45	98	62	5.4	6.2
Baseline Poor Self-Control	5	7	28	26	47	91	72	5.4	6.2
Baseline Violent	1	8	18	23	33	81	113	5.8	6.7
Baseline Non-Sociable	0	2	3	13	53	109	97	6.0	6.9
									<b>Difference from Target</b>
Q1 Negative Self-Concept	2	14	37	16	61	66	77	5.3	-0.9
Q1 Poor Self-Control	4	19	22	27	46	77	79	5.3	-0.9
Q1 Violent	1	10	35	24	33	59	111	5.6	-1.1
Q1 Non-Sociable	0	7	7	17	53	69	121	5.9	-1.0
Q2 Negative Self-Concept	0	7	31	22	47	82	74	5.5	-0.7
Q2 Poor Self-Control	5	20	26	17	47	74	75	5.3	-0.9
Q2 Violent	2	6	20	19	45	82	89	5.7	-1.0
Q2 Non-Sociable	2	6	5	12	50	85	103	5.9	-1.0
Q3 Negative Self-Concept	0	5	30	28	60	56	98	5.5	-0.6
Q3 Poor Self-Control	2	16	25	26	55	57	96	5.4	-0.8
Q3 Violent	1	6	22	24	51	67	105	5.7	-1.0
Q3 Non-Sociable	0	3	5	14	37	86	131	6.1	-0.8
Q4 Negative Self-Concept (EOY)	0	5	32	19	66	62	98	5.6	-0.6
Q4 Poor Self-Control (EOY)	3	18	22	24	46	64	101	5.5	-0.7
Q4 Violent (EOY)	2	10	13	25	49	65	118	5.8	-0.9
Q4 Non-Sociable (EOY)	0	2	5	18	76	52	129	6.0	-0.9







## SUMMARY CLASSROOM BEHAVIOR SURVEY RESULTS

As of the end of the year, two of the four measures (negative self-concept and poor self-control) showed slight positive change when compared to baseline. The other two measures (violent and non-sociable) showed no change from baseline. None of the four measures demonstrate significant movement towards meeting the 15% increase target that was set in the contract.

Results Summary														
Measure	Base-line Score	Goal (+15% over base-line)	Q1 Score	Compared to base-line	Compared to goal	Q2 Score	Compared to base-line	Compared to goal	Q3 Score	Compared to base-line	Compared to goal	Q4 (EOY) Score	Compared to base-line	Compared to goal
Negative Self-Concept	5.4	6.2	5.3	-0.1	-0.9	5.5	+0.1	-0.7	5.5	+0.1	-0.7	5.6	+0.2	-0.6
Poor Self-Control	5.4	6.2	5.3	-0.1	-0.9	5.3	-0.1	-0.9	5.4	No change	-0.8	5.5	+0.1	-0.7
Violent	5.8	6.7	5.6	-0.2	-1.1	5.7	-0.1	-1.0	5.7	-0.1	-1.0	5.8	No change	-0.9
Non-Sociable	6.0	6.9	5.9	-0.1	-1.0	5.9	-0.1	-1.0	6.1	+0.1	-0.8	6.0	No change	-0.9

## CLASSROOM BEHAVIOR SURVEY CONCLUSIONS

Again, due to the type of data collection and reporting it is impossible to determine if there is any statistical significance to any of the changes seen. Based on the very small increments of change seen, it is highly unlikely. Since these surveys were all completed by the teachers, and as trained educators they were aware of what appropriate classroom behaviors should look like, there would be no “learning curve” where baselines are higher than later surveys due to participants not knowing what they don’t yet know. It is not clear what other factors could have played into the results seen. Anecdotal feedback from teacher and school administrator comments would suggest better behavioral outcomes than demonstrated by the data collected with these surveys.

**IMPLEMENTATION DATA**

Part of ensuring that there is fidelity to the Positive Action evidence-based practice requires data documenting the implementation of the curriculum. Teachers have been asked to complete an implementation survey each month. 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 and/or classroom.

For evaluation purposes and to achieve fidelity through minimum adequate implementation of 75%, a minimum of **105 lessons** is required to be taught out of each K - 6<sup>th</sup> grade kit. The tables below have identified the Core Lessons required for each grade levels. An additional 85 lessons will be selected by contractor to implement from each K-6<sup>th</sup> grade kit implemented. In addition, drug kit lessons are required for grades 6-8.

20 Core Lessons Required K-4 <sup>th</sup> Grade Curriculum	
Lessons per year	Core Lessons Required per Unit
Unit 1 lessons	1, 2, 3
Unit 2 lessons	23, 25, 26, 33, 37
Unit 3 lessons	44, 56, 58, 60
Unit 4 lessons	74, 77, 79
Unit 5 lessons	93, 100, 102
Unit 6 lessons	113, 114
Unit 7 lessons	
Drug Kit Lessons	None, not age-appropriate

20 Core Lessons Required 5-6 Grade Curriculum	
Lessons per year	Core Lessons Required per Unit
Unit 1 lessons	1, 2, 3
Unit 2 lessons	23, 25, 26, 33, 37
Unit 3 lessons	44, 56, 58, 60
Unit 4 lessons	74, 77, 79
Unit 5 lessons	93, 100, 102
Unit 6 lessons	113, 114
Unit 7 lessons	
Drug Kit Lessons	6 <sup>th</sup> -any 15 lessons during the year

The 7<sup>th</sup> grade curriculum only contains the first 3 units of the Program. For evaluation purposes to achieve fidelity through minimum adequate implementation of 75% implementation, a minimum of **60 lessons** is required to be taught out of each 7<sup>th</sup> grade kit. The tables below have identified the Core Lessons required for each grade levels. Along with the 20 Core Lessons, 40 additional lessons will be selected by the contractor to implement.

20 Core Lessons Required 7 <sup>th</sup> Grade Curriculum	
Lessons per year	Core Lessons Required per Unit
Unit 1 lessons	1, 4, 5, 6, 7, 13
Unit 2 lessons	27, 28, 30, 31, 40, 48
Unit 3 lessons	52, 55, 56, 58, 59, 60, 61, 63
Drug Kit Lessons	Any 15 lessons during the year

The 8th grade curriculum contains units 4-7 of the Program. For evaluation purposes to achieve fidelity through minimum adequate implementation of 75%, a minimum of 58 lessons is required be taught out of each 8th grade kit. The tables below have identified the Core Lessons required for each grade levels. A minimum of 38 additional lessons will be selected by contractor to implement.

<b>20 Core Lessons Required 8<sup>th</sup> Grade Curriculum</b>	
<b>Lessons per year</b>	<b>Core Lessons Required per Unit</b>
<b>Unit 4 lessons</b>	<b>82, 83, 84, 89, 96, 97, 101</b>
<b>Unit 5 lessons</b>	<b>108, 110, 112, 115, 116, 117</b>
<b>Unit 6 lessons</b>	<b>128, 130, 131, 135, 136, 137, 140</b>
<b>Unit 7 lessons</b>	
<b>Drug Kit Lessons</b>	<b>Any 15 lessons during the year</b>

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

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.

IMPLEMENTATION DETAILED RESULTS

Data has been divided up by grade level.

TK/K/1<sup>ST</sup> GRADES COMBINED CLASSROOM – MONTGOMERY CREEK

Month	Lesson # Ended on This Month	Core PA lessons taught	How many were taught at same time of day	What time was this	How many minutes did the lessons last	How much did you adapt the lessons	If so, which lessons were adapted
Aug 2015	0	0	0	<did not respond>	<did not respond>	None	
Sep 2015	8	5	5	First Thing	11-15	A little	<did not respond>
Oct 2015	32	5	4	First Thing	11-15	A little	sometimes modify activity pages
Nov 2015	40	5	5	First Thing	11-15	A little	shortened some dialogue
Dec 2015	49	0	0	<did not respond>	0-10	None	
Jan 2016	72	6 or more	6 or more	First Thing	11-15	None	
Feb 2016	90	5	5	First Thing	11-15	A little	did not do some activities that went with the stories
Mar 2016	112	5	5	First Thing	11-15	None	
Apr 2016	124	5	5	First Thing	0-10	None	
May 2016	138	5	5	First Thing	0-10	None	

2<sup>ND</sup>/3<sup>RD</sup> GRADE COMBINED CLASSROOM – MONTGOMERY CREEK

Month	Lesson # Ended on This Month	Core PA lessons taught	How many were taught at same time of day	What time was this	How many minutes did the lessons last	How much did you adapt the lessons	If so, which lessons were adapted
Aug 2015	0	0	0	<did not respond>	0-10	None	
Sep 2015	2	2	2	Early PM	16-20	Some	lesson 1 did not use music, too elementary
Oct 2015	4	4	4	Late PM	16-20	<did not respond>	<did not respond>
Nov 2015	10	5	5	Late PM	16-20	None	
Dec 2015	<did not respond>	0	0	<did not respond>	<did not respond>	<did not respond>	<did not respond>
Jan 2016	14	4	4	Late PM	21+	<did not respond>	11-14
Feb 2016	15	0	0	<did not respond>	0-10	<did not respond>	<did not respond>
Mar 2016	10	0	0	<did not respond>	0-10	None	
Apr 2016	10	0	0	<did not respond>	11-15	<did not respond>	<did not respond>
May 2016	14	0	0	<did not respond>	0-10	<did not respond>	<did not respond>

4<sup>TH</sup>/5<sup>TH</sup> GRADE COMBINED CLASSROOM – MONTGOMERY CREEK

Month	Lesson # Ended on This Month	Core PA lessons taught	How many were taught at same time of day	What time was this	How many minutes did the lessons last	How much did you adapt the lessons	If so, which lessons were adapted
Aug 2015	Aug	0	0	<did not respond>	0-10	None	
Sep 2015	<did not respond>	0	0	<did not respond>	0-10	None	
Oct 2015	<did not respond>	3	0	Mid AM	0-10	None	
Nov 2015	0	0	0	First Thing	16-20	A little	<did not respond>
Dec 2015	1	1	0	Late PM	21+	A little	1
Jan 2016	2	1	0	Early PM	16-20	None	
Feb 2016	4	2	1	Early PM	11-15	None	
Mar 2016	4	1	1	Early PM	11-15	None	
Apr 2016	26	2	2	Late PM	21+	A lot	The Bear's Lunch
May 2016	<did not respond>	0	0	<did not respond>	21+	Some	<did not respond>

6<sup>TH</sup>/7<sup>TH</sup>/8<sup>TH</sup> GRADE COMBINED CLASSROOM – MONTGOMERY CREEK

Month	Lesson # Ended on This Month	Core PA lessons taught	How many were taught at same time of day	What time was this	How many minutes did the lessons last	How much did you adapt the lessons	If so, which lessons were adapted
Aug 2015	<did not respond>	5	3	Mid AM	21+	None	
Sep 2015	<did not respond>	3	3	Early PM	0-10	None	
Oct 2015	Did not start	0	0	<did not respond>	0-10	None	
Nov 2015	7	5	5	Late AM	16-20	A little	lessons 5 & 6
Dec 2015	15	2	2	Mid AM	16-20	Some	13,14,15
Jan 2016	27	1	1	Mid AM	16-20	Some	25, 26
Feb 2016	36	2	2	Mid AM	16-20	A little	35, 36
Mar 2016	11 Drug Kit lessons	0	6 or more	Mid AM	16-20	A lot	All 11 drug kit lessons
Apr 2016	54	5	5	Mid AM	11-15	Some	42,45,46,47,48,49,52,53,54 , and drug kit
May 2016	76	5	5	Mid AM	16-20	A lot	55-61, 66, 76



6<sup>TH</sup> GRADE CLASSROOMS – BURNEY ELEMENTARY

Month	Lesson # Ended on This Month	Core PA lessons taught	How many were taught at same time of day	What time was this	How many minutes did the lessons last	How much did you adapt the lessons	If so, which lessons were adapted
Aug 2015	1-3	3	2	Early PM	16-20	None	
	Unit 1 Lesson 3	3	3	Early PM	16-20	None	
Sep 2015	1-8 29	5	5	Early PM	16-20	None	
	29 unit 2	4	4	Early PM	16-20	None	
Oct 2015	35	6 or more	6 or more	Early PM	16-20	None	
	18	6 or more	6 or more	Late PM	16-20	None	
Nov 2015	76	2	2	Early PM	16-20	None	
	53	6 or more	6 or more	Early PM	16-20	None	
Dec 2015	84	2	2	Early PM	16-20	None	
	61	3	3	Early PM	11-15	None	
Jan 2016	85	0	1	Early PM	16-20	None	
	60	4	4	Early PM	16-20	A little	3-57
Feb 2016	91	6 or more	6 or more	Late PM	11-15	None	
	53	1	1	Early PM	16-20	None	
Mar 2016	94	4	4	Early PM	16-20	None	
	59	4	4	Early PM	16-20	None	
Apr 2016	5	0	6 or more	Early PM	16-20	A little	91
	100	4	4	Early PM	16-20	None	
May 2016	97	1	5	Early PM	16-20	None	
	<did not respond>	6 or more	6 or more	Early PM	16-20	None	

7<sup>TH</sup> GRADE CLASSROOMS – BURNEY JR/SR HIGH & FALL RIVER HIGH

Month	Lesson # Ended on This Month	Core PA lessons taught	How many were taught at same time of day	What time was this	How many minutes did the lessons last	How much did you adapt the lessons	If so, which lessons were adapted
Aug 2015	N/A	0	0	<did not respond>	<did not respond>	None	
	0	0	0	<did not respond>	0-10	None	
	<did not respond>	0	0	<did not respond>	0-10	None	
Sep 2015	<did not respond>	0	0	<did not respond>	<did not respond>	None	
	8	5	3	First Thing	21+	Some	#1 and #2
	10	6 or more	6 or more	First Thing	21+	None	
Oct 2015	24	4	4	Early PM	11-15	None	
	21	5	5	First Thing	21+	None	
	16	5	5	First Thing	21+	None	
Nov 2015	42	6 or more	6 or more	First Thing	11-15	None	
	31	5	5	First Thing	21+	None	
	21	5	5	First Thing	21+	None	
Dec 2015	<did not respond>	0	0	<did not respond>	<did not respond>	<did not respond>	<did not respond>
	31	4	4	First Thing	21+	None	
	30	5	5	First Thing	21+	None	
Jan 2016	62	6 or more	6 or more	First Thing	16-20	A little	<did not respond>
	36	5	5	First Thing	21+	None	
	36	5	5	First Thing	21+	None	
Feb 2016	64	6 or more	6 or more	Early PM	11-15	Some	Most of them
	52	5	5	First Thing	21+	Some	45
	57	6 or more	6 or more	First Thing	21+	A little	all
Mar 2016	74	4	4	Early PM	0-10	A little	<did not respond>
	73	6 or more	6 or more	First Thing	21+	None	
	64	5	5	First Thing	21+	Some	60,62
Apr 2016	62	5	5	First Thing	0-10	None	
	82	6 or more	6 or more	First Thing	21+	None	
	82	5	5	First Thing	21+	None	
May 2016	92	5	5	First Thing and Early PM	11-15	A little	<did not respond>
	<did not respond>	0	0	<did not respond>	<did not respond>	<did not respond>	<did not respond>

8<sup>TH</sup> GRADE CLASSROOMS – BURNEY JR/SR HIGH & FALL RIVER HIGH

Month	Lesson # Ended on This Month	Core PA lessons taught	How many were taught at same time of day	What time was this	How many minutes did the lessons last	How much did you adapt the lessons	If so, which lessons were adapted
Aug 2015	0	0	0	<did not respond>	<did not respond>	None	
	0	0	0	<did not respond>	0-10	None	
	<did not respond>	0	0	<did not respond>	0-10	None	
Sep 2015	<did not respond>	0	0	<did not respond>	<did not respond>	None	
	88	6 or more	6 or more	First Thing	11-15	A lot	<did not respond>
	99	6 or more	6 or more	First Thing	21+	A little	all
Oct 2015	82	1	1	Mid AM	11-15	A little	24
	121	6 or more	6 or more	First Thing	21+	None	
	112	5	5	First Thing	21+	None	
Nov 2015	28	4	4	Mid AM	0-10	None	
	28	4	4	First Thing	21+	None	
	137	5	5	First Thing	21+	None	
Dec 2015	103	2	2	First Thing	16-20	Some	<did not respond>
	145	5	5	First Thing	21+	None	
	<did not respond>	0	0	<did not respond>	<did not respond>	<did not respond>	<did not respond>
Jan 2016	26	5	5	Mid AM	11-15	None	
	140	5	5	First Thing	21+	None	
	90	1	1	First Thing	21+	None	
	change over	3	0	First Thing	21+	None	
Feb 2016	124	6 or more	6 or more	Mid AM	11-15	A little	most of them
	100	6 or more	6 or more	First Thing	21+	A little	all
	<did not respond>	0	0	First Thing	0-10	None	
Mar 2016	127	6 or more	6 or more	Mid AM	0-10	A little	<did not respond>
	133	6 or more	6 or more	First Thing	21+	None	
	Drug	2	1	First Thing	16-20	None	
Apr 2016	132	5	5	Mid AM	0-10	None	
	<did not respond>	0	0	First Thing	0-10	None	
	140	6 or more	6 or more	First Thing	21+	None	
May 2016	130	5	5	Mid AM and Late AM	0-10	A little	<did not respond>
	n/a	0	0	<did not respond>	<did not respond>	<did not respond>	<did not respond>
	None	0	0	<did not respond>	0-10	None	

## SUMMARY IMPLEMENTATION RESULTS

### TK/K/1<sup>ST</sup> GRADES COMBINED CLASSROOM – MONTGOMERY CREEK

The curriculum for this classroom was to include 20 Core Lessons required, and 85 additional lessons of the teacher's choice, for a total of 105 Positive Action lessons.

The Implementation Reports list a total of 41+ Core Lessons having been taught over the course of the year. It is unclear exactly how many lessons were taught, but the "Lesson # Ended on This Month" data reported seems to indicate that target of 105 lessons may have been met. The report also indicates good consistency on the timing and length of the lessons. The data on lesson adaptation is incomplete, with no lesson numbers given for any of the adaptations reported.

### 2<sup>ND</sup>/3<sup>RD</sup> GRADE COMBINED CLASSROOM – MONTGOMERY CREEK

The curriculum for this classroom was to include 20 Core Lessons required, and 85 additional lessons of the teacher's choice, for a total of 105 Positive Action lessons.

The Implementation Reports list a total of only 15 Core lessons having been taught over the course of the year. There is a 60% no response rate for both the timing of lessons during the day, and the amount of adaptation made to the lessons. Based on the "Lesson # Ended on This Month" data, it appears as if the target of 105 lessons was not reached in this classroom.

### 4<sup>TH</sup>/5<sup>TH</sup> GRADE COMBINED CLASSROOM – MONTGOMERY CREEK

The curriculum for this classroom was to include 20 Core Lessons required, and 85 additional lessons of the teacher's choice, for a total of 105 Positive Action lessons.

The Implementation Reports list a total of only 10 Core lessons having been taught over the course of the year. There is a 30% no response rate for the timing of lessons, and no consistency for when the reported lessons were taught during the day. There is also a wide variation on the length of time spent on lessons. The data on lesson adaptation is incomplete, with lesson numbers provided in only 25% of the instances where adaptation was reported. Based on the "Lesson # Ended on This Month" data, it appears as if the target of 105 lessons was not reached in this classroom.

### 6<sup>TH</sup>/7<sup>TH</sup>/8<sup>TH</sup> GRADE COMBINED CLASSROOM – MONTGOMERY CREEK

The curriculum for this classroom was to include 20 Core Lessons required, 85 additional lessons of the teacher's choice (for a total of 105 Positive Action lessons), plus any 15 Drug Kit lessons.

The Implementation Reports list a total of 28 Core lessons having been taught over the course of the year, however there was a change in teachers for this classroom within the first few months of the school year. Looking at data from the final teachers, it appears as if exactly 20 Core Lessons (the expected number) were taught from the time the teachers began the curriculum in November 2015 until the end of the school year. Additionally, the timing and length of lessons shows good consistency from November 2015 through the rest of

the school year. There was good reporting on adaptations of lessons as well. Based on the “Lesson # Ended on This Month” data, it appears as if the target of 105 lessons was not reached in this classroom, but it does appear as if the 15 Drug Kit lesson target was reached.

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#### 6<sup>TH</sup> GRADE CLASSROOMS – BURNEY ELEMENTARY

The curriculum for these classrooms was to include 20 Core Lessons required, 85 additional lessons of the teacher’s choice (for a total of 105 Positive Action lessons), plus any 15 Drug Kit lessons.

The Implementation Reports list 47+ Core Lessons taught for one classroom, and 23+ Core Lessons taught in the other classroom. There is good consistency in both timing of the lessons and the length of lessons in both classrooms for the entire year. There is also complete data provided on adaptations made. There is some confusion regarding the “Lesson # Ended on This Month” for both classrooms, with numbers not appearing sequentially from month to month. It is unclear if the target of 105 lessons plus 15 Drug Kit lessons were reached in both classrooms.

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#### 7<sup>TH</sup> GRADE CLASSROOMS – BURNEY JR/SR HIGH & FALL RIVER HIGH

The curriculum for these classrooms was to include 20 Core Lessons required, 40 additional lessons of the teacher’s choice (for a total of 60 Positive Action lessons), plus any 15 Drug Kit lessons.

The Implementation Reports list 40+ Core Lessons completed for one classroom, 43+ for a second classroom, and 46+ for the third. There is good consistency in both timing of the lessons and the length of lessons in two of the three classrooms for the entire year (both from Fall River High). There is incomplete data provided on adaptations to lessons, with no lessons number given in 63% of the instances where adaptation was reported. In one classroom (from Burney Jr/Sr High) the “Lesson # Ended on This Month” data is confusing, with numbers not appearing sequentially from month to month, and one number repeating several months apart. It appears from the “Lesson # Ended on This Month” data as if the 60 regular Positive Action lessons target may have been met. There is no data to indicate that any of the required 15 Drug Kit lessons were taught in any of these three classrooms in the teacher Implementation Reports; however, the Positive Action Coordinator’s Implementation Progress report does indicate that the Drug Kit was completed in all three of these classrooms.

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#### 8<sup>TH</sup> GRADE CLASSROOMS – BURNEY JR/SR HIGH & FALL RIVER HIGH

The curriculum for these classrooms was to include 20 Core Lessons required, 38 additional lessons of the teacher’s choice (for a total of 58 Positive Action lessons), plus any 15 Drug Kit lessons.

The Implementation Reports list 22+ Core Lessons completed for one classroom, 32+ for a second classroom, and 46+ for the third. There is fairly good consistency on timing of the lessons in all classrooms. The length of lessons shows some wide variations in one of the three classrooms (from Fall River High). There is incomplete data provided on adaptations to lessons, with no lesson numbers given in 50% of the instances where adaptation was reported. The “Lesson # Ended on This Month” data is confusing, with numbers not appearing sequentially from month to month, in all three classrooms. It appears as if the 58 regular Positive Action lessons target may have been met; however, there is no data to indicate that any of the required 15 Drug Kit lessons

were taught in two of the three classrooms. According to the Positive Action Coordinator's Implementation Progress report, only one of the classrooms did not implement the Drug Kit.

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## FAMILY AND CLIMATE KITS

The family kit information was made available as handouts and included in newsletters sent home to the parents, and via face-to-face meetings at Back to School nights or other parent functions. There are no specific implementation surveys for the family kit. None of the family pretest/posttest surveys were utilized this year as the family kit was not implemented in a class-style setting for parents, which has been determined by school staff and the coordinator to be ineffective in the highly rural setting of the intermountain area.

Climate kit information was implemented in assemblies, student clubs, and the "Words of the Week". There are no specific implementation surveys for the climate kit.

## IMPLEMENTATION CONCLUSIONS

As has been noted in previous years, based on implementation requirements from the Positive Action program, and the data provided from the vendors, it seems there were issues with the program being implemented as prescribed. It appears from the Implementation Reports submitted, in conjunction with the Positive Action Coordinator's reports, that the full target number of lessons (including Drug Kit lessons where appropriate) were only possibly met in six out of the twelve classrooms which used Positive Action curriculum.

The Positive Action Coordinator provided monthly reports regarding the implementation progress. In December 2015, she noted this in her report:

*"I had an 'A-ha' moment this month. I have been concerned about the number of lessons taught by teachers, and realized that those teachers who are familiar with the PA curriculum because they were a part of the pilot last year are doing a great job this year. ...Those who have a year's experience with the curriculum 'get it' and have figured out how to make it meaningful. ...I have come to realize (and I don't think it's a 'cop-out') that it takes a full year for teachers to make PA their own and fully implement it."*

In February 2016, this was part of her report:

*"Teachers continue to be 'all over the map' in their level of success with implementation of the PA curriculum. All teachers believe the PA concepts are relevant and valuable, but some are still struggling with finding the class time to correctly implement the lessons."*

Her report in April 2016 included this information:

*"Generally, implementation is going reasonably well. Teachers who have struggled with time management are starting to plan for better utilization of the curriculum next year. ...At this point, it appears that all the current teachers will return as PA teachers in the fall."*

Also included in the Positive Action Coordinator's final report was information regarding future planning and work to improve the implementation in the following year:

*“The principal/superintendent in Montgomery Creek has high praise for the curriculum...He and I brainstormed some ideas for next year that will make schoolwide implementation easier.”*

*“...I have learned that I must be more of a presence with some of the teachers and intend to contemplate changes during the summer in anticipation of better and more uniform implementation beginning in the fall. ...Although no new teachers are expected to join the pilot in the fall, if any do, I will meet with them individually to provide training. Returning teachers and I will meet at each school site before classes reconvene in August to reinforce expectations, distribute materials, discuss deadlines, and answer questions.”*

*“Changing the culture of a school doesn’t happen all at once. It is a gradual process taken in small steps that build on one another. These established [Climate Kit] activities will continue next year and will be expanded.”*

Overall, while implementation was not ideal in this third year of the pilot, it was improved from the prior year. Planned changes to the data collection for next year include setting the student and teacher survey schedules to match the schools’ trimester schedule. It is hoped this will help streamline some of the timing and data collection issues, and implementation data will reflect further improvements for the 2016/2017 school year. The Coordinator has also requested some changes to the monthly Implementation Reports that will assist the teachers with more accurately reporting precisely which Positive Action lessons have been taught each month.

## 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.

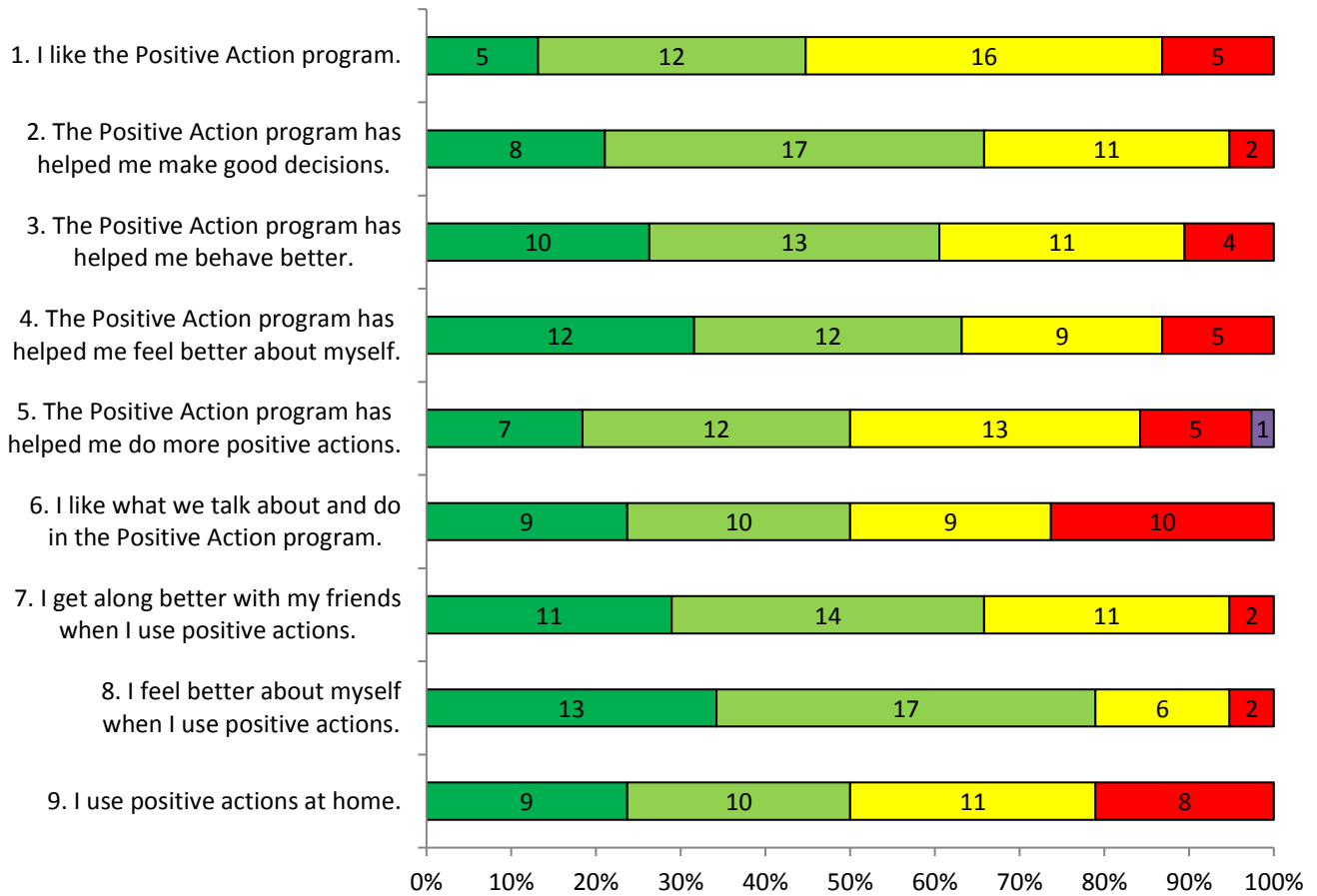
## STUDENT PROGRAM SATISFACTION SURVEYS

The student end of year program satisfaction surveys consisted of 12 multiple-choice questions, and a comments section. There were a total of 253 student surveys collected: 38 from Burney Elementary; 73 from Burney Jr/Sr High; 74 from Fall River High; and, 68 from Montgomery Creek.

BURNEY ELEMENTARY

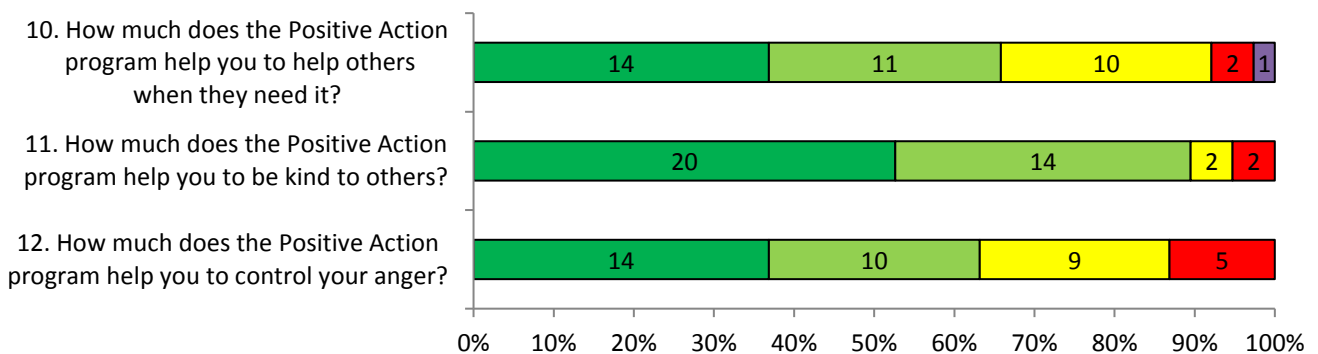
**Student End of Year Program Satisfaction Survey (Section 1) -  
 Burney Elementary Students**

■ All the time   ■ Most of the time   ■ Some of the time   ■ None of the time   ■ Did not respond



**Student End of Year Program Satisfaction Survey (Section 2) -  
 Burney Elementary Students**

■ A lot   ■ Some   ■ A little   ■ Not at all   ■ Did not respond



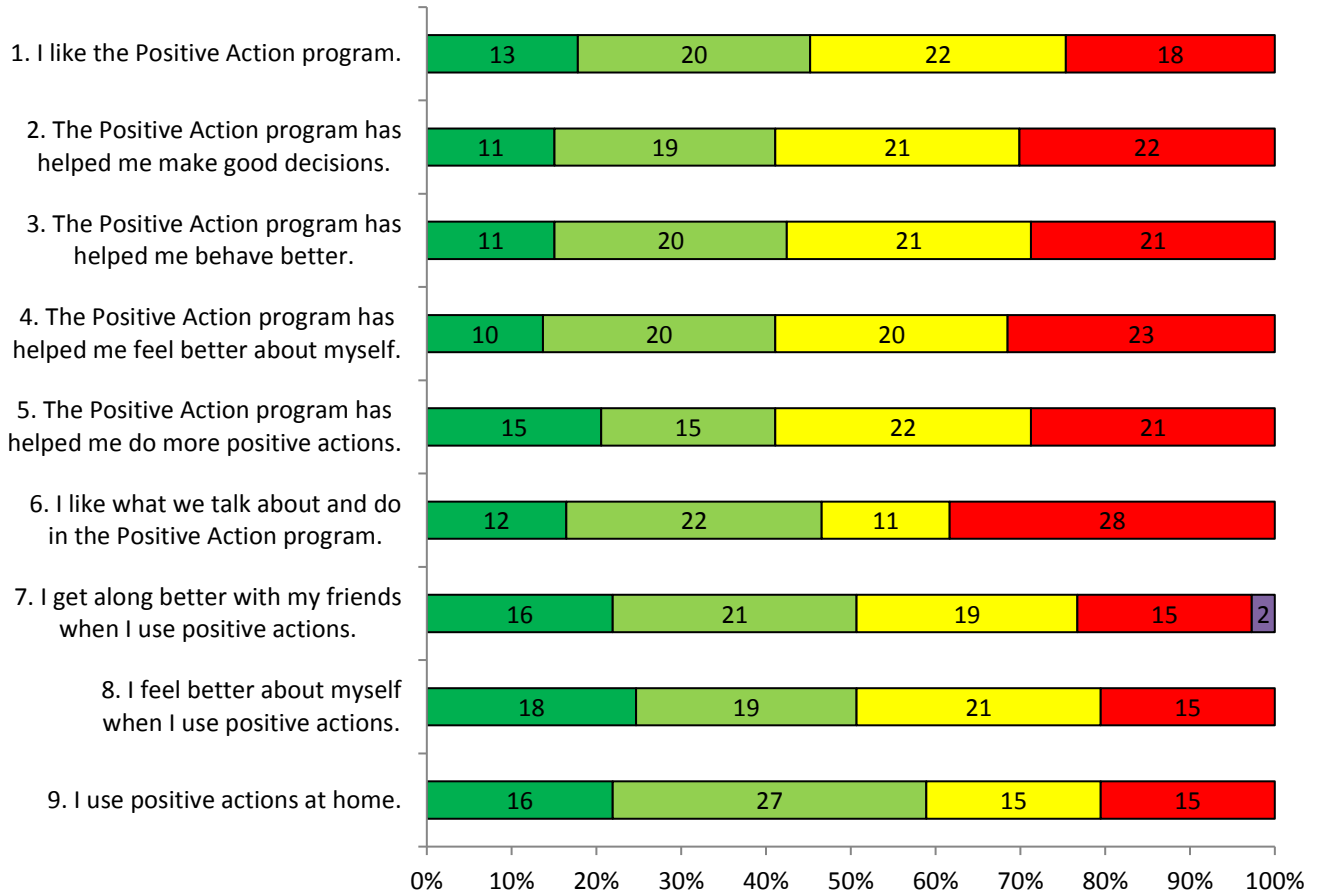


<b>Student End of Year Program Satisfaction Survey (Comments) – Burney Elementary Students</b>
• I don't really like these surveys, too personal.
• I think it is amazing just the way it is.
• I think Positive Action has helped a lot of kids around our school, and I can see that more and more people have used it in my grade.
• It can help me most of the time.
• It has helped the whole class.
• It is a very good program!
• It was a cool thing to do.
• It's a good program for kids.
• It's kinda boring.
• Positive Action sometimes helps me break out of my shell and talk more.
• The Positive Action book sometimes makes me feel worse about myself.
• The Positive Action lessons helped me control my anger a lot more than I did before.
• The Positive Action program has helped me improve who I am as a person.
• Well, I like Positive Action course, it is fun.
• Why do we take this survey?
• You need to make things real but more exciting, like say it was about drugs you need to make it to where a kid dies from drugs, then nobody would touch drugs.

BURNEY JR/SR HIGH

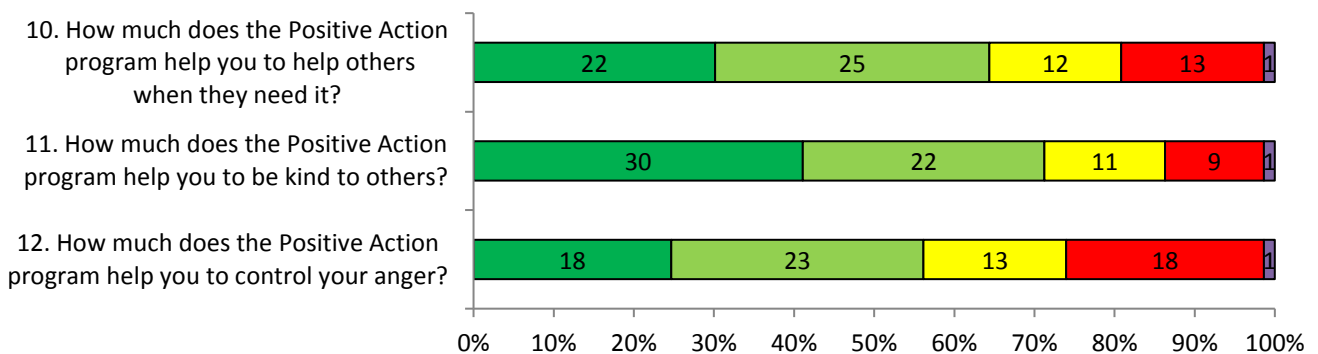
**Student End of Year Program Satisfaction Survey (Section 1) -  
 Burney Jr/Sr High Students**

■ All the time    ■ Most of the time    ■ Some of the time    ■ None of the time    ■ Did not respond



**Student End of Year Program Satisfaction Survey (Section 2) -  
 Burney Jr/Sr High Students**

■ A lot    ■ Some    ■ A little    ■ Not at all    ■ Did not respond

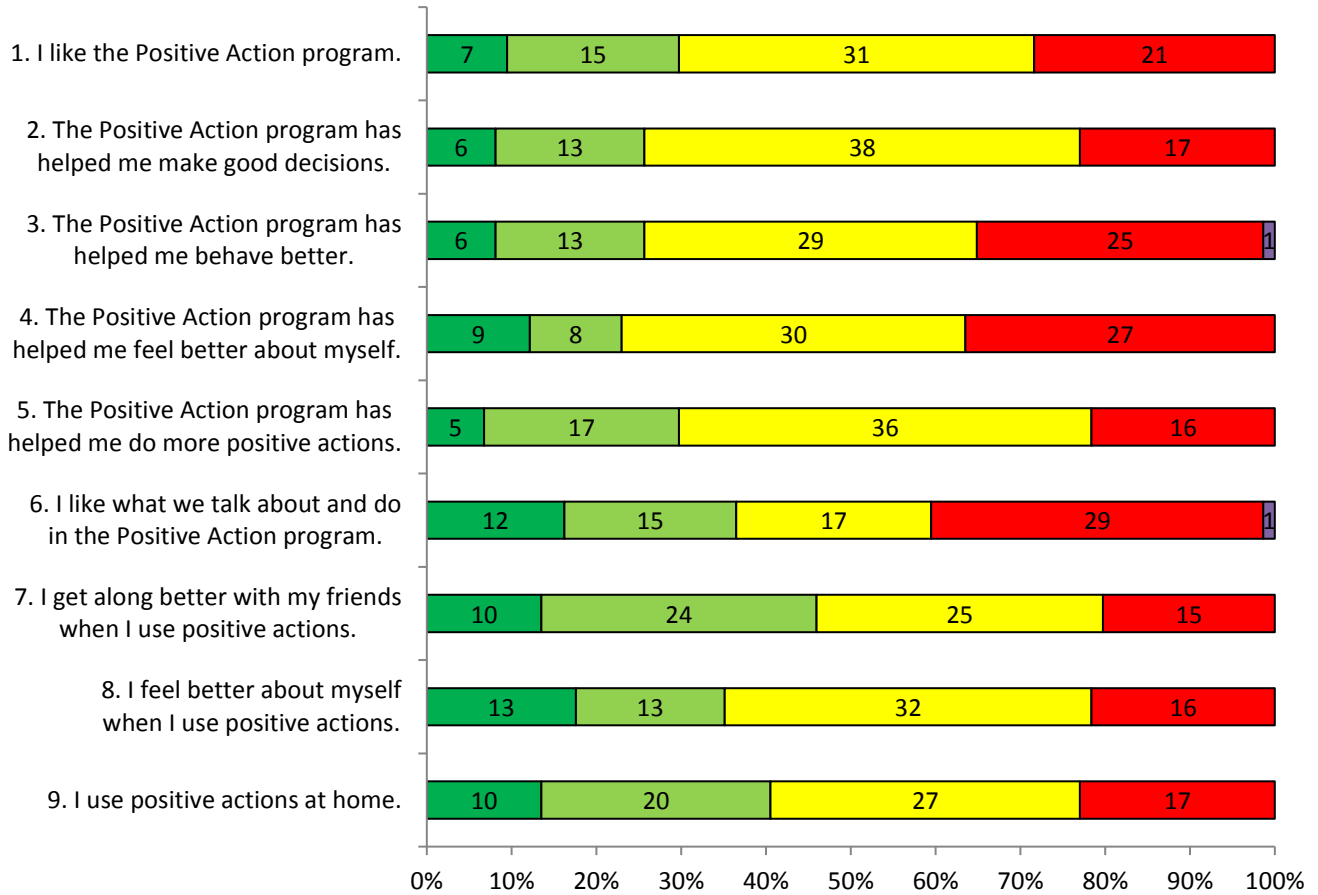


<b>Student End of Year Program Satisfaction Survey (Comments) – Burney Jr/Sr High Students</b>
• Hi...ya, I don't understand this program at all.
• I don't know about this program.
• I don't know what the Positive Action program.
• I guess it's alright.
• I like being nice and feeling good about it.
• I'm not in it, but I'm still positive.
• It doesn't help me much.
• It helps me through the hard times.
• It is so super fun.
• It sucks, and I think it's retarded, stupid and useless.
• No, wait do more

FALL RIVER HIGH

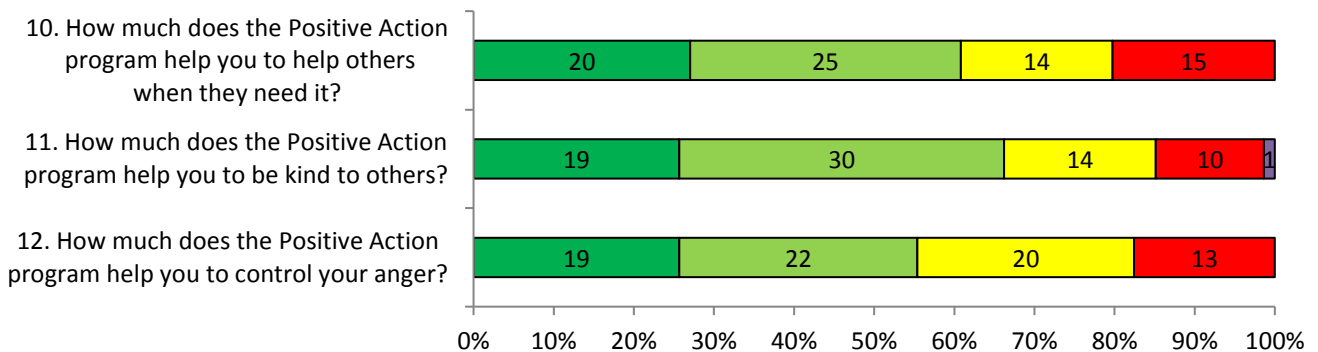
**Student End of Year Program Satisfaction Survey (Section 1) -  
 Fall River High Students**

■ All the time   ■ Most of the time   ■ Some of the time   ■ None of the time   ■ Did not respond



**Student End of Year Program Satisfaction Survey (Section 2) -  
 Fall River High Students**

■ A lot   ■ Some   ■ A little   ■ Not at all   ■ Did not respond

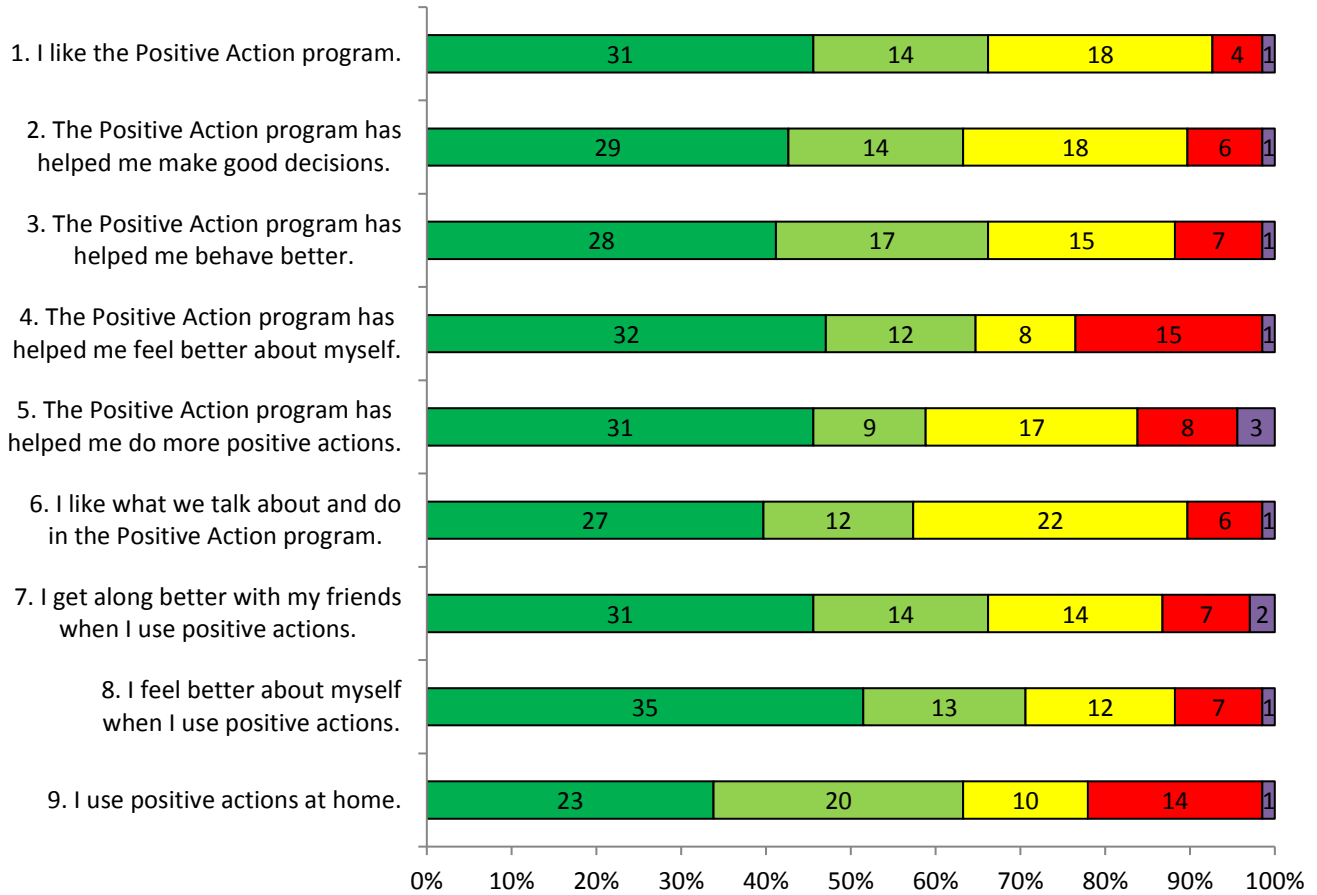


<b>Student End of Year Program Satisfaction Survey (Comments) – Fall River High Students</b>
• I didn't like that it took time away from Public Speaking.
• I don't have anger. I don't like it.
• I don't like it.
• I don't like Positive Action because it frustrates me and is a waste of my time.
• I think this class should continue because it seems like it will help students.
• I think you should start this program earlier, it doesn't really help in Jr. High.
• It didn't really help me all that much.
• It doesn't help anything, it's kinda stupid.
• It gets a little annoying.
• It is a very awesome program and I love it!!!
• It needs to be more fun.
• It should be less reading.
• It was a great program, but it needs more games for the kids. Overall great program.
• It's not helpful.
• No, but it's a very good program for my little sister who is only 8.
• Nobody really takes it serious and it doesn't really help, se we shouldn't have to take it.
• Nobody that I know of takes it serious, so really it doesn't help and I think we shouldn't have to do it.
• None of my class likes these, because they have to read, although I personally don't mind it.
• Positive Action is not helpful. All it teaches is friendship.
• Questions 10, 11 and 12 have nothing to do with how I answered the questions. I always treat others well, but "Positive Action" doesn't help.
• The Positive Action Program helps a lot of people.
• The Positive Action program is a waste of time in my opinion. :-/
• The Positive Action program is okay, but I feel that there's really no point to use Positive Action because we're smart kids, we won't be bad.
• There should be more activities in Positive Action.
• They should make Positive Action more fun and relatable, it's a little childish.

MONTGOMERY CREEK

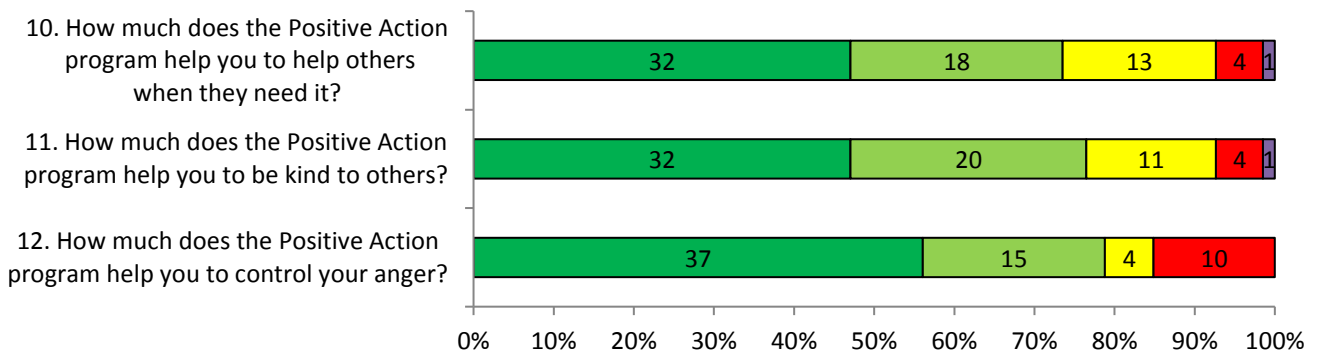
**Student End of Year Program Satisfaction Survey (Section 1) -  
 Montgomery Creek Students**

■ All the time    ■ Most of the time    ■ Some of the time    ■ None of the time    ■ Did not respond



**Student End of Year Program Satisfaction Survey (Section 2) -  
 Montgomery Creek Students**

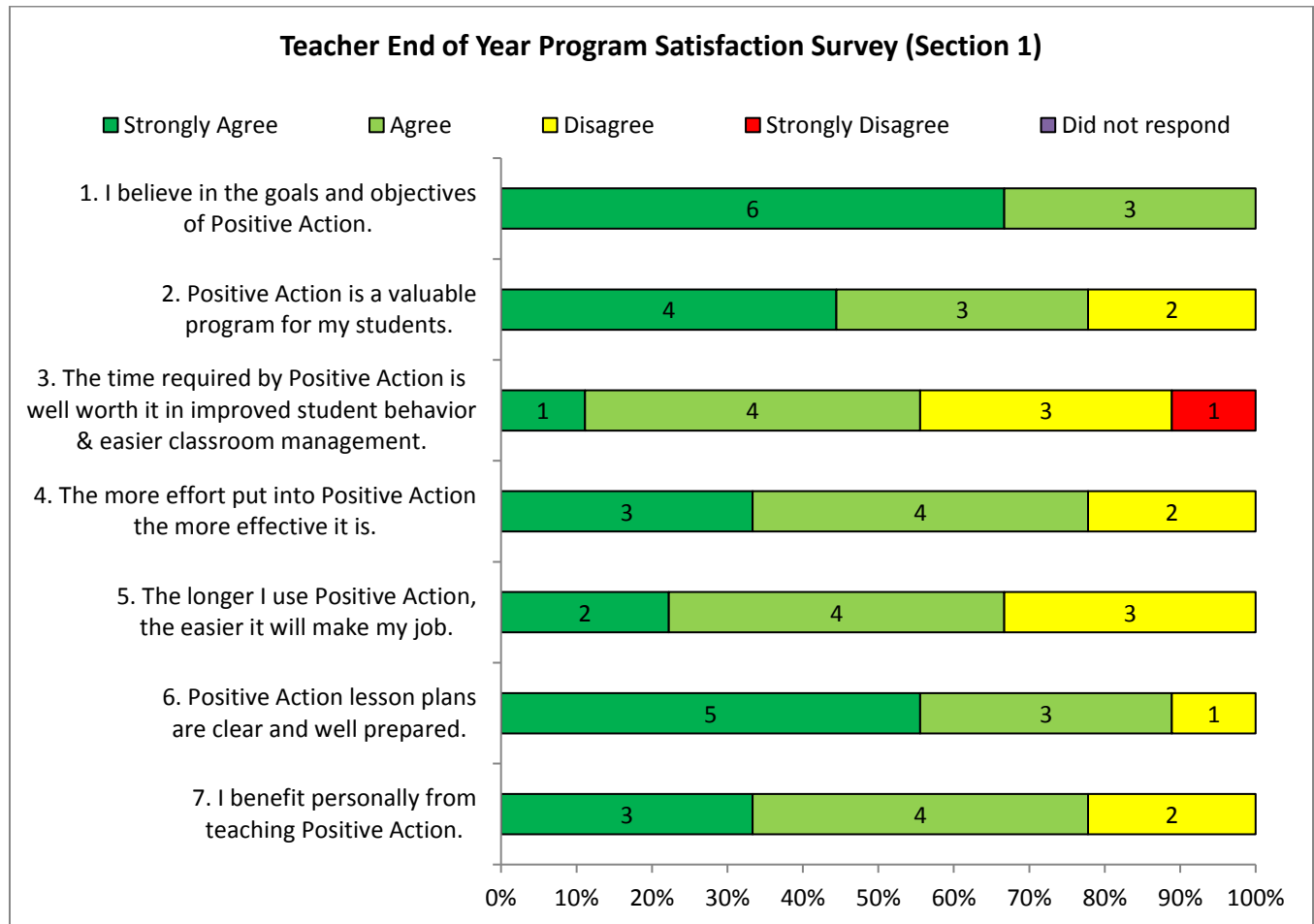
■ A lot    ■ Some    ■ A little    ■ Not at all    ■ Did not respond



<b>Student End of Year Program Satisfaction Survey (Comments) – Montgomery Creek Students</b>
<ul style="list-style-type: none"> <li>• I don't like the program. (4 responses)</li> </ul>
<ul style="list-style-type: none"> <li>• [between #3 and #4] I don't need to be helped... [after #5] Again, no help</li> </ul>
<ul style="list-style-type: none"> <li>• [on #12 Control you anger] not a lot, because I'm not use to it. It's a bit better than math.</li> </ul>
<ul style="list-style-type: none"> <li>• How come Positive Action helps people deal with their actions.</li> </ul>
<ul style="list-style-type: none"> <li>• I don't get angry.</li> </ul>
<ul style="list-style-type: none"> <li>• I like the Positive Action program. I love this Positive Action program. I love watermelon.</li> </ul>
<ul style="list-style-type: none"> <li>• It is fun.</li> </ul>
<ul style="list-style-type: none"> <li>• It makes me feel good inside.</li> </ul>
<ul style="list-style-type: none"> <li>• It tends to become very dull and depressing. It makes me feel worse about myself.</li> </ul>
<ul style="list-style-type: none"> <li>• This Positive Action has helped me a lot because I do a lot of running and drink more water.</li> </ul>
<ul style="list-style-type: none"> <li>• We should have a Positive Action Olympics and do a test on action for positive!</li> </ul>
<ul style="list-style-type: none"> <li>• We should not use Positive Action.</li> </ul>

## TEACHER PROGRAM SATISFACTION SURVEYS

Because there were again only a few teachers involved in the pilot project, survey results have been combined in order to try and allow for some anonymity. There were 9 completed teacher survey forms collected. The teacher end of year program satisfaction surveys consisted of 13 multiple-choice questions, and a comments section.





### Teacher End of Year Program Satisfaction Survey (Section 2)

■ Always   
 ■ Often   
 ■ Sometimes   
 ■ Rarely   
 ■ Never   
 ■ Did not respond

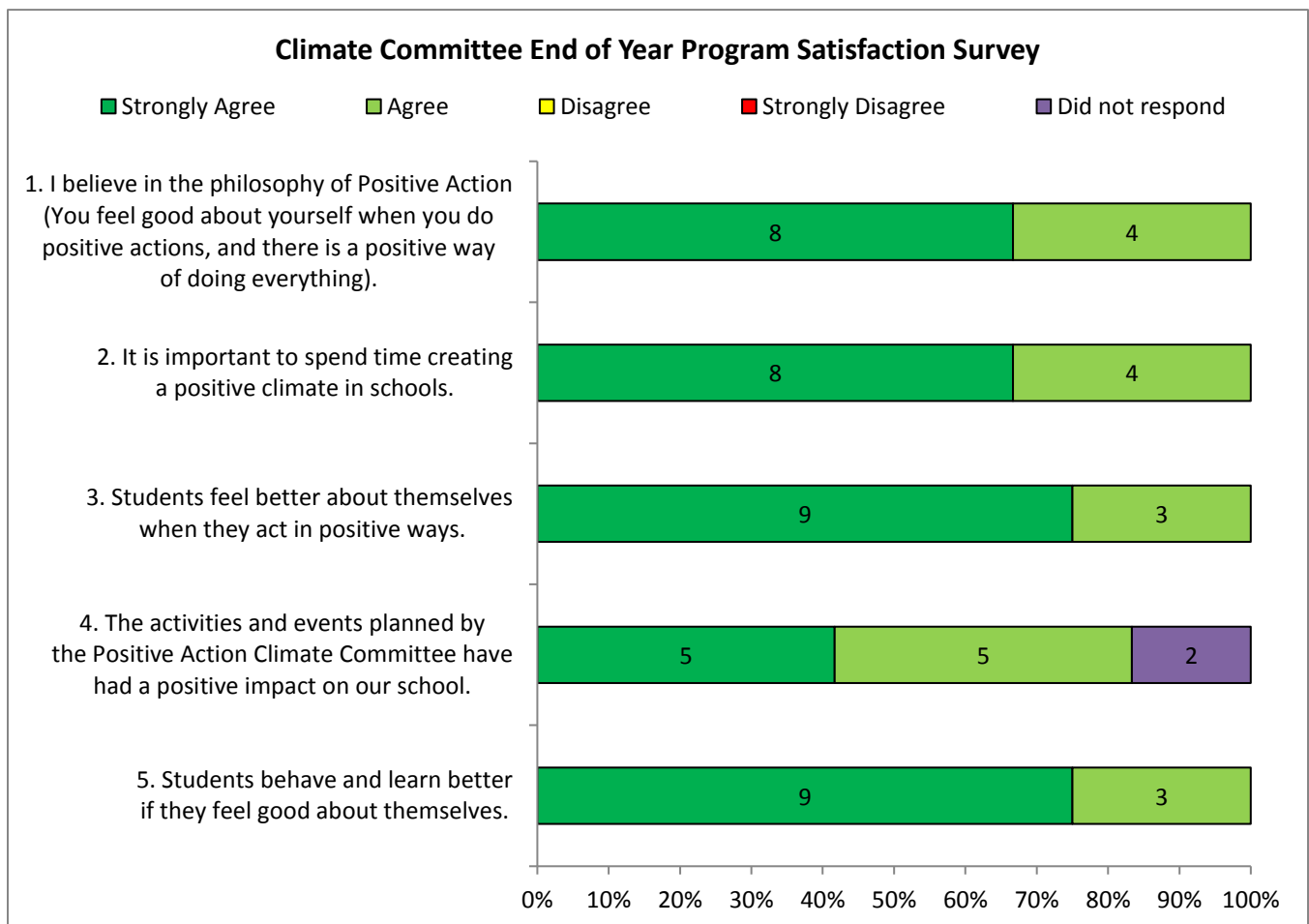


### Teacher End of Year Program Satisfaction Survey (Comments)

- I like the concept of Positive Action. I plan to use this program much more next year, and implement specific lessons into my curriculum. I do infuse many Positive Action concepts informally in my classroom on a regular basis.
- Looking forward to Year 2.
- Surveys are very time consuming.
- This was my first year using Positive Action (PA). I had several students that just would not pay attention to the lessons, which decreased the effectiveness. I appreciate the concept of character education, but sometimes find it hard to work in specific PA lessons.

## CLIMATE COMMITTEE PROGRAM SATISFACTION SURVEYS

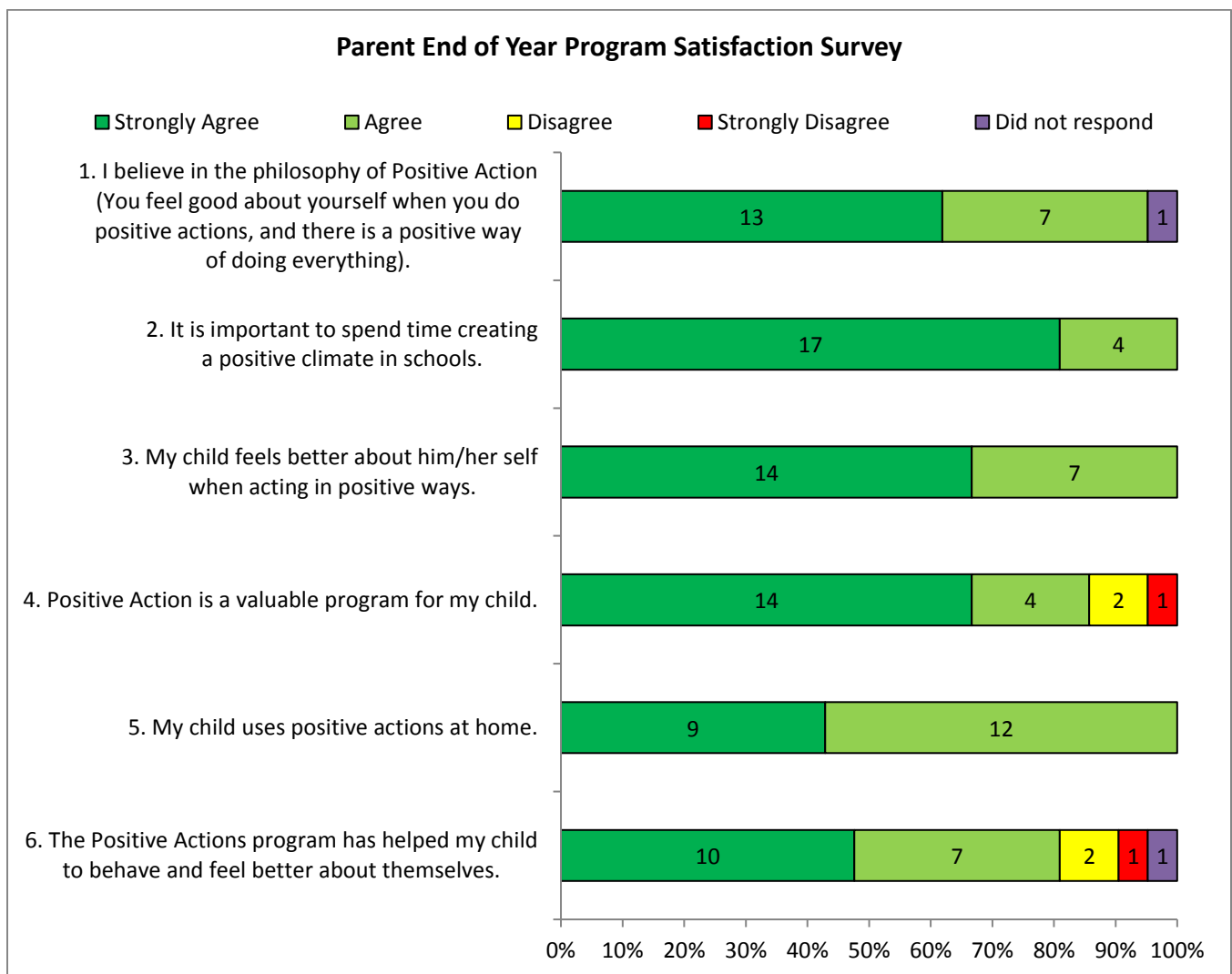
As a part of the Positive Action program, Burney Elementary, Burney Jr/Sr High, Fall River High and Montgomery Creek each designated their own Climate Committees comprised of teachers, school counselors, school administrator(s) and parents. In most of the schools, these were already-existing student councils, on campus youth-led clubs and site councils who were tasked with implementing Positive Action activities. These committees implemented activities both from the Positive Action Climate Kit, and other outside activities they felt were compatible with the Positive Action philosophies. At all sites (not just Montgomery Creek where the entire school was engaged), these activities involved the whole school and not just the one or two classrooms 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 12 completed surveys: 5 by Burney Elementary; 3 by Burney Jr/Sr High; 2 by Fall River; and, 2 by Montgomery Creek. Because there were only a few surveys returned, results have been combined in order to try and allow for some anonymity.



<b>Climate Committee End of Year Program Satisfaction Survey (Comments)</b>
• Hope it continues and grows. Thank you!
• I believe in PA - but have not witnessed a "change" in students that really need it.
• The hardest thing about Positive Action is to squeeze in doing surveys. Cindy was very patient and diligent in helping us get this done. P.A. is a very needed program!

## PARENT PROGRAM SATISFACTION SURVEYS

The parent end of year program satisfaction surveys consisted of 6 multiple-choice questions, and a comments section. There were 21 completed surveys: 5 from Burney Elementary parents; 3 from Burney Jr/Sr High parents; and, 13 from Fall River parents. There were no parent satisfaction surveys received from Montgomery Creek parents. Again, because of the low response rate, to allow for anonymity all survey results have been combined.



<b>Parent End of Year Program Satisfaction Survey (Comments)</b>
<ul style="list-style-type: none"> <li>• I did not receive any parent newsletters.</li> </ul>
<ul style="list-style-type: none"> <li>• I think it's great for the kids. Gives them a more positive outlook on things. The Positive Action curriculum is something I feel ALL grades should do! It is truly a great "program!" Thank you!!!!</li> </ul>
<ul style="list-style-type: none"> <li>• I think since XXXXX has been here she has grown. She [is] more involved in what school is about, she understands no one should be bullied and also she likes her teacher and classes.</li> </ul>
<ul style="list-style-type: none"> <li>• My child enjoyed the program. As a parent I appreciate the opportunity for students to have a program like this during their junior high school years!! :-)</li> </ul>
<ul style="list-style-type: none"> <li>• My child feels she has learned all of this in kindergarten! Thank you</li> </ul>
<ul style="list-style-type: none"> <li>• My granddaughter has always accepted others, no matter their age, gender, ethnicity, etc. The Positive Action program has taught her ways to handle different situations, and has helped her look at things in a more positive way.</li> </ul>
<ul style="list-style-type: none"> <li>• My son already exhibits good behavior. This program did not alter or change his behavior. The program is seen by him as not effective, and was busy work. When I asked him how he and his peers felt about the program, he said he did not like the program, and his peers disliked it as well.</li> </ul>
<ul style="list-style-type: none"> <li>• Positive Action program is one of the best program[s] that the school has put into action.</li> </ul>
<ul style="list-style-type: none"> <li>• Very pleased this is being practiced. Thank you!</li> </ul>

## PROGRAM SATISFACTION CONCLUSIONS

In general, the surveys completed reflect satisfaction with the Positive Action program, or at least with results seen from it. What little criticism appeared in the comments is constructive (with the exception of a few of the student survey responses), giving suggestions and ideas for how the implementation or program could be improved upon in the future.

One recurring theme noted, particularly in student responses from Fall River High and from the parent surveys, is the impression that this curriculum would be more beneficial to younger age levels than the middle school/junior high classes. This may well speak to the fact that as an evidence-based program, Positive Action is designed to be started at a much younger age, and without that earlier exposure and foundation, it is much harder to obtain buy-in from tween and teen-age students.

Another theme noted in the teacher and climate committee responses is the difficulty in completing all the necessary surveys. The importance of the Positive Action program, and adherence to fidelity, is recognized; but, the logistics of actually accomplishing all the paperwork is hard for school staff members. In fact, Fall River High has withdrawn from participation next year for this very reason.

## ANALYSIS AND RECOMMENDATIONS

### ANALYSIS

As stated previously, the evaluation has changed in focus, and for the third year of this pilot program an emphasis has been placed on fidelity in program implementation. The Program Coordinator was responsible for collecting and submitting aggregate data to the county.

<b>Data to be collected</b>	<b>Timeliness</b>	<b>Completeness</b>	<b>Analysis of implementation</b>
1. Student Surveys	All required aggregate reports were submitted by the Coordinator in a timely fashion.	All reports provided were complete.	From an implementation standpoint, these surveys were administered appropriately and in compliance with program fidelity.
2. Student Classroom Behavior Surveys	All required aggregate reports were submitted by the Coordinator in a timely fashion.	One teacher inadvertently sent the wrong survey link to students, and because it was impossible to determine which behavior surveys had been completed by the teacher and which by students, one classroom's data was excluded for one quarterly report.	From an implementation standpoint, these surveys were administered appropriately and in compliance with program fidelity.
3. Monthly Implementation Survey	All required reports were submitted by the Coordinator in a timely fashion.	Approximately 30% of the reports completed by teachers were missing one or more data elements.	In order to accurately determine fidelity to the evidence-based practice, these surveys needed to have been more thoroughly completed.
4. Monthly Coordinator's Implementation Progress Report	All required reports were submitted by the Coordinator in a timely fashion.	The Coordinator did an outstanding job documenting implementation barriers and progress.	These reports were critical for county staff to follow program implementation, and greatly facilitated dialogue with the Coordinator to address concerns.
5. Year-End Surveys	All required reports were submitted by the Coordinator in a timely fashion.	While it would have been ideal to receive more feedback from parents and climate committee members, it is understood that response to surveys such as these will never result in 100% participation rates.	From an implementation standpoint, these surveys were administered appropriately and in compliance with program fidelity.

There were four specific evaluation measures from the Student Behavior Rating Scale listed in the current contract:

- Negative self-concept: pessimistic, unhappy, withdrawn, depressed
- Poor self-control: does not know how to control feelings, anger
- Violent: gets into fights, threatens others, hits/pushes others, hurts others
- Non-Sociable: very unfriendly and unsociable, does not like to be with peers, does not like to be with teachers

As an indicator of the effectiveness of the Program, for each of the four outcome measures listed above, a minimum of at least a 15% increase in scores from the beginning of the school year to the end was set.

None of these measures reached the targeted goal.

Measure	Base-line Score	Goal (+15% over baseline)	End Of Year Score	Compared to baseline	Compared to goal
<b>Negative Self-Concept</b>	5.4	6.2	5.6	<b>+0.2</b>	<b>-0.6</b>
<b>Poor Self-Control</b>	5.4	6.2	5.5	<b>+0.1</b>	<b>-0.7</b>
<b>Violent</b>	5.8	6.7	5.8	No change	<b>-0.9</b>
<b>Non-Sociable</b>	6.0	6.9	6.0	No change	<b>-0.9</b>

## RECOMMENDATIONS

While it is disappointing to not be able to gather objective data which clearly demonstrates immediate benefits to implementing Positive Action, because it is an evidence-based practice it is unnecessary to attempt to validate outcomes independently. A continued emphasis on the fidelity of implementation can reasonably be expected to increase positive outcomes, which have been reported anecdotally and just do not appear in the limited data gathered.