

Executive Summary Year Four Positive Action Evaluation Report

Data from: August 2016 - June 2017

CONTENTS

Overview	2
Student Surveys	3
Summary Survey Outcomes.....	3
Student Classroom Behavior.....	5
Survey Outcome Measures.....	5
Implementation Data.....	8
Summary Implementation Results	9
Implementation Conclusions	11
Program Satisfaction Surveys	12
Student Program Satisfaction Surveys.....	12
Teacher Program Satisfaction Surveys.....	12
Climate committee Program Satisfaction Surveys.....	12
Parent Program Satisfaction Surveys.....	12
Program Satisfaction Conclusions.....	13
Analysis and Recommendations	13
Analysis	13
Recommendations.....	15

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, the program was implemented in all 4 classrooms at Montgomery Creek, 4 classrooms in Fall River Mills, and 4 classrooms in Burney. For the fourth and final year of the pilot, the program was implemented in all 4 classrooms at Montgomery Creek (K-1st, 2nd-3rd, 4th-5th and 6th-8th grade classes), 2 classrooms in Burney Elementary (two 6th grade classes), and 4 classrooms in Burney Jr/Sr High (two 7th grade and two 8th grade classes) for a total of 10 classrooms receiving Positive Action curriculum in Shasta County.

The evaluation of this pilot project has continued the focus identified in year three, with the emphasis in year four remaining on tracking 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, 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- Negative self-concept: pessimistic, unhappy, withdrawn, depressed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. One slight change in the final year of the pilot is that behavior and student surveys were collected on a trimester schedule, instead of the previously used quarterly schedule. This means there is one less data point, but collection was consistent with other testing and scheduling in the classrooms. Program satisfaction surveys were collected at the end of year four 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. 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 trimester 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 4 data.

SUMMARY SURVEY OUTCOMES

GRADES K-3

By the third trimester, more students reported brushing their teeth regularly and working hard in school. However, fewer students reported telling the truth, being nice to animals, being nice to other kids and liking school.

GRADES 4-6

By the third trimester, more students reported getting their work done on time and trying to do good things “all the time.” Slightly fewer students reported being likely to get into physical fights, to copy off someone else’s work or be mean to someone they are mad at. There was a reported 100% abstinence from alcohol usage.

However, slightly more students were likely to hit other people, and slightly fewer reported trying to be a good friend, nice to others, or do things to make themselves a better person.

Additionally, fewer students reported being likely to admit when they had done something wrong, to control their anger, to treat others the way they would like to be treated, to care how others feel, to keep promises they made, or to eat fresh fruits and vegetables. More students reported being likely to take things that belong to someone else.

Significantly fewer students reported feeling good when they do good things, that they felt they did good work in school, or thinking about what they are doing before they do it. More students reported trying smoking cigarettes.

GRADES 6-8

By the third trimester, more students reported caring how others feel, and setting goals for themselves. Fewer students reported being likely to blame others for mistakes, hitting others or getting into physical fights, getting drunk or high, or smoking cigarettes.

Slightly more students reported being likely to good things, and slightly fewer reports being likely to take/steal other people’s property or bully others.

There was virtually no change reported in the likelihood of doing physical activities.

Slightly fewer students reported managing their time wisely. Many fewer students reported feeling good about themselves, eating fresh fruits or vegetables, making good choices, admitting to mistakes, controlling their feelings, treating others they way they would like to be treated, or solving problems well. More students reported drinking alcohol, using or trying illegal drugs, and making bad decisions.

STUDENT CLASSROOM BEHAVIOR

While the student surveys provide self-reported data about student behaviors, teachers in the classrooms were asked to complete a baseline and then trimester surveys on student behavior. 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.

SURVEY OUTCOME MEASURES

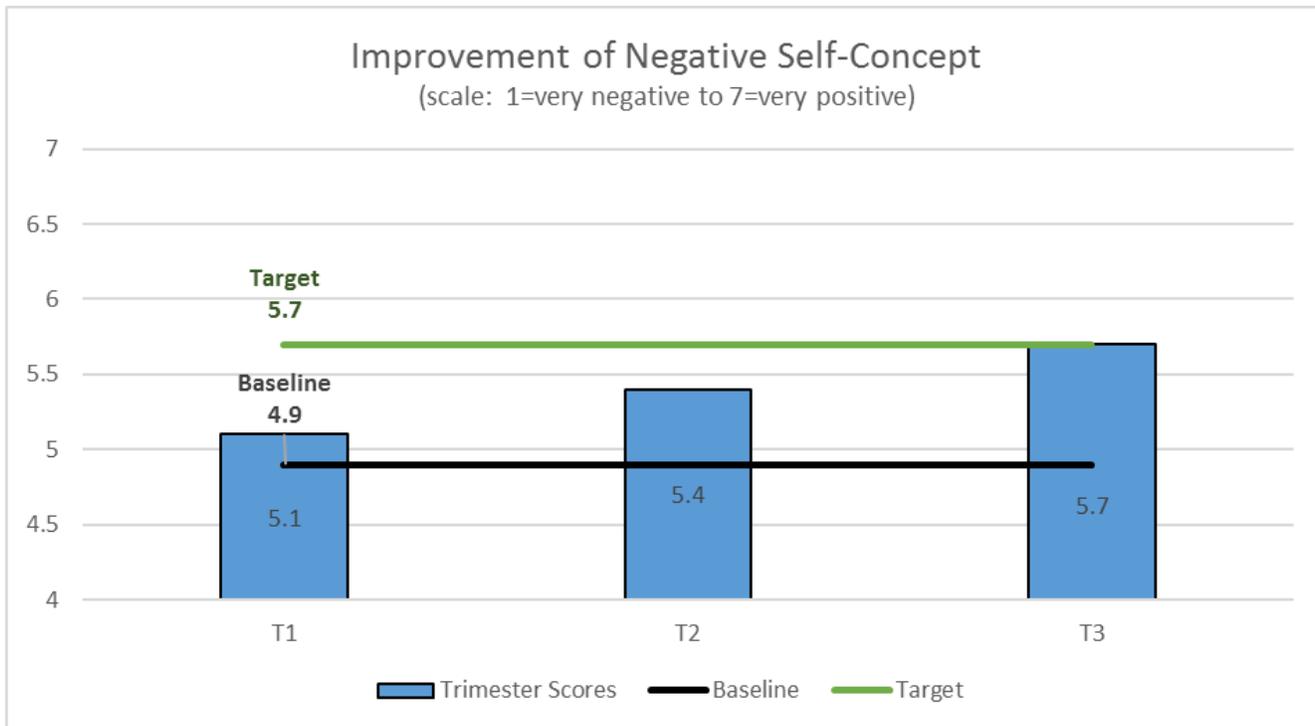
As noted above in the Overview, outcomes are being tracked on 4 specific measures from these behavioral surveys:

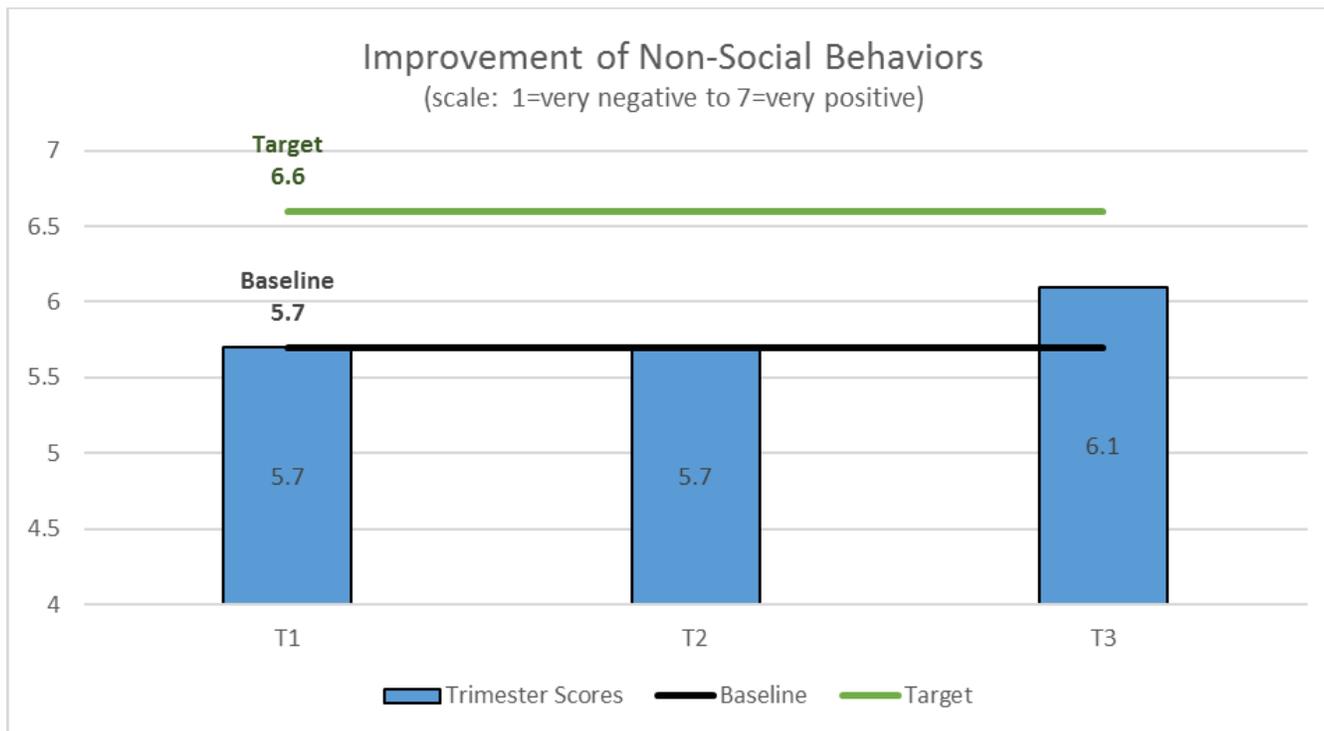
- Negative self-concept: pessimistic, unhappy, withdrawn, depressed
- Poor self-control: does not know how to control feelings, anger
- Violent: gets into fights, threatens others, hits/pushes others, hurts others
- Non-Sociable: very unfriendly and unsociable, does not like to be with peers, does not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

At the end of trimester 3, all four measures showed positive change when compared to baseline. However, only one of the four measures (negative self-concept) met the 15% increase target that was set in the contract.

Results Summary											
Measure	Baseline Score	Goal (+15% over baseline)	T1 Score	Compared to baseline	Compared to goal	T2 Score	Compared to baseline	Compared to goal	T3 Score	Compared to baseline	Compared to goal
Negative Self-Concept	4.9	5.7	5.1	+0.2	-0.5	5.4	+0.5	-0.3	5.7	+0.8	0.0 MET GOAL
Poor Self-Control	4.8	5.5	4.9	+0.1	-0.7	5.1	+0.3	-0.4	5.2	+0.4	-0.3
Violent	5.3	6.1	5.3	No change	-0.7	5.5	+0.2	-0.6	5.6	+0.3	-0.5
Non-Social	5.7	6.6	5.7	No change	-0.9	5.7	No change	-0.9	6.1	+0.4	-0.5





IMPLEMENTATION DATA

Part of ensuring that there was fidelity to the Positive Action evidence-based practice required data documenting the implementation of the curriculum. Teachers were asked to complete an implementation survey each month. Because the classrooms used different curriculum, the number of lessons and units, as well as the timing of their completion, will differ for each school and/or classroom.

For evaluation purposes and to achieve fidelity through minimum adequate implementation of 75%, a minimum of **105 lessons** was required to be taught out of each K - 6th grade kit. The tables below identify the Core Lessons required for each grade level. An additional 85 lessons were to be selected by contractor to implement from each K-6th grade kit. In addition, drug kit lessons were required for grades 6-8.

20 Core Lessons Required K-5 th 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 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	Any 15 lessons during the year

The 7th 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** was required to be taught out of each 7th grade kit. The table below identifies the Core Lessons required for the grade level. Along with the 20 Core Lessons, 40 additional lessons were to be selected by the contractor to implement.

20 Core Lessons Required 7 th 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 were required to be taught out of each 8th grade kit. The table below identifies the Core Lessons required for the grade level. A minimum of 38 additional lessons were to be selected by contractor to implement.

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

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 completed during each week of the unit as well.

SUMMARY IMPLEMENTATION RESULTS

On the monthly implementation reports, the teachers did not always complete all questions, so it is difficult to ascertain exactly how many of the required lessons were completed, and what (if any) changes or additions were made to the material. Therefore, the Positive Action Coordinator’s Implementation Progress reports have also been examined, to help determine whether goals have been met.

TK/K/1ST 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 24 Core Lessons having been taught over the course of the year. It appears that the target of 105 lessons was met. The reports also indicate fairly good consistency on the timing and length of the lessons.

2ND/3RD 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 teacher for 2nd/3rd grade did not implement the Positive Action curriculum or teach any of the lessons during the school year. The target of 105 lessons was not reached in this classroom.

4TH/5TH 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 36 Core lessons having been taught over the course of the year. It appears as if the target of 105 lessons was reached in this classroom.

Also of note is that this teacher selected lessons based on her perception of applicableness in relation to current happenings and events, and not sequentially as evidenced by the “Lesson # Ended on” data for each month. This could have impacted fidelity and effectiveness, as lessons tend to build on previous curriculum covered earlier.

6TH/7TH/8TH 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 exactly 20 Core lessons having been taught over the course of the year. Additionally, the timing and length of lessons shows good consistency. There was good reporting on adaptations of lessons as well. It appears the target of 105 lessons was reached in this classroom, and that the 15 Drug Kit lesson target was also reached.

6TH 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 19 Core Lessons taught for one classroom, and 18 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. The target of 105 lessons plus 15 Drug Kit lessons was reached in both classrooms.

7TH GRADE CLASSROOMS – BURNEY JR/SR 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 23 Core Lessons completed. There is good consistency in both timing of the lessons and the length of lessons. The 60 regular Positive Action lessons target was met. Seven of the required 15 Drug Kit lessons were taught in these classrooms, according to the Positive Action Coordinator’s Implementation Progress report.

8TH GRADE CLASSROOMS – BURNEY JR/SR 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 18 Core Lessons completed. There is good consistency on timing and length of the lessons. The 58 regular Positive Action lessons target was met; however, the Positive Action Coordinator’s Implementation Progress report indicates that only 7 of the required 15 Drug Kit lessons were taught in this classroom.

FAMILY AND CLIMATE KITS

The family kit information was once again 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 that occurred throughout the school year.

Climate kit information was implemented in assemblies, student clubs, and the “Words of the Week”. All of the schools utilized what the Program Coordinator called “a ‘youth development’ approach to the implementation of the Climate Kit. Students determine what aspects of the kit they want to incorporate and adults guide them to turn their ideas into actions.”

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 met in three out of the ten classrooms which used Positive Action curriculum.

Once again, while implementation was not ideal in this fourth and final year of the pilot, it did appear to be somewhat improved from the prior year, particularly when evaluating implementation by teachers who had used the curriculum in a prior year. Streamlining the timing of survey collection did appear to improve the timeliness of reporting for some teachers as well.

It was identified that the Program Coordinator once again did an excellent job of compiling the required surveys and forms, and submitting everything to the county on or as close as possible to the contractual deadlines.

PROGRAM SATISFACTION SURVEYS

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, 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.

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 was a total of 133 student surveys collected: 48 from Burney Elementary; 57 from Burney Jr/Sr High; and, 28 from Montgomery Creek.

TEACHER PROGRAM SATISFACTION SURVEYS

There were 7 completed teacher survey forms collected. The teacher end of year program satisfaction surveys consisted of 13 multiple-choice questions, and a comments section.

CLIMATE COMMITTEE PROGRAM SATISFACTION SURVEYS

As a part of the Positive Action program, Burney Elementary, Burney Jr/Sr 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 the two Burney sites these activities involved the whole school and not just the one or two classrooms where the Positive Action program was being piloted (Montgomery Creek had school-wide implementation in all classrooms). This structure and implementation, per 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 15 completed surveys: 1 by Burney Elementary and 14 by Burney Jr/Sr High. None were collected at Montgomery Creek, possibly due to the principal/superintendent at that site leaving.

PARENT PROGRAM SATISFACTION SURVEYS

The parent end of year program satisfaction surveys consisted of 6 multiple-choice questions, and a comments section. There were 17 completed surveys: 14 from Burney Elementary parents; 1 from Burney Jr/Sr High parents; and, 2 from Montgomery Creek parents.

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 (except for a couple of the student survey responses), giving suggestions and ideas for how the implementation or program could be improved upon in the future.

One theme noted in the teacher 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. This has been an ongoing concern in all four years of the Positive Action pilot, and should be kept in mind when future evidence-based programs are being considered for school-based implementation.

ANALYSIS AND RECOMMENDATIONS

ANALYSIS

As stated previously, the evaluation has continued in the fourth and final year of this pilot program to focus on fidelity in program implementation. The Program Coordinator was responsible for collecting and submitting aggregate data to the county.

Data to be collected	Timeliness	Completeness	Analysis of implementation
1. Student Surveys	All required aggregate reports were submitted by the Coordinator in a timely fashion.	All reports provided were complete. Some students at Burney Jr/Sr High did not have the opportunity to complete the final student surveys, due to a mix-up in dates when Chrome books were collected.	From an implementation standpoint, the surveys administered were done 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.	All reports provided were complete.	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 39% of the reports completed by teachers were missing one or more critical data elements.	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.

All measures showed improvement over baseline. One 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
Negative Self-Concept	4.9	5.7	5.7	+0.8	0.0 MET GOAL
Poor Self-Control	4.8	5.5	5.2	+0.4	-0.3
Violent	5.3	6.1	5.6	+0.3	-0.5
Non-Sociable	5.7	6.6	6.1	+0.4	-0.5

Anecdotal success stories shared throughout the school year in the Positive Action Coordinator Report support the finding that there was positive impact on students who received this curriculum. To quote one of the school staff members, “I’m kicking myself for not writing down specific examples or statements as they occur...so I can give you specifics. I know the material does make an impression on them, and once the concept is introduced to them, they seem to recognize it in many different situations...I know this email is pretty vague, but trust me when I say that the Positive Action Program continues to be a very reliable tool that I refer to often with the students I work with.”

RECOMMENDATIONS

Many lessons have been learned over the course of this four-year pilot project, and a considerable amount of data and feedback has been gathered. Overall, it appears the Positive Action program has been a good experience for students, teachers and families. It is hoped that the schools' sustainability plans come to fruition, and that the experience and rewards of providing pro-social/emotional/character development education would encourage teachers and school administrators to pursue offering Positive Action or other similar evidence based programs independently.

Moving forward into the next PEI At-Risk Middle School Student program, it will be important to weigh not only community and parent stakeholder input, but to recognize and address the implementation issues identified during the four years of the Positive Action pilot. Selecting an evidence-based program that has less voluminous data collection, and less classroom time impact on teachers will be critical for the success of any future school-based program implementation.

It also clear, comparing data collection in years one and two, which was done by MHSA staff, and data collection in years three and four with a contracted coordinator, that having a dedicated coordinator to work directly with the individual teachers and classrooms has immense value. While it may not be as critical, depending on the frequency and volume of data collection, there may still be justification for having a similar position with any new program selected.