

Year Four Positive Action Interim Evaluation Report

Data from: August 2016 - February 2017

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PROGRAM EVALUATION UPDATE

It appears at this time as if the schools will be able to fully implement the required number of lessons in this fourth and final year of the pilot program in all but one classroom (Montgomery Creek 2nd/3rd grade). It does not appear as if there has been any significant impact on 3 of the 4 outcome measures selected, as of yet. Below are the specifics of these measures and findings, with supporting data.

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- Negative self-concept: pessimistic, unhappy, withdrawn, depressed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 are being collected on a trimester schedule, instead of the previously used quarterly schedule. This means there is one less data point, but collection is now consistent with other testing and scheduling in the classrooms. This is also the reason for the late timing of this interrim report, which was created after 2 data points were available, so trends could be identified. Program satisfaction surveys are scheduled to be collected at the end of year four of this pilot program.

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 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

K-3 – in 5 of the 6 questions, baseline answers are more positive than seen in trimester 2 surveys.

4-6 – in approximately half the questions (11 out of 21), baseline answers are more positive than seen in trimester 2 surveys.

7-8 – in approximately two-thirds the questions (14 out of 21), baseline answers are more positive than seen in trimester 2 surveys.

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 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

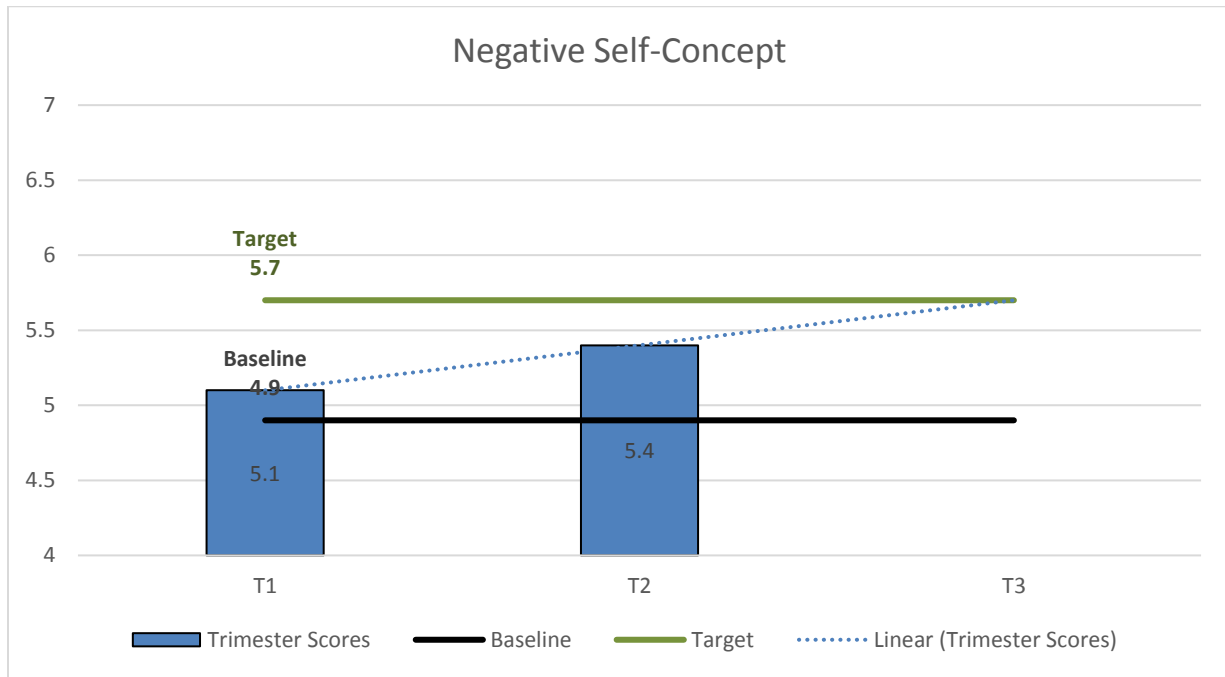
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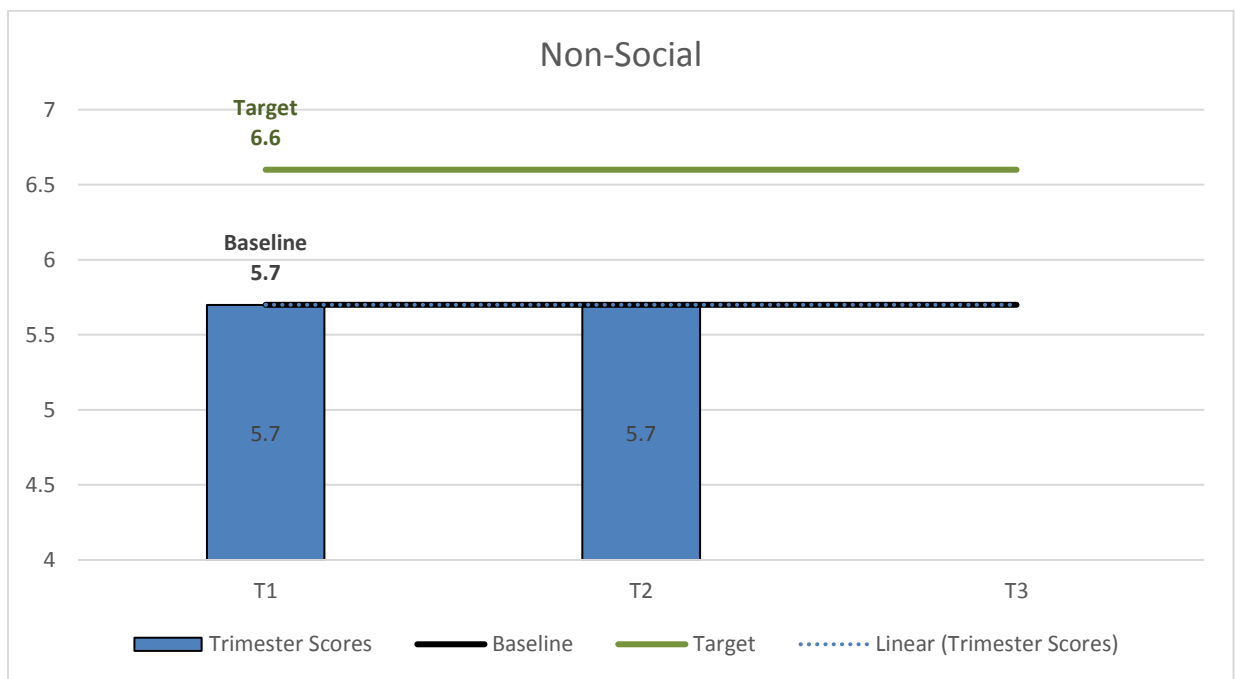
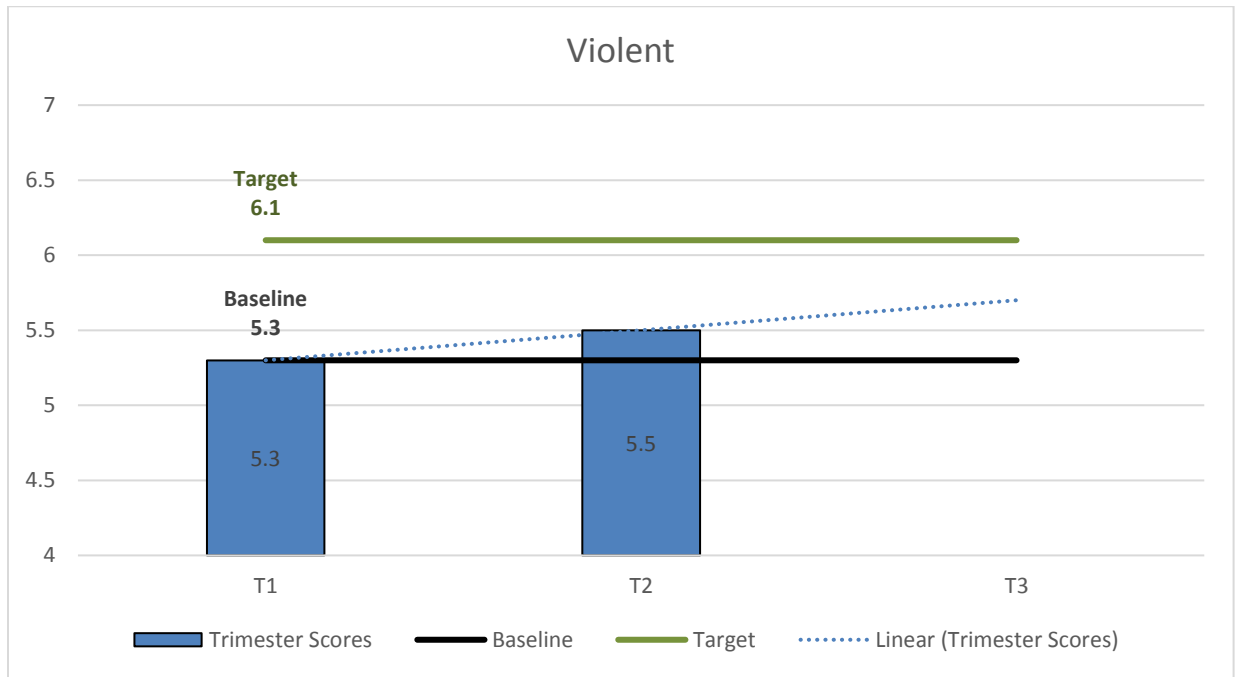
As of the end of trimester 2, three of the four measures (negative self-concept, poor self-control and violent) are showing positive change when compared to baseline. However, only one of the four measures (negative self-concept) demonstrate significant movement towards meeting the 15% increase target that was set in the contract. The other two measures showing positive movement do not appear as if they will reach the goal, based on increments of change seen so far.

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
Negative Self-Concept	4.9	5.7	5.1	+0.2	-0.5	5.4	+0.5	-0.3
Poor Self-Control	4.8	5.5	4.9	+0.1	-0.7	5.1	+0.3	-0.4
Violent	5.3	6.1	5.3	No change	-0.7	5.5	+0.2	-0.6
Non-Social	5.7	6.6	5.7	No change	-0.9	5.7	No change	-0.9

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Results Details									
Measurement	Number of Students with Each Score							Average Score	15% Increase (Target for EOY)
	Very Negative	Moderately Negative	A Little Negative	Neutral	A Little Positive	Moderately Positive	Very Positive		
	1	2	3	4	5	6	7		
Baseline Negative Self-Concept	1	4	39	30	68	62	22	4.9	5.7
Baseline Poor Self-Control	2	18	29	36	55	60	26	4.8	5.5
Baseline Violent	0	6	30	28	49	57	56	5.3	6.1
Baseline Non-Social	0	2	5	8	77	77	57	5.7	6.6
									Difference from Target
T1 Negative Self-Concept	1	3	26	18	70	69	21	5.1	-0.5
T1 Poor Self-Control	5	13	36	18	40	75	22	4.9	-0.7
T1 Violent	1	4	19	23	49	76	37	5.3	-0.7
T1 Non-Social	0	0	8	12	65	81	43	5.7	-0.9
T2 Negative Self-Concept	2	6	17	13	39	84	31	5.4	-0.3
T2 Poor Self-Control	3	7	23	19	45	62	32	5.1	-0.4
T2 Violent	1	2	12	19	49	60	49	5.5	-0.6
T2 Non-Social	0	5	6	10	59	59	53	5.7	-0.9





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 - 6th grade kit. The tables below have identified the Core Lessons required for each grade level. An additional 85 lessons will be selected by contractor to implement from each K-6th grade kit. In addition, drug kit lessons are 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** is 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 will 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 is 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 will 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.

IMPLEMENTATION TO DATE

Based on both implementation reports, and the Program Coordinator’s progress reports, there have been issues identified with implementation of the overall program.

One of the teachers (2nd/3rd grade) has not implemented the Positive Action curriculum yet, which is of concern as the school year is two-thirds over at this point. On the monthly implementation reports, the teachers also do not always complete all questions, so it is difficult to ascertain exactly how many of the required lessons have been completed so far, and what (if any) changes or additions they have made to the material. It appears as if most of the other teachers are on target to complete the Core required lessons (most reporting from 11-18 of them having been completed by February 2017), although one teacher has reported completing 27 Core lessons (an impossibility as there are only 20 identified Core lessons for any grade level). Overall numbers of lessons also appear to be in line with most classes completing most (if not quite all) of the full number of required lessons specified in the contract. Also of note is that one of the teachers has been selecting lessons based on her perception of applicableness in relation to current happenings and events, and not sequentially. This could have impacted fidelity and effectiveness, as lessons tend to build on previous curriculum covered earlier.

As of February 2017, only the teachers at Burney Elementary have implemented any of the drug kit lessons. According to the Program Coordinator’s report, the teacher at Montgomery Creek who is required to use the

drug kit had a less than positive experience last year, and with three-quarters of her class being returnees, she appears to be reluctant to use this curriculum again. The teachers at Burney Jr/Sr High have made previous comments to the Program Coordinator about the drug kit curriculum being a good fit for the end of the school year, so that may be why they have not yet implemented any of it.

The family kit information is once again being 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.

Climate kit information is being implemented in assemblies, student clubs, and the “Words of the Week”. All of the schools are utilizing what the Program Coordinator calls “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.”

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

ANALYSIS AND RECOMMENDATIONS

While it is difficult to make recommendations based on only two sets of data points from the surveys, and just 2/3rds of the required implementation reports, as stated in the beginning of this report it does appear at this time as if the schools will be able to fully implement the required number of lessons in most of the classrooms. However, it does not appear as if there has been significant impact on 3 of the 4 outcome measures selected, as of yet. Hopefully, the last trimester of the school year will show more positive results than appear to be trending currently.