Positive Action: An Evidence-Based Program for the Every Student Succeeds Act (ESSA)
Every Student Succeeds Act (ESSA) Programs & Positive Action

Summary of ESSA Programs + Positive Action

Positive Action System & Outcomes
  Positive Action Content
  Prevention Model
    Universal-Tier 1
    Tools used as directed.
  Positive Action Tools
    Intervention Model
      Any Combination
      Tools with Customized Plans.
    Treatment Model
      Indicated-Tier 5+
      Tools targeted for needs and goals.

Training/Professional Development

Administration
WHY use *Positive Action* for ESSA Programs?

*Because ESSA requires evidence-based programs, and *Positive Action* is evidence-based at the highest levels.*

**ESSA Requires Plans**
Under ESSA, states will be responsible for creating their own accountability plans. The lowest performing schools especially must use evidence-based programs, and educators will be held accountable for the outcomes of these plans by the Department of Education.

Educators are expected to use their precious resources of funds, time and opportunities in the wisest possible ways. Although resources are limited, expectations for success are still high.

**ESSA Levels of “Evidence-Based”**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Positive Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“Strong evidence,” meaning supported by at least one randomized study (RCT);</td>
<td>✓ 3 Studies: RCT: Chicago, RCT: Hawaii, RCT: Southeastern State</td>
</tr>
<tr>
<td>2</td>
<td>“Moderate evidence,” meaning supported by at least one quasi-experimental study;</td>
<td>✓ 3 Studies: Quasi: Long-term, Quasi: Nevada, Hawaii</td>
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<tr>
<td>3</td>
<td>“Promising evidence,” meaning at least one correlational study with pretests as covariates; and</td>
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<tr>
<td>4</td>
<td>Programs with a rationale based on high-quality research or a positive evaluation that are likely to improve student or other relevant outcomes and that are undergoing evaluation.</td>
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</table>
Because Positive Action studies have shown outcome replication and sustainability.

Programs are also judged on whether their original evidence-based outcomes were replicated in a second study, and whether the replicated outcomes show sustainability: effects are enduring.

**ESSA Levels of Replication & Sustainability**

1. **Replication**
   - 4 Studies:
     - RCT: Chicago
     - RCT: Hawaii
     - Quasi: Nevada
     - Quasi: Hawaii

2. **Sustainability**
   - 1 Study:
     - Quasi: Long-term

A full list of evidence-based outcomes can be found at What Works Clearinghouse and positiveaction.net.
Because *Positive Action* has been endorsed by authoritative organizations.

When comparing evidence-based programs, it is helpful to refer to lists and registries created by respected institutions and organizations that have reviewed and rated program research.

These registries are useful because not everyone has the time, money or expertise to do high-level reviews.

After reviewing *Positive Action*’s research, many institutions have included its program on their lists and registries as evidence-based.

The three organizations requiring the highest level of rigor to meet their standards are the U.S. Department of Education, What Works Clearinghouse (a U.S. Department of Education institution) and Blueprints.

These organizations and registries are important resources for educators because they conduct high level reviews of programs to determine which are evidence-based.

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**HIGHEST STANDARD OF EVIDENCE**

- What Works Clearinghouse—top-rated for “Improving Academics and Behavior”
- U.S. Department of Education—an approved “Whole-School Reform Program” for School Improvement Grants
- Blueprints (Healthy Youth Development – Annie E. Casey Foundation)—one of 13 “Model” programs listed out of more than 1,400 programs reviewed.

**OTHERS**

- CASE (Special Education)
- CASEL (Social and Emotional Learning)
- OJJDP (Office of Juvenile Justice Delinquency Prevention)
- National Dropout Prevention Center/Network
- NREPP (National Registry of Evidence-based Programs and Practices)
- US DOJ OJP Crime Solutions (US Department of Justice, new Office of Justice Programs)
- and many others

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**WHY use *Positive Action* for ESSA Programs?**

*Positive Action* is on more lists and registries with a wider variety of outcomes than any other program.
** WHY use *Positive Action* for ESSA Programs? **

*It has robust outcomes in many areas.*

**ACADEMICS**
- **IMPROVED**
  - 51% State Math Test Scores
  - 20% State Reading Test Scores
  - 21% School Quality
- **REDUCED**
  - 72% Grade Retention
  - 28% Absenteeism
  - **IMPROVED**
  - 38% Higher Education After High School
  - **REDUCED**
  - 18% Employed After High School

**BEHAVIORS**
- **IMPROVED**
  - 85% Disciplinary Referrals
  - 73% Suspensions
  - 62% Violence
  - 51% Bullying
  - 47% Tobacco
  - 46% Alcohol
  - 70% Got Drunk
  - 73% Illegal Drugs/Marijuana
  - 83% Voluntary Sexual Activity
- **REDUCED**
  - 85% Higher Education After High School
  - 73% Grade Retention

**SOCIAL/EMOTIONAL & CHARACTER**
- **IMPROVED**
  - 19% Pro-Social Behavior
  - 18% Affiliation with Good Friends
  - 17% Honesty
  - 8% Altruistic Behavior
- **REDUCED**
  - 81% Aggressive Problem-Solving
  - 27% Negative Moral Center

**COLLEGE- & CAREER- READINESS**
- **IMPROVED**
  - 38% Higher Education After High School
  - 18% Employed After High School
- **REDUCED**
  - 72% Grade Retention
  - 28% Absenteeism

**PHYSICAL HEALTH**
- **IMPROVED**
  - 18% Health Scale
  - 14% Sleep
  - 8% Healthy Food & Exercise
- **REDUCED**
  - 85% Disciplinary Referrals
  - 73% Grade Retention

**MENTAL HEALTH**
- **IMPROVED**
  - 17% BASC Depression Scale
  - **REDUCED**
  - 85% Disciplinary Referrals
  - 73% Grade Retention
**WHY** use *Positive Action* for ESSA Programs?

It has robust outcomes in many areas.

### IMPROVED

- **27%** Self-Control
- **22%** Self-Concept
- **21%** Physical Health
- **19%** Intellectual Health
- **19%** Self-Improvement
- **18%** Understand Positive Actions
- **18%** Consideration
- **18%** Social Bonding
- **17%** Honesty
- **17%** Respect
- **14%** Self-Management

### REDUCED

- **69%** Dissing Behaviors (disrespect, disobedience, disruptive)
- **37%** Dropout Rate
- **30%** In-School Suspensions
- **25%** Out-of-School Suspensions
- **57%** Falsifying Information
- **63%** Sex-Related Incidents
- **15%** Academic Achievement Scores
- **14%** Parent/Child Bonding
- **9%** Family Cohesion
- **7%** Decision-Making
- **17%** Family Conflict
- **52%** Property Crime

### PRE-K

- **22%** Self-Concept
- **21%** Physical Health
- **19%** Intellectual Health
- **19%** Self-Management
- **14%** Self-Management
- **17%** Honesty
- **17%** Respect
- **18%** Social Bonding
- **18%** Consideration
- **18%** Self-Improvement
- **18%** Understand Positive Actions
- **21%** Physical Health
- **22%** Self-Concept
- **27%** Self-Control
- **69%** Dissing Behaviors (disrespect, disobedience, disruptive)
- **37%** Dropout Rate
- **30%** In-School Suspensions
- **25%** Out-of-School Suspensions
- **57%** Falsifying Information
- **63%** Sex-Related Incidents
- **15%** Academic Achievement Scores
- **14%** Parent/Child Bonding
- **9%** Family Cohesion
- **7%** Decision-Making
- **17%** Family Conflict
- **52%** Property Crime
HOW does *Positive Action* Work for ESSA Programs?

**Title I: Part A**

Title I educators use *Positive Action* to teach the prerequisite learning skills and develop the intrinsic motivation needed by disadvantaged students for successful learning in school and life.

- **Targeted Assistance**
  *Positive Action* has long been used for Title I Targeted Assistance Programs. Educators and researchers have recognized that students in this group benefit greatly from the *Positive Action* approach as they see their students’ learning skills, motivation and outcomes improve.

- **School-wide**
  *Positive Action* works for schoolwide improvement with tools to teach students skills for learning for the whole student in Pre-K–12, as well as with school climate development tools to reinforce the skills being learned in the classroom. The classroom instruction and school-wide reinforcement approach together improve academics, behavior, and social & emotional development by creating a whole-school environment that is welcoming, inclusive, safe and promotes learning.

**School Improvement Grants (NCLB 2016-17) and Comprehensive Support & Improvement (ESSA 2017-18)**

Although the ESSA was signed into law in December 2015, the School Improvement Grant Program (SIG) will continue for one more year before ESSA initiatives go into effect. New SIG schools will be eligible for four years of funding.

Whole-School Reform, a new SIG Model introduced in March 2015, is an effort to improve achievement scores by affecting the entire school ecosystem (students, school, family, and community). Whole-School Reform requires schools to use an “approved” evidence-based model. *Positive Action* is one of the four models approved by the U.S. Department of Education.

Under the ESSA, states must still provide comprehensive turnaround strategies for the bottom 5 percent of schools statewide, for high schools with less than a two-thirds graduation rate, and for schools that are “consistently underperforming.” Simply put, turnaround initiatives have moved from the SIG program under No Child Left Behind to a “Comprehensive Support & Improvement” category under Part A of Title I in ESSA. *Positive Action* works for both initiatives. By using *Positive Action* for SIG, schools will be perfectly positioned for ESSA, which requires evidence-based programs for Comprehensive Support and Improvement programs.

*Positive Action* also works for:

**Title I: Part C**

- **Education of Migratory Children**

**Title I: Part D**

- **Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk**

**Other Components**

- **Discipline Disparities**
- **Early Childhood**
- **Homeless Students**
- **Individualized Students**
- **Parent & Family Engagement**
- **School Improvement**
- **Secondary Transitions**
Positive Action: An Evidence-Based System for ESSA

HOW does *Positive Action* Work for Title II - Title IX and IDEA?

**Title II:**
Preparing, Training, and Recruiting High Quality Teachers, Principals, and Other School Leaders
- Part A: Supporting Effective Instruction
- Part B: National Activities
- Part C: General Provisions

**Title III:**
Language Instruction for ELL and Immigrant Students
- Part A: Grants and Sub grants for English Language Acquisition and Language Enhancement
- Part B: General Provisions

**Title IV:**
- Part A: Student Support and Academic Enrichment Grants
- Part B: 21st Century Community Learning Centers
- Part C: Expanding Opportunities Through Quality Charter Schools
- Part D: Magnet School Assistance
- Part E: Family Engagement in Education Programs
- Part F: National Activities

**Title V:**
Flexibility and Accountability
- Part A: Funding Transferability for SEAs & LEAs
- Part B: Rural Education Opportunities
- Part C: General Provisions

**Title VI:**
Indian, Native Hawaiian, and Alaska Native Education
- Part A: Indian Education
- Part B: Native Hawaiian Education
- Part C: Alaska Native Education

**Title IX:**
Education of Homeless Children and Youths; Other Laws; Misc.
- Part A: Education for Homeless Children and Youth
- Part B: Other Laws; Miscellaneous

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*Positive Action for IDEA-Special Education*

For the IDEA section of ESSA, *Positive Action* is an excellent resource for states to use in their accountability plans which will be more state-led but with some “guardrails” from Washington for students with disabilities. *Positive Action* can help these students improve their performance on academic tests and their behavior. It also has ready-made tools to reduce bullying and harassment, restraint and seclusion and expulsions—all of which disproportionately affect students with disabilities. Plus, it is also an excellent tool for developing gifted and talented students.

*Positive Action* is endorsed by CASE (Council for Administrators of Special Education) for improving academics, behavior and character for special and regular education students. It met or exceeded all the criteria in the CASE rubric.
Because *Positive Action* materials provide built-in accountability plans.

For educators facing the challenges of the ESSA and of producing accountability plans to address the goals of the new Act, *Positive Action* is an excellent choice because it is an evidence-based program with an over 30-year history of development. It can put ready-made tools and plans into the hands of decision-makers now.

These *Positive Action* plans and tools have been proven to be effective, workable, and easily implemented, and are also economical.

*Positive Action* meets the many goals states will be held accountable for by the ESSA. Its turnkey product works. Students will enjoy it, and teachers, administrators and others will find it easy to implement.
WHAT is the Positive Action System?

Overview
The Positive Action System is simple, logical, coherent, and meaningful.

Content
- The essential content is the same for all the materials. It is based on a common-sense philosophy, which is illustrated through a Thoughts-Actions-Feelings about Self Circle.
- The Circle is applied to all parts of the self: physical, intellectual, social and emotional.
- This whole-student approach is organized into six units that are common to the whole System.

Tools
- The content is delivered through a suite of tools used by schools, families and the community.
- The materials are complete, easy-to-use, and engaging. They just make sense.

The Six Units Cover:
- Unit 1: Philosophy and Thoughts-Actions-Feelings about Self Circle
- Unit 2: Positive Actions for the Physical and Intellectual areas
- Social and Emotional Positive Actions of:
  - Unit 3: Managing Yourself Responsibly
  - Unit 4: Getting Along with Others
  - Unit 5: Being Honest with Yourself and Others
- Unit 6: Improving Yourself Continually

Content
The content of the System is based on this common-sense philosophy:

You feel good about yourself when you do positive actions, and there is a positive way to do everything.

The philosophy is represented by a Thoughts-Actions-Feelings about Self Circle. It shows that thoughts lead to actions and actions to feelings about self and back to thoughts.

The content is organized into six unit concepts. Unit 1 teaches the philosophy and Circle, and Units 2-6 teach the positive actions for the whole student: physical, intellectual, social and emotional. These concepts are scoped, sequenced and spiral throughout the curriculum. This enables an entire school to have a common vocabulary and shared goals.
WHAT is the Positive Action System?

Tools

Implementing Positive Action is straightforward. All kits contain a manual and complete materials to guide and support the lessons and activities.

Positive Action tools are:

• A classroom kit for each teacher; (Pre-K–12) and 30 students. Lessons take 15-20 minutes.

• A Counselor’s Kit for counselors, therapists, social workers, school psychologists and others.

• School/Site-Wide Climate Development Kits (elementary and secondary) for leaders to involve everyone

• Family Kit for families

• Family and Parenting Classes Kits to teach parents how to use the Family Kit

• Community Kit for all community members and groups

• Drug Education Supplement Kits

• Bullying Prevention Supplement Kits

• Conflict Resolution Supplement Kits

• Refresher Kits to replace consumables

All tools are complete, engaging and easy-to-implement. All are based on the same foundational content; they establish a common vocabulary and shared vision.

Spanish language kits are available for: K, Grades 1-4, Grades 7-8, Drug Prevention, and Conflict Resolution.

The curriculum is aligned to Common Core and state standards and works for all tiers: Multi-Tiered System of Supports (MTSS), Response to Intervention (RTI), Positive Behavior Intervention Support (PBIS) and other versions of tiered learning.
The Positive Action System is:

Simple, logical, coherent and meaningful.

Philosophy: You feel good about yourself when you do positive actions, and there is a positive way to do everything. Develops a common language and shared goal.

Thoughts-Actions-Feelings Circle: Applies the Philosophy.

Whole Self: Physical + Intellectual + Social + Emotional

Unit 1: Philosophy & TAF Circle
Unit 2: Physical & Intellectual
Unit 3: Self-Management
Unit 4: Social Skills
Unit 5: Self-Honesty
Unit 6: Self-Improvement

Classroom Curriculum:
- PreK-12 Instructor's Classroom Kits
- Elementary Bullying Prevention Kit
- Drug Education Supplement Kits
- Conflict Resolution Supplement Kit

Climate Program:
- Elementary Climate Kit
- Secondary Climate Kit

Counselor’s Program:
- Counselor's Kit
- Conflict Resolution Kit

Family Programs:
- Family Kit
- Family Classes Kit
- Parenting Classes Kit

Community Program:
- Community Kit
- Counselor’s Kit
- Conflict Resolution Kit
- Family Kit
- Media Kit

Positive Action: An Evidence-Based System for ESSA
Three Models are in the *Positive Action System: Prevention, Treatment and Intervention.*

Each model has three parts:

Part 1: *Positive Action tools*

Part 2: Professional development/training

Part 3: Administration

**Part 1: Prevention Model**

- School-wide Programs (*ESSA*)
- Family Engagement
- Community Engagement
- School Improvements Grants (*NCLB 2016-17*):
  - Whole School Reform
- Comprehensive Support & Improvement (*ESSA 2017-18*)

**Prevention Model Universal-Tier 1**

*Use any of the tools as directed separately or in any combination.*

- **Positive Action Tools**
  - PreK-12 Curriculum
  - Supplements:
    - Drug Education Kit
    - Bullying Education Kit
    - Conflict Resolution Kit
  - Climate Development
  - Counselor’s Kit
  - Family Kit/Family Classes Kit
  - Community Kit
How do the three Positive Action System Models Work?

Part 1: Treatment Model

Positive Action’s Treatment Model is used in targeted assistance and other pull-out settings to focus the Positive Action System on target populations needing more personalized assistance in academics, behavior, social and emotional development, and mental and physical health.

The tools would be used by selecting key lessons, activities, or units according to the students’ needs.
**HOW do the three Positive Action System Models Work?**

**Part 1: Intervention Model**

The Prevention and Treatment Models may be used *separately* or in *any* combination.

Combining the Prevention and Treatment Models integrates school-wide implementation of the PreK-12 curriculums and climate development component with personalized implementation for students identified for specialized interventions, particularly in Tiers 2-5.

Using the two models together enables all students to learn at their most appropriate level with high quality tools and ready-made plans.

**Positive Action System Models**

- **Prevention Model**
  - PreK-12 Curriculum
  - Supplements:
    - Drug Education Kit
    - Bullying Education Kit
    - Conflict Resolution Kit
  - Climate Development
  - Counselor’s Kit
  - Family Kit/Family Classes Kit
  - Community Kit

- **Treatment Model**

- **Intervention Model**
  - Use any of the tools separately or in any combination in a customized plan.
  - Use any of the tools separately or in any combination *targeted* to needs & goals.
**Part 2: Trainings & Professional Development**

The training and professional development begins with Orientation sessions and progresses to Ongoing Trainings in subsequent years. Trainings would be customized to address the needs and goals unique to each school and conducted by *Positive Action* trainers.

*Positive Action* recommends that the site hire a Project Coordinator. The Project Coordinator will become the *Positive Action* expert embedded within the school to provide support training/professional development, coaching and mentoring to the staff as needed to ensure fidelity of implementation.

Research has shown that job-embedded training/support is the most efficient, cost-effective model available.

**Part 3: Administration**

*Positive Action* is best led by a qualified Project Coordinator who is already a member of the staff and has designated time to devote to the position, or it could be a new hire dedicated to coordinating the implementation at the level determined by the scope of the program being used.

This person would coordinate all *Positive Action* activities, conduct supplementary training, provide coaching and mentoring where needed, engage families and communities, and generally carry out the school’s program goals.

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**Positive Action Support**

A representative at *Positive Action*, Inc., will also be assigned to collaborate with and provide support to the Project Coordinator and any other school staff who would like to communicate directly with the company.
A cost-benefit analysis performed by an impartial entity or institution helps to put the cost of a program in perspective. Cost-benefit refers to money spent versus potential social benefits.

An independent study performed by the Washington State Institute of Public Policy found that *Positive Action* returns $28.50 in benefits for every dollar spent: It is the most cost effective system of its kind.

Contact *Positive Action* today for assistance in creating your own customized plan.

positiveaction.net  |  800-345-2974
info@positiveaction.net

### Positive Action Kit Pricing†

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<thead>
<tr>
<th>CLASSROOM KITS</th>
<th>PRICE</th>
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<tr>
<td>Pre-K</td>
<td>$400.00</td>
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<tr>
<td>Kindergarten</td>
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### Training†

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<td>Online Training - first two hours ($150 each additional hour)</td>
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<tr>
<td>On-Site Training (per day, plus expenses)</td>
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†See web site for all available products. Volume discounts are available. Prices subject to change.