

Since the implementation of PA 165 and 166 of 2004, Michigan school districts have requested a sample report on the attainment of program goals and objectives, detailed in Section 1507(5) of the Michigan School Code.

The following sample report was developed to provide guidance to local school districts as they work to meet this requirement. The report is based on a fictitious Michigan school district, Great Lakes School District. School districts are encouraged to use the section headings, format and any relevant details in the development of their reports. Two-year reports will vary by school district, however, it may be useful to address the following overarching issues: legal requirement for evaluation and reporting; program goals, objectives and approved curricula by grade level; evaluation planning, implementation, and results; and reporting to parents.

The inclusion of specific curricula is not an endorsement of specific content or publishers. Similarly, the focus on Grades 5, 7, and 9, does not preclude districts from implementing and/or evaluating program impact at other grade levels. Local districts are encouraged to choose instructional programs and assessment tools and methods that meet the needs of their students and the local school community.

Great Lakes School District Sample Two Year Report on Achievement of Goals and Objectives¹ HIV/AIDS and Sex Education

September 2007

Background Information

In June of 2004, the Michigan state legislators passed Public Acts 165 and 166 which modified Michigan laws related to sex education in public schools. Public Acts 165 and 166 outline the planning, training, and implementation mandates for HIV/AIDS and sex education (PA 165 of 2004) and a parent compliant process (PA 166 of 2004).

These acts stipulate the make-up of each district's Sex Education Advisory Board as well as their roles and responsibilities. Part of the role of the Sex Education Advisory Board is to:

- ◆ *Establish program goals and objectives for pupil knowledge and skills that are likely to reduce the rates of sex, pregnancy, and sexually transmitted diseases; and*
- ◆ *At least once every 2 years, evaluate, measure, and report the attainment of program goals and objectives established under subdivision (a). The board of a school district shall make the resulting report available to parents in the school district. §380.1507*

Public Acts 165 and 166 also stipulate that school districts are required to teach about dangerous communicable diseases, including but not limited to, HIV/AIDS. §380.1169 HIV/AIDS must be offered at least once a year at every building level (elementary, middle/junior, senior high) and each person who teaches K-12 pupils about HIV/AIDS shall have training in HIV and AIDS education for young people. §380.1169

¹ We appreciate the willingness of Livonia Public Schools to share their initial report published in 2006 on their school district website.

Approved Goals, Objectives, and Curricula

The Great Lakes School District (GLSD) Sex Education Advisory Board has recommended and the GLSD Board of Education has approved the following goals and objectives for the K-12 program of instruction in HIV/AIDS, reproductive health, and sex education. The goals and objectives are aligned with state laws, the State Board of Education *Policy to Promote Health and Prevent Disease and Pregnancy* (2003), and the *Grade Level Content Expectations* as well as the *Michigan Merit Curriculum Credit Guidelines for Health Education*, recently adopted by the Michigan Board of Education (2007).

Goal:

To equip students with the knowledge and skills to develop healthy relationships and to avoid sexual behaviors that put them at risk for HIV, STDs, and unintended pregnancy.

Objectives:

At the end of the K-12 HIV/STD and sex education program of instruction, students will be able to:

- Analyze characteristics of healthy and unhealthy relationships.
- Evaluate positive and negative influences on sexual decisions.
- Evaluate the possible emotional, physical, and legal consequences of early sexual activity.
- Advocate for abstinence as the only 100% effective way to avoid pregnancy, HIV and STDs.
- Accurately assess their risks for HIV, other STDs, and pregnancy.
- Demonstrate effective skills for avoiding or escaping risky sexual situations.
- Demonstrate effective skills to access and correctly use condoms and other risk reduction methods.
- Communicate with parents and other trusted adults regarding reproductive health, relationships, and sexual decisions.
- Seek additional information, support, and services as needed.

The GLSD Sex Education Advisory Board has reviewed and recommended and the GLSD Board of Education has approved the following curricula for implementation with students at each of the building levels.

Grade 5²:

- ♦ *HIV/AIDS Education* (2006). *Michigan Model for Health*[®], Grade 5. 1 lesson.
- ♦ *Puberty, the Wonder Years* (2005). Tier 2-I Wonder What Is Happening to Me, Central Michigan University. 6 lessons.

The approved reproductive health curriculum is implemented by Grade 5 classroom teachers in the ten elementary buildings.

	Total School Enrollment	Students in Grade 5	Number of 5th Grade Sections
Lake Huron Elementary School	296	49	2
Lake Ontario Elementary School	287	48	2
Lake Michigan Elementary School	279	47	2
Lake Erie Elementary School	263	43	2
Lake Superior Elementary School	274	46	2
Higgins Lake Elementary School	285	47	2

² GLSD has adopted *Puberty the Wonder Years, Tier 1* and *Michigan Model for Health*[®] at Grade 4 (total of 7 lessons). A district decision, however, was made to initiate program evaluation starting in Grade 5.

Houghton Lake Elementary School	255	43	2
Lake St. Clair Elementary School	266	44	2
Lake of the Clouds Elementary School	277	46	2
Lake Macatawa Elementary School	288	48	2

Grade 7:

- *Healthy Sexuality: An Abstinence-Based Curriculum for Middle School*, 3rd Edition (2002). Rocky Mountain Center for Health Promotion and Education. 10 Lessons.
- *HIV, AIDS, and Other STDs: A Module for Grades 7 and 8* (2000). Michigan Model for Health[®], Central Michigan University. 8 lessons.

Note: GLSD has blended these two curricula for a total of 12 lessons.

The approved curricula are implemented by the health education teachers at the three middle school buildings (Dunes, Harbor, and Shore).

	Total School Enrollment	Students in Grade 7	Number of 7th Grade Sections
Dunes Middle School	979	326	11
Harbor Middle School	844	281	9
Shore Middle School	937	312	10

Grade 9:

Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention, A Module for Grades 9-12 (2007). Michigan Model for Health[®], Central Michigan University. 22 lessons.

The approved curriculum is implemented by health education teachers at each of the two high schools (Great Lakes North and Great Lakes South), and the teacher at the alternative high school (Haven).

	Total School Enrollment	Students in Grade 9 Health Course	Number of 9th Grade Health Sections
Great Lakes North High School	1486	372	12
Great Lakes South High School	1447	362	12
Haven Alternative High School	65	13	1

Each GLSD teacher responsible for implementing the sex education program in GLSD has the appropriate certifications and endorsements required to teach health, has received training about HIV/AIDS, and has attended training offered by the intermediate school district in sex education and in the curriculum they are responsible for teaching.

Please see attached document for specific student learning objectives for each of the three curricula.

Preparation for Program Evaluation

On October 18, 2006, the district’s Sex Education Advisory Board met and approved a recommendation to evaluate our program with a pre- and post-test.

The instruments were developed using items from the Chief Council of State School Officers (CCSSO) sponsored State Collaborative on Assessment and Student Standards (SCASS) searchable database called HEAP (Health Education Assessment Program). This searchable

database allows the selection of individual items based on the content area (based on health education content areas), skill (based on National Health Education Standards), and grade level (elementary, middle, and high school). The database provides both content or knowledge (selected response) and skill (constructed response) items. The database contains over 1500 test items that were piloted using a national sample.

Items for the instruments were selected from the database based on their correlation to concepts and skills taught in the district approved curricula. The items for Grade 5 were selected response items measuring knowledge only, due to the limited number of lessons taught. The middle and high school test instruments include both selected and constructed response items, measuring both knowledge gain and skill development. The same items are used for both the pre- and post-test. The instruments are unique to each grade level.

The elementary instrument includes 15 questions addressing physical and emotional changes during puberty, human reproduction, definitions of HIV, and universal precautions to prevent being infected with HIV.

The middle school instrument includes 35 questions addressing relationships, influences on sexual decision making, benefits of abstinence and consequences of early sexual activity, limit setting, prevention of HIV and other STDs, communicating with parents and other trusted adults, and seeking information and support.

The high school instrument includes 75 questions addressing relationships, influences on sexual decision making, benefits of abstinence and consequences of early sexual activity, skills to avoid and escape risky situations, prevention of pregnancy, HIV and other STDs; communicating with parents and other trusted adults, and seeking information and support.

The pre- and post-test instruments were submitted to and approved by the Sex Education Advisory Board during their October 18th meeting.

Classroom sections of students were randomly drawn to administer the pre- and post-tests.

	Elementary	Middle	High	Alternative High School
Sections drawn to administer the pre- and post-test	1 sections per building = 10 sections total	5 sections per building = 15 sections total	6 sections per building = 18 sections total	None were drawn due to the limited number of students.

Implementing the Evaluation

Parents were made aware of the tests at a parent meeting or by information sent home if the parents/guardians could not attend the evening meeting at their child’s school.

Students took the pre-test in their classroom after parent notification and prior to the beginning of instruction. The post-test was administered after the conclusion of instruction. Special accommodations were provided to students with limited reading or English language proficiency.

Evaluations Results

The district results of the pre- and post-tests are as follows:

Grade 5	Pre-test	Post-test	Change
Mean score for all questions	73%	88%	15%
Middle School	Pre-test	Post-test	Change
Mean score for all questions	78%	90%	12%
Mean score for knowledge questions	82%	95%	13%
Mean score for skill questions	74%	85%	11%
High School	Pre-test	Post-test	Change
Mean score for all questions	78%	88%	10%
Mean score for knowledge questions	84%	90%	6%
Mean score for skill questions	72%	86%	14%

Overall, the pre- and post-test indicated that students had some deficits in key areas of HIV and sex education, and the instructional program significantly increased students' knowledge and skills. Students showed at least ten point gains in test scores at the elementary, middle, and high school levels. The greatest gain was at the elementary school.

For middle and high school students, the pre-test scores were lower on skill questions. Students scores on skills questions improved significantly, with the greatest gains made in high school. This may be due to the emphasis on skills development in the high school curriculum.

Next Steps

In June, the district's Sex Education Advisory Board met to review and evaluate the test results. An ad hoc subcommittee reviewed the data for each school. An item analysis of the results will be reviewed with the teachers in the fall to determine if any curriculum alignment or test revision needs to occur

Accessing the Results

Additional copies of this report are available at the Office of Curriculum, 110 N. State Street, Great Lakes, MI or on the Great Lakes School District website, www.glsd.net.