School-Wide Evaluation Tool (SET)

LAURA RUTHERFORD, PH.D., NCSP
JENNIFER FRANCISCO, M.ED.
DEVEREUX CENTER FOR EFFECTIVE SCHOOLS

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Agenda and Materials

Agenda
- Overview of the SET
- Preparing for and Conducting the SET
- Scoring the SET
  - Case Study Examples
- Interpreting, Summarizing and Using Results
- Questions

Materials Needed
- SET Implementation Manual
- Presentation PPT handout
- Blank SET scoring packet

OVERVIEW OF THE SET
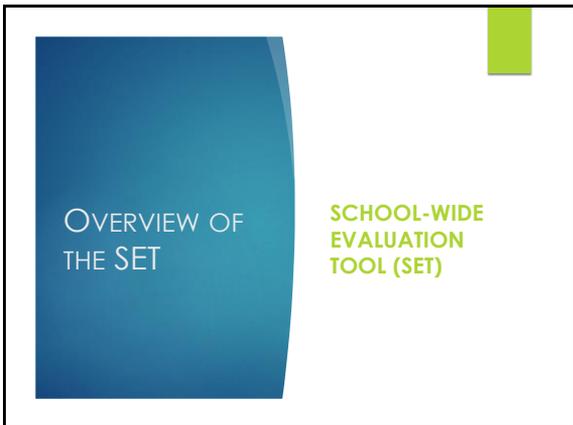
SCHOOL-WIDE EVALUATION TOOL (SET)

The SET is a research-validated instrument that is designed to assess and evaluate the critical features of school-wide positive behavior interventions and support across an academic school year.

Information gathered from the SET can be used to:

- ▶ Assess features that are in place
- ▶ Determine annual goals
- ▶ Evaluate on-going efforts
- ▶ Design and revise procedures
- ▶ Compare year to year efforts in the area of school-wide PBIS

SET Subscales (# of evaluation questions)

- ▶ Expectations defined (2)
- ▶ Expectations taught (5)
- ▶ Behavioral Expectations Rewarded(3)
- ▶ Correction procedures (4)
- ▶ Monitoring & evaluation (4)
- ▶ Management (8)
- ▶ District-level support (2)

Preparing for the SET

Activities for conducting the SET

- Interviews
  - Administrator
  - 5% total students or 15 students, whichever is greater (randomly selected)
    - Evenly distribute across grades and genders
  - 10-15 randomly selected staff
    - Evenly distribute across grades
  - PBIS team members
- Observations
  - school rules posted in 10 locations
  - Crisis procedure posted in 7 locations
- Permanent Product Review
  - school improvement goal, annual plan, implementation plan, referral form, & other written products

Preparing for the SET: PAPBS Network Facilitator

- Communicate overview of SET and requirements on the day of evaluation:
  - Evaluators will be on site the majority of the day
  - Request that administrators inform staff and students that a SET evaluator will be on site and randomly asking staff and students questions (about1-2 minutes per student and 3-5 minutes per staff).
  - Evaluation requires:
    - Administrator interview at the beginning of the visit (approximately 20-30 minutes). **This interview must be done first.**
    - Interviewing of PBIS team members can be interviewed as part 10-15 staff interviews.
    - Interviewing students (5% of student population) randomly available in common areas of school
- District/Network Coach should NOT be present during the SET.

True/False Activity

1) When scheduling a SET with a school, explain the purpose of the SET and activities that are part of it: permanent product review, interviews, building tour, etc.

2) Send the interview form to the school prior to completing the assessment.

3) Ask the school to prepare all staff and students ahead of time that there will be strangers in the building as evaluators to conduct the evaluation.

4) Provide scoring criteria for the permanent products you will be reviewing.

5) Request that the principal assign the staff /students to be interviewed.

Conducting the SET

TURNING A FORMAL RESEARCH MEASURE INTO AN INFORMAL ACTIVITY…

What to Expect…

▶ The SET takes approximately 5-6 hours to complete, depending on size of student population

▶ Process involves:
  ▶ a 30-minute interview with administrator
  ▶ an observation of the school building during which randomly selected staff and students are interviewed and school observations are conducted
  ▶ a review of records related to school-wide PBIS

Administrator Interview

► Several categories of questions:
  ► Discipline
  ► School rules/expectations
  ► Rewards
  ► Teaming

► Purpose – to score specific items on the SET, you will compare teacher interview answers to administrator responses

► Reference Supplement to Interview Questions Guide (p. 17-22 in implementation manual)

► Be sure to prompt when necessary, according to the guide

► Always check documentation
  ► Don't assume the principal is always right ☺

► Ask for clarification when needed

Guidelines for conducting SET: Administrator Interview

► Interview the building principal first
  ► ensure start time is convenient for principal
  ► this interview must occur prior to student/staff interviews

► To prepare for the building tour, request the following:
  ► a schedule (e.g., bell schedule, student lunch periods, preps) of the day
  ► map of building
  ► list of total staff by role (custodians, cafeteria workers, paraprofessionals, etc.), including any substitutes or student teachers.

► Collect documents necessary for product review

Administrator Interview Guide

Let's talk about your discipline system
1) Do you collect and summarize office discipline referral information? Yes   No   If no, skip to #4.
2) What system do you use for collecting and summarizing office discipline referrals? (E2)
   a) What data do you collect? _____
   b) Who collects and enters the data? _____
3) What do you do with the office discipline referral information? (E3)
   a) Who looks at the data? _____
   b) How often do you share it with other staff? _____
4) What type of problems do you expect teachers to refer to the office rather than handling in the classroom/ specific setting? (D2)
5) What is the procedure for handling extreme emergencies in the building (i.e. stranger with a gun)? (D4)

Let's talk about your school rules or motto
6) Do you have school rules or a motto? Yes   No   If no, skip to # 10.
7) How many are there? _____
8) What are the rules/motto? (B4, B5)
9) What are they called? (B4, B5)
10) Do you acknowledge students for doing well socially? Yes   No   If no, skip to # 12.
11) What are the social acknowledgements/ activities/ routines called (student of month, positive referral, letter home, stickers, high 5's)? (C2, C3)

Do you have a team that addresses school-wide discipline? If no, skip to # 19
12) Has the team taught/reviewed the school-wide program with staff this year? (B3)   Yes   No
13) Is your school-wide team representative of your school staff? (F3)   Yes   No
14) Are you on the team? (F5)   Yes   No
15) How often does the team meet? (F6)
16) Do you attend team meetings consistently? (F5)   Yes   No
17) Who is your team leader/facilitator? (F4) _____
18) Does the team provide updates to faculty on activities & data summaries? (E3, F7)   Yes   No
   If yes, how often? _____
19) Do you have an out-of-school liaison in the state or district to support you on positive behavior support systems development? (G2)   Yes   No
   If yes, who? _____
20) What are your top 3 school improvement goals? (F1)
21) Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (G1)   Yes   No

p. 4 in SET packet

Guidelines for Conducting the SET: Staff & Student Interviews

- Interview at least 10 random staff OR 5% of entire staff, which ever is larger
  - need to interview 3-4 PBIS Tier One Team members

- Interview at least 5% of student population

- All interviews MUST be conducted during non-instructional time

- Supplement to Scoring Guide: details levels of prompting during the interview and directions for scoring

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p. 6 in SET packet

Interview and Observation Form

EXAMPLE
How Many to Interview?

Student Enrollment	Do you interview 15 students or 5%?	
1000	50	
500	25	
200	15	

Staff Enrollment	Calculate 5%	Do you interview 10 staff or 5%?
300	15	5%
50	2.5	10
20	1	10

Staff Interviews:
Finding Non-Instructional Time

- ▶ Staff questions take approximately 2-5 minutes to complete… FIRST, ensure they can give you the time

- ▶ Some suggestions regarding where to conduct staff interviews:
  - ▶ Cafeteria
  - ▶ Halls
  - ▶ Staff Room/Faculty Room
  - ▶ Library
  - ▶ Playground

Student Interviews:
Finding Non-Instructional Time

- ▶ Students are asked only 2 questions
  - ▶ What are the (*school rules; e.g., Bulldog Pride, 3 Bee's*)?
  - ▶ Have you received a _____ in the last month?

- ▶ Suggestions regarding where to conduct student interviews:
  - ▶ Eating lunch
  - ▶ Waiting in the lunch line
  - ▶ Waiting for an activity at recess or break

Conducting SET Interviews:
Be Prepared, Be Fluent

- ▶ Fluency with asking interview questions leads to:
  - ▶ A more natural conversation during the interview (without too much extraneous talk)
  - ▶ Efficient recording of responses
  - ▶ An easier and more enjoyable process of conducting the SET

- ▶ Be sure to know when to prompt, ask, and check according to the Supplement to Interview Guide

Guidelines for conducting the SET: School Observations

▶ Specific locations for each item are noted on the SET Interview and Observation Form

  ▶ Observe whether or not rules/expectations are posted in designated locations

  ▶ Observe if the documented crisis plan is readily available in designated locations

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p. 6 in SET packet

Interview and Observation Form

Conducting the SET: Products

The following documents are needed for review during the SET:

▶ School discipline handbook, including description of discipline procedures (flowchart)

▶ Office Discipline Referral Form

▶ Positive behavior acknowledgment systems

▶ Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions)

▶ School improvement plan goals indicating behavior as a goal

▶ Annual Action Plan with timelines for meeting SW-PBIS goals (PBIS Team)

▶ Staff/faculty handbook where 3-5 PBIS expectations are listed

▶ Teaching matrix, copies of lesson plans for teaching behavioral expectations, and annual teaching schedule

SCORING:
The SET

OBSERVATIONS

INTERVIEWS

PRODUCTS

SET Matching Exercise

p. 32
Implementation Manual

The purpose of the SET Matching Exercise is to build fluency in interviewing and response recording.

Match the interview questions with the evaluation questions.

Webinar participants – please answer questions when prompted on the screen

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SET MATCHING EXERCISE

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Implementation Manual

Interview Questions

1. ____ What information do you use for collecting office discipline referrals?
   a) What data are collected?
   b) Who collects those data?

2. ____ What do you do with the office discipline referral information?
   c) Who looks at those data?
   d) How often do you share them with other staff and whom do you share them with?

3. ____ What type of problems do/would you refer to the office rather than handling in the classroom?

4. ____ What is the procedure for handling extreme emergencies in the building (i.e. stranger with a gun?

5. ____ What are the school rules/motto and what are they called?

6. ____ Have you received/given a "gotcha" (positive referral) in the past 2 months?

7. ____ Has the school-wide team taught/reviewed the school wide program to staff this year?

8. ____ How often does the (PBIS) team meet?

9. ____ Do you (administrator) attend team meetings consistently?

10. ____ Does the (PBIS) team provide faculty updates on activities & data summaries?

11. ____ Do you have an out-of-school liaison in the state or district to support you on positive behavior support systems development?

12. ____ Have you taught the school rules/behavior expectations to your students this year?

13. ____ What are your school improvement goals?

Evaluation Questions

B2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year?

B3. Do 90% of team members asked state that the school wide program has been taught/reviewed with staff on an annual basis?

B4. Can at least 70% of 15 or more students state 67% of the school rules?

B5. Can 90% or more of the staff asked list 67% of the school rules?

C2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months?

C3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months?

D2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom–managed?

D4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon)?

E2. Can the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)?

E3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year?

F1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals?

F5. Is the administrator an active member of the school-wide behavior support team?

F6. Does the administrator report that team meetings occur at least monthly?

G2. Can the administrator identify an out-of-school liaison in the district or state?

SET Scoring Breakdown

▶ Observations
- ▶ Items: A2, D3

▶ Interviews
- ▶ Items: B2, B3, B4, B5, C2, C3, D2, D4, E2, E3, E4, F1, F2, F3, F4, F5, F6, F7, G1, G2

▶ Permanent Products
- ▶ Items: A1, B1, C1, D1, E1, F1, F8

Scoring the SET: Observations

Two of the SET evaluation questions require observations of posted rules/expectations, as well as crisis plans.

▶ Observations
- ▶ Items: A2, D3

A. Expectations Defined	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no; 1= too many/negatively focused; 2 = yes)	
	2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10)	
B. Behavioral Expectations Taught	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no; 1 = states that teaching will occur; 2= yes)	
	2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%)	
	3. Do 90% of team members asked state that the school-wide program has been taught/reviewed with staff on an annual basis? (0= 0-50%; 1= 51-89%; 2=90%-100%)	
	4. Can at least 70% of 15 or more students state 67% of the school rules? (0= 0-50%; 1= 51-69%; 2= 70-100%)	
	5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0-50%; 1= 51-89%; 2=90%-100%)	

What "Counts" as Posted Rules and Expectations?

- ALL of the rules and expectations must be posted prominently in the selected location!
  - If only selected expectations are posted (e.g. 3 of 5), credit **cannot** be given
  - If former expectations are posted (e.g. previous versions of expectations) credit **cannot** be given

- Can be any format: poster, wall art, bulletin board, etc.

- Can be different documents in classrooms as compared to other common areas

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Feature	Evaluation Question
D. System for Responding to Behavioral Violations	1. Is there a documented system for dealing with and reporting specific behavioral violations? (0= no; 1= states to document; but not how; 2 = yes)
	2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom–managed? (0= 0-50%; 1= 51-89%; 2= 90-100%)
	3. Is the documented crisis plan for responding to extreme dangerous situations readily available in 6 of 7 locations? (0= 0-3; 1= 4-5; 2= 6-7)
	4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon)? (0= 0-50%; 1= 51-89%; 2= 90-100%)

What is a Crisis Plan?

CRISIS

- Crisis plan is more than just fire drill charts!

- It is for any crisis such as evacuations, intruder(s) in the building, etc.

- May be different documents in classrooms as compared to other common areas

Scoring the SET: Interviews

- ▶ Match administrator responses to interview responses:
  - ▶ Item B4 and B5 – match expectations to staff/student responses
  - ▶ Item C2 and C3 – phrase question to match the name of the reward (e.g. "Panther Paws," "Star Tickets" etc.)
  - ▶ Item D2 – match staff responses to administrator response regarding behavior management
  - ▶ Item D4 – match staff responses to administrator response regarding emergency procedures
  - ▶ Item F4 – match team member response to administrator response regarding the team leader
- ▶ Supplement to Scoring Guide (p. 27-30): details levels of prompting during the interview and directions for scoring

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Scoring the SET: Interviews and Observations

- ▶ Demonstration and Practice examples
  - ▶ Lincoln Middle School
  - ▶ Elm Street Elementary

- ▶ Score the *unshaded* scoring guide items on the provided examples

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Demonstration 1: Lincoln Middle School

p. 35-40 in Implementation Manual

p. 37-38 Implementation Manual

School-wide Evaluation Tool (SET) Scoring Guide

Example #1

School: Lincoln MS   Date: 2/3/2011
District: Springfield SD #34   State: Nebraska
Pre ____   Post X   SET data collector ____   You

Administrator Interview Guide

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Let's talk about your discipline system

2) Do you collect and summarize office discipline referral information? Yes   If no, skip to #4.
3) What system do you use for collecting and summarizing office discipline referrals? (E2) SWIS
   a) What data do you collect? Majors only
   b) Who collects and enters those data? Bill—office assistant
4) What do you do with that office discipline referral information? (E3)
   a) Who looks at these data? School Climate Committee
   b) How often do you share them with other staff? Monthly at staff meeting
5) What type of problems do you expect teachers to refer to the office rather than handling in the classroom/ specific setting? (D2) violence, name calling, harassment
6) What is the procedure for handling extreme emergencies in the building (i.e. stranger with a gun)? (D4) lockdown

Let's talk about your school rules or motto
7) Do you have school rules or a motto? Yes   No   If no, skip to # 10.
8) How many are there? 5
9) What are the rules/motto? (B4, B5) Be respectful, be responsible, follow directions, be there, be ready
10) What are they called? (B4, B5) Lincoln High-Five
11) Do you acknowledge students for doing well socially? Yes   No   If no, skip to # 12.
12) What are the social acknowledgements/activities/routines called (student of month, positive referral, letter home, stickers, high 5's)? (C2, C3) Lincoln $5 Ticket or Lincoln High 5 Ticket—The $5 one's are good at the school store and the Lincoln High 5's are put in a monthly drawing for prizes.

Do you have a team that addresses school-wide discipline? If no, skip to # 19
13) Has the team taught/reviewed the school-wide program with staff this year? (B3) Yes   No
14) Is your school-wide team representative of your school staff? (F3) Yes   No (all grades, classified, certified and administrator)
15) Are you on the team? (F5) Yes   No
16) How often does the team meet? (F1) monthly
17) Do you attend team meetings consistently? (F5) Yes   No "Get there as often as I can."
18) Who is your team leader/facilitator? (F4) Charlotte
19) Does the team provide updates to faculty on activities & data summaries? (E3, F7) Yes   No
    If yes, how often? Monthly
20) Do you have an out-of-school liaison in the state or district to support you on positive behavior support systems development? (G2) Yes   No
    If yes, who? PBIS District Coordinator—Jack Richter
    What are your top 3 school improvement goals? Technology, Literacy, Math, Writing, School Climate
21) Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (G1) Yes   No "We get some money each year from the district that is used only for PBIS activities."

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Example #1 Lincoln MS Scoring Practice Answer Key
1. Be Respectful   2. Be Responsible   3. Follow Directions   4. Be There   5. Be Ready
Interview and Observation Form

	What are the school rules? Record the # of rules known. (B5)	Have you taught the school rules/ behave. exp. to students this year? (B3)	Have you given out any rewards to students since (initiate rewards)? (C3)	What type of student problems do you refer to the office? (D2)	What is the procedure for dealing with a stranger with a gun? (D4) (lockdown)	Is there a team in your school to address school-wide behavior support systems? (F2)	Are you on the team? If yes, ask team questions	Does your team use discipline data to make decisions? (E4)	Has your team taught/ reviewed SW program w/staff this year? (B3)	Who is the team leader/ facilitator? (F4)	What are the school rules? Record the # of rules known. (B4)	Have you received a reward (initiate rewards)? (C2)	
1	5/5	Y N	Y N	Fighting	+	Y N	Y N	Y N	Y N	Charlotte	1. 3/5	Y N	#8
2	5/5	Y N	Y N	Fighting	+	Y N	Y N	Y N	Y N		2. 2/5	Y N	#8
3	5/5	Y N	Y N	Harassment	+	Y N	Y N	Y N	Y N	Charlotte	3. 4/5	Y N	#9
4	5/5	Y N	Y N	Harassment	+	Y N	Y N	Y N	Y N		4. 5/5	Y N	#10
5	5/5	Y N	Y N	Violence	+	Y N	Y N	Y N	Y N		5. 5/5	Y N	#9
6	4/5	Y N	Y N	Violence	+	Y N	Y N	Y N	Y N	Charlotte	6. 4/5	Y N	#7
7	3/5	Y N	Y N	Fighting	+	Y N	Y N	Y N	Y N		7. 5/5	Y N	#8
8	4/5	Y N	Y N	+	+	Y N	Y N	Y N	Y N		8. 5/5	Y N	#4
9	5/5	Y N	Y N	+	+	Y N	Y N	Y N	Y N	Charlotte	9. 5/5	Y N	#8
10	5/5	Y N	Y N	+	+	Y N	Y N	Y N	Y N		10. 5/5	Y N	#8
11		Y N	Y N			Y N	Y N	Y N	Y N		11. 5/5	Y N	#9
12		Y N	Y N			Y N	Y N	Y N	Y N		12. 3/5	Y N	#4
13		Y N	Y N			Y N	Y N	Y N	Y N		13. 3/5	Y N	#9
14		Y N	Y N			Y N	Y N	Y N	Y N		14. 4/5	Y N	#8
15		Y N	Y N			Y N	Y N	Y N	Y N		15. 4/5	Y N	#8
Total							X						

Location	Front hall office	Class 1	Class 2	Class 3	Cafeteria	Library	Other setting (gym, lab)	Hall 1	Hall 2	Hall 3	
Are rules & expectations posted? (A2)	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	
Is the documented crisis plan readily available? (D3)	Y N	Y N	Y N	Y N	Y N	Y N	X	X	X	Y N	

School-wide Evaluation Tool
(SET)
Scoring Guide

Example #1 Answer Key

School: Lincoln MS   Date: 2/23/2011
District: Springfield SD #34   State: Nebraska
Pre: ___   Post: X   SET data collector: You

Practice 2: Elm Street Elementary

p. 41-46 in Implementation Manual

Scoring the SET: Products

Seven of the SET evaluation questions require looking at permanent products.

Of those seven, four require a more thorough review.

▶ Permanent Products
  ▶ Items: A1, **B1**, **C1**, **D1**, E1, F1, **F8**

Scoring Products: Practice

Evaluation Question B1:

Is there a documented system for teaching behavioral expectations to students on an annual basis?

(0=no; 1=states that teaching will occur; 2=yes)

  Example 1: Score _____
  Example 2: Score _____
  Example 3: Score _____

Evaluation Question C1:

Is there a documented system for rewarding student behavior?

(0=no; 1=states to acknowledge, but not how; 2=yes)

  Example 4: Score _____
  Example 5: Score _____

Evaluation Question D1:

Is there a documented system for dealing with and reporting specific behavioral violations?

(0=no; 1=states to document, but not how; 2=yes)

  Example 6: Score _____
  Example 7: Score _____
  Example 8: Score _____

Evaluation Question F8:

Does the team have an action plan with specific goals that is less than one year old?

(0=no; 2=yes)

  Example 9: Score _____
  Example 10: Score _____
  Example 11: Score _____

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p. 56-71
Implementation
Manual

B1: Examples 1-3

p. 56-71

Feature	Evaluation Question
A. Expectations Defined	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no; 1= too many/negatively focused; 2 = yes)
	2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10)
B. Behavioral Expectations Taught	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no; 1 = states that teaching will occur; 2= yes)
	2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%)
	3. Do 90% of team members asked state that the school-wide program has been taught/reviewed with staff on an annual basis? (0= 0-50%; 1= 51-89%; 2=90%-100%)
	4. Can at least 70% of 15 or more students state 67% of the school rules? (0= 0-50%; 1= 51-69%; 2= 70-100%)
	5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0-50%; 1= 51-89%; 2=90%-100%)

Supplement to Scoring Guide: B1

▶ Score as 2
   ▶ Lesson plans and schedule for teaching lesson plans is available

▶ Score as 1
   ▶ Lesson plans exist but teaching schedule is not available

▶ Score as 0
   ▶ No formal lesson plans are available
   ▶ No teaching schedule is available

DEMONSTRATION Example 1: B1

p. 56-60 Implementation Manual

▶ Is there a documented system for teaching behavioral expectations to students on an annual basis?

▶ Score: _____

PRACTICE
Example 2: B1

p. 61-64
Implementation
Manual

► Is there a documented system for teaching behavioral expectations to students on an annual basis?

► Score: _____

HOMEWORK
Example 3: B1

p. 65-71
Implementation
Manual

► Is the
be
ba

After today's presentation -
score this example on your own!

The answer key is available as
part of the manual.

► Score:

p. 73-80
Implementation
Manual

C1: Examples 4-5

p. 73-80

Feature	Evaluation Question
C. On-going System for Rewarding Behavioral Expectations	1. Is there a documented system for rewarding student behavior? (0= no; 1= states to acknowledge, but not how; 2= yes)
	2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? (0= 0-25%; 1= 26-49%; 2= 50-100%)
	3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months? (0= 0-50%; 1= 51-89%; 2= 90-100%)

Supplement to Scoring Guide: C1

- ▶ Score as 2
  - ▶ Acknowledgment system is defined in documents with full description on use

- ▶ Score as 1
  - ▶ Documentation indicates a system without full description

- ▶ Score as 0
  - ▶ Acknowledgement system is verbally reported but there is no supporting documentation
  - ▶ There is no school-wide acknowledgement system, only classroom based

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DEMONSTRATION
Example 4: C1

p. 73-75
Implementation
Manual

- ▶ Is there a documented system for rewarding student behavior?

- ▶ Score: _____

PRACTICE
Example 5: C1

p. 77-80
Implementation
Manual

▶ Is there a documented system for rewarding student behavior?

▶ Score: _____

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p. 81-88
Implementation
Manual

D1: Examples 6-8

p. 81-88

Feature	Evaluation Question
D. System for Responding to Behavioral Violations	1. Is there a documented system for dealing with and reporting specific behavioral violations? (0= no; 1= states to document; but not how; 2 = yes)
	2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom–managed? (0= 0-50%; 1= 51-89%; 2= 90-100%)
	3. Is the documented crisis plan for responding to extreme dangerous situations readily available in 6 of 7 locations? (0= 0-3; 1= 4-5; 2= 6-7)
	4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon)? (0= 0-50%; 1= 51-89%; 2= 90-100%)

Supplement to Scoring Guide: D1

▶ Score as 2
  ▶ Written description or flowchart of discipline system and ODR is available

▶ Score as 1
  ▶ ODRs exist but no description is provided on their use

▶ Score as 0
  ▶ No written documentation of discipline system
  ▶ No formal ODR

DEMONSTRATION
Example 6: D1

p. 81-82
Implementation
Manual

▶ Is there a documented system for dealing with and reporting specific behavioral violations?

▶ Score: _____

PRACTICE
Example 7: D1

p. 83-86
Implementation
Manual

▶ Is there a documented system for dealing with and reporting specific behavioral violations?

▶ Score: _____

HOMEWORK
Example 8: D1

p. 87-88
Implementation Manual

► Is the
rep

After today's presentation -
score this example on your own!

The answer key is available as
part of the manual.

► Sco

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p. 89-100
Implementation Manual

F8: Examples 9-11

p. 89-100

Feature	Evaluation Question
	1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals? (0= no; 1= 4th or lower priority; 2 = 1st- 3rd priority)
	2. Can 90% of staff asked report that there is a school-wide team established to address behavior support systems in the school? (0= 0-50%; 1= 51-89%; 2= 90-100%)
	3. Does the administrator report that team membership includes representation of all staff? (0= no; 2= yes)
	4. Can 90% of team members asked identify the team leader? (0= 0-50%; 1= 51-89%; 2= 90-100%)
F. Management	5. Is the administrator an active member of the school-wide behavior support team? (0= no; 1= yes, but not consistently; 2 = yes)
	6. Does the administrator report that team meetings occur at least monthly? (0=no team meeting; 1=less often than monthly; 2= at least monthly)
	7. Does the administrator report that the team reports progress to the staff at least four times per year? (0=no; 1= less than 4 times per year; 2= yes)
	8. Does the team have an action plan with specific goals that is less than one year old? (0=no; 2=yes)

Supplement to Scoring Guide: F8

▶ Score as 2
  ▶ PBIS team has action plan (regardless of format) that includes specific goals within the past year

▶ Score as 0
  ▶ PBIS team does not have an action plan
  ▶ PBIS team has an action plan that is more than one year old
  ▶ Only a school level action plan is provided

DEMONSTRATION
Example 9: F8

p. 89-92
Implementation
Manual

▶ Does the team have an action plan with specific goals that is less than one year old?

▶ Score: _____

PRACTICE
Example 10: F8

p. 93-96
Implementation
Manual

▶ Does the team have an action plan with specific goals that is less than one year old?

▶ Score: _____

HOMEWORK
Example 11: F8

p. 97-100
Implementation
Manual

After today's presentation -
score this example on your own!

The answer key is available as
part of the manual.

► Doe...
go...

► Scol...

Feature	Evaluation Question
A. Expectations Defined	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no; 1= too many/negatively focused; 2 = yes)
	2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10)
B. Behavioral Expectations Taught	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no; 1 = states that teaching will occur; 2= yes)
	2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%)
	3. Do 90% of team members asked state that the school-wide program has been taught/reviewed with staff on an annual basis? (0= 0-50%; 1= 51-89%; 2=90%-100%)
	4. Can at least 70% of 15 or more students state 67% of the school rules? (0= 0-50%; 1= 51-69%; 2= 70-100%)
	5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0-50%; 1= 51-89%; 2=90%-100%)

Scoring Guide:
A1

► Any of the documentation provided by the team that indicates the number of behavioral expectations

► Possible sources of information:
  ► Behavior matrix
  ► Lesson Plan guides
  ► Summary of SWPBIS program from school's manual

Feature	Evaluation Question
E. Monitoring & Decision-Making	1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision? (0=0-3 items; 1= 4-6 items; 2= 7-9 items)
	2. Can the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)? (0=no; 1= referrals are collected; 2= yes)
	3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year? (0= no; 1= 1-2 times/yr.; 2= 3 or more times/yr)
	4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising school-wide effective behavior support efforts? (0= 0-50%; 1= 51-89%; 2= 90-100%)

Feature	Evaluation Question
F. Management	1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals? (0= no; 1= 4th or lower priority; 2 = 1st- 3rd priority)
	2. Can 90% of staff asked report that there is a school-wide team established to address behavior support systems in the school? (0= 0-50%; 1= 51-89%; 2= 90-100%)
	3. Does the administrator report that team membership includes representation of all staff? (0= no; 2= yes)
	4. Can 90% of team members asked identify the team leader? (0= 0-50%; 1= 51-89%; 2= 90-100%)
	5. Is the administrator an active member of the school-wide behavior support team? (0= no; 1= yes, but not consistently; 2 = yes)
	6. Does the administrator report that team meetings occur at least monthly? (0=no team meeting; 1=less often than monthly; 2= at least monthly)
	7. Does the administrator report that the team reports progress to the staff at least four times per year? (0=no; 1= less than 4 times per year; 2= yes)
	8. Does the team have an action plan with specific goals that is less than one year old? (0=no; 2=yes)

Supplement to Scoring Guide: F1

- ▶ Score as 2
  - ▶ Behavior Support System can include various terms (e.g., climate, safety, school culture)
  - ▶ Group academic related goals together
  - ▶ If no formal improvement plan, use administrator's report
  - ▶ State mandated plan is academic focused but administrator reports behavior is top priority

- ▶ Score as 1
  - ▶ Behavior is listed as 4th or lower priority

- ▶ Score as 0
  - ▶ Behavior goal is not listed or reported as top priority

Other Scoring Considerations: Supplement to Scoring Guide

Item F3

Does the administrator report that the team membership includes representation of staff??

Helpful products:

- Team roster

Item G1

Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support?

Item G2

Can the administrator identify an out-of-school liaison in the district or state?

Feature	Evaluation Question
	1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals? (0= no; 1= 4th or lower priority; 2 = 1st- 3rd priority)
	2. Can 90% of staff asked report that there is a school-wide team established to address behavior support systems in the school? (0= 0-50%; 1= 51-89%; 2= 90-100%)
	3. Does the administrator report that team membership includes representation of all staff? (0= no; 2= yes)
	4. Can 90% of team members asked identify the team leader? (0= 0-50%; 1= 51-89%; 2= 90-100%)
F. Management	5. Is the administrator an active member of the school-wide behavior support team? (0= no; 1= yes, but not consistently; 2 = yes)
	6. Does the administrator report that team meetings occur at least monthly? (0=no team meeting; 1=less often than monthly; 2= at least monthly)
	7. Does the administrator report that the team reports progress to the staff at least four times per year? (0=no; 1= less than 4 times per year; 2= yes)
	8. Does the team have an action plan with specific goals that is less than one year old? (0=no; 2=yes)

Supplement to Scoring Guide: F3

▶ Score as 2
  ▶ Administrator reports representation of the team and provides roles that are representative of staff

▶ Score as 0
  ▶ Administrator reports that team is not representative of staff
  ▶ Administrator reports representation of the team but provides roles that are not representative

Feature	Evaluation Question
G. District-Level Support	1. Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (0= no; 2= yes)
	2. Can the administrator identify an out-of-school liaison in the district or state? (0= no; 2=yes)

Supplement to Scoring Guide: G1

▶ Score as 2
  ▶ Administrator reports that money is allocated, regardless of source

▶ Score as 0
  ▶ Administrator can not identify a consistent source of funding

Feature	Evaluation Question
G. District-Level Support	1. Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (0= no; 2= yes)
	2. Can the administrator identify an out-of-school liaison in the district or state? (0= no; 2=yes)

Supplement to Scoring Guide: G2

- Score as 2
  - Administrator identifies an out of school liaison who supports PBIS implementation

- Score as 0
  - Administrator identifies an out of school liaison who supports non-PBIS behavioral concerns
  - Administrator reports they do not have an out of school liaison

SET Results: Scoring

- Total points for each Feature (e.g., all points for A)
- Record on scoring guide
- Calculate percentage for each Feature
- Add Feature *percentages* and divide by 7 = IMPLEMENTATION AVERAGE

CASE STUDY EXAMPLES

P. 101-152

Case Study Examples

- Use the completed forms and permanent products for each case study to calculate and score each school's SET scores.

- For each case study there are 5 parts:
  - Description of the school
  - Completed SET implementation Guide for the school
  - Completed interview and observation form
  - Completed administrator interview form
  - A blank scoring guide

DEMONSTRATION:
Case Study 1

p. 101-118
Implementation
Manual

River Road Elementary

p. 101-118

HOMEWORK:
Case Study 2

p. 119-152
Implementation
Manual

- Complete Case Study 2, on p. 119-152

- Submit scores via SurveyMonkey by 12/1
  https://www.surveymonkey.com/r/SETScoring2016

SET Results: Scoring and Determining Fidelity

SET Results
80/80 Rule

SET Results
80/80 Rule
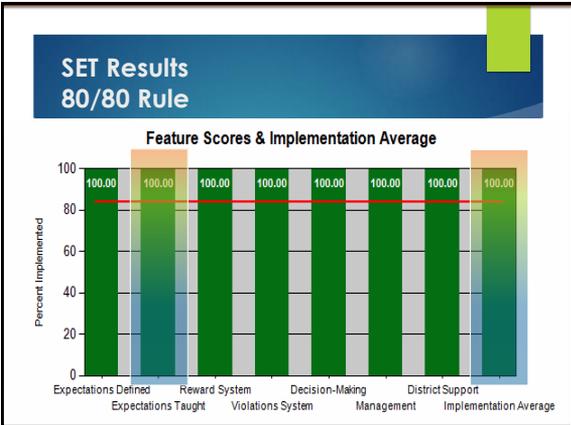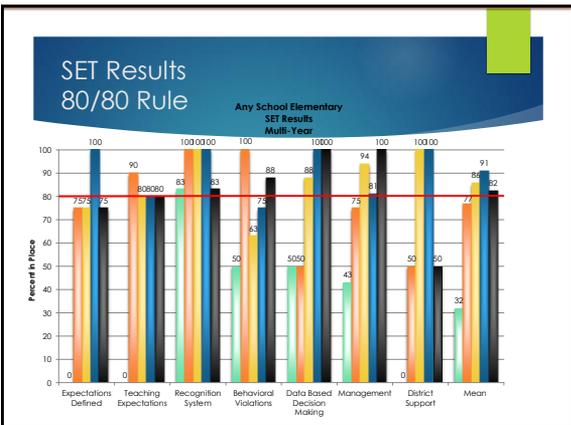
INTERPRETING, SUMMARIZING AND USING SET RESULTS

Using SET Scores

For a school:

▶ Always link SET scores to self-assessment data
  ▶ Team Checklist
  ▶ SAS and SSS Survey

▶ Build action plan
  ▶ What is the smallest change that will produce the biggest effect
  ▶ The goal is always focused on student outcomes

Action Planning

Schools can use SET scores to:

▶ Focus on area in need of action
  ▶ Immediate
  ▶ Long term

▶ Guide selection of action steps

▶ Evaluate if actions are making a difference

NEXT STEPS

- Complete additional product review practice items
- Case study 2 homework and submit answers
  - **p. 119-152, Prairie Mountain K-8**
  - https://www.surveymonkey.com/r/SETScoring2016
  - Case study survey due 12/1

- Complete SET Test for Understanding Quiz
  - https://www.surveymonkey.com/r/PAPBS2016SET
  - Test for Understanding due 12/1

- Shadow an upcoming SET
- Get copy of scoring excel file from another facilitator/PAPBS

Questions?

JEN FRANCISCO – JFRANCI3@DEVEREUX.ORG