

# School-wide Evaluation Tool (SET)

# PBIS Team Implementation Checklist v. 3.1

- Used by PBIS team to guide implementation and develop action plan.

# SAS Self-Assessment Survey

- Provides input from all faculty members.
- Used by PBIS team to guide implementation and develop action plan.
- Validates PBIS Team Checklist

# The School-wide Evaluation Tool (SET)



- Purpose

- A research instrument for determining the extent to which a school is implementing school-wide positive behavior support.
- Provides external validation of PBIS Team and EBS faculty surveys

# School-wide Evaluation Tool (SET)

Purpose:	Assess school-wide implementation of PBS practices
Format:	Interviews with staff, students; observations; review of discipline related documents
Completed by:	Coaches Manual scoring, graphing
When?	Before SW implementation, 6-12 weeks after SW implementation, Annually

# The School-wide Evaluation Tool (SET)

- Content
  - The SET produces a summary score (%), and a score for each of seven features of school-wide pbs.
    - Behavioral expectations defined
    - Behavioral expectations taught
    - Behavioral expectations rewarded
    - Systematic responses to rule violations
    - Information gathered to monitor student behavior
    - Local management support for school-wide procedures
    - District level support for school-wide procedures

# How does SET work?

SET provides an evaluation by an outside observer who:

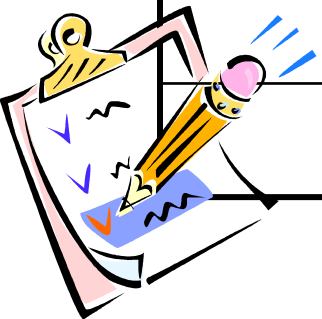
- Interviews the administrator
- Interviews 10 staff members
- Interviews 3 members of the building PBS team
- Interviews 15 students
- Reviews documents pertaining to school plans and discipline
- Observes in the building to see if the expectations and crisis plan are posted throughout the school

# What does a SET Score tell us?

- Overall SET score
  - General index of school-wide PBS implementation
- When has a school documented implementation of school-wide PBS?
  - 80% total score **PLUS**
  - 80% “Expectations Taught”

# SET Critical Features

Section A:	<b>Expectations Defined</b>
Section B:	<b>Behavioral Expectations Taught</b>
Section C:	<b>On-Going System for Rewarding Behavioral Expectations</b>
Section D	<b>System for Responding to Behavioral Violations</b>
Section E:	<b>Monitoring and Evaluation</b>
Section F:	<b>Leadership</b>

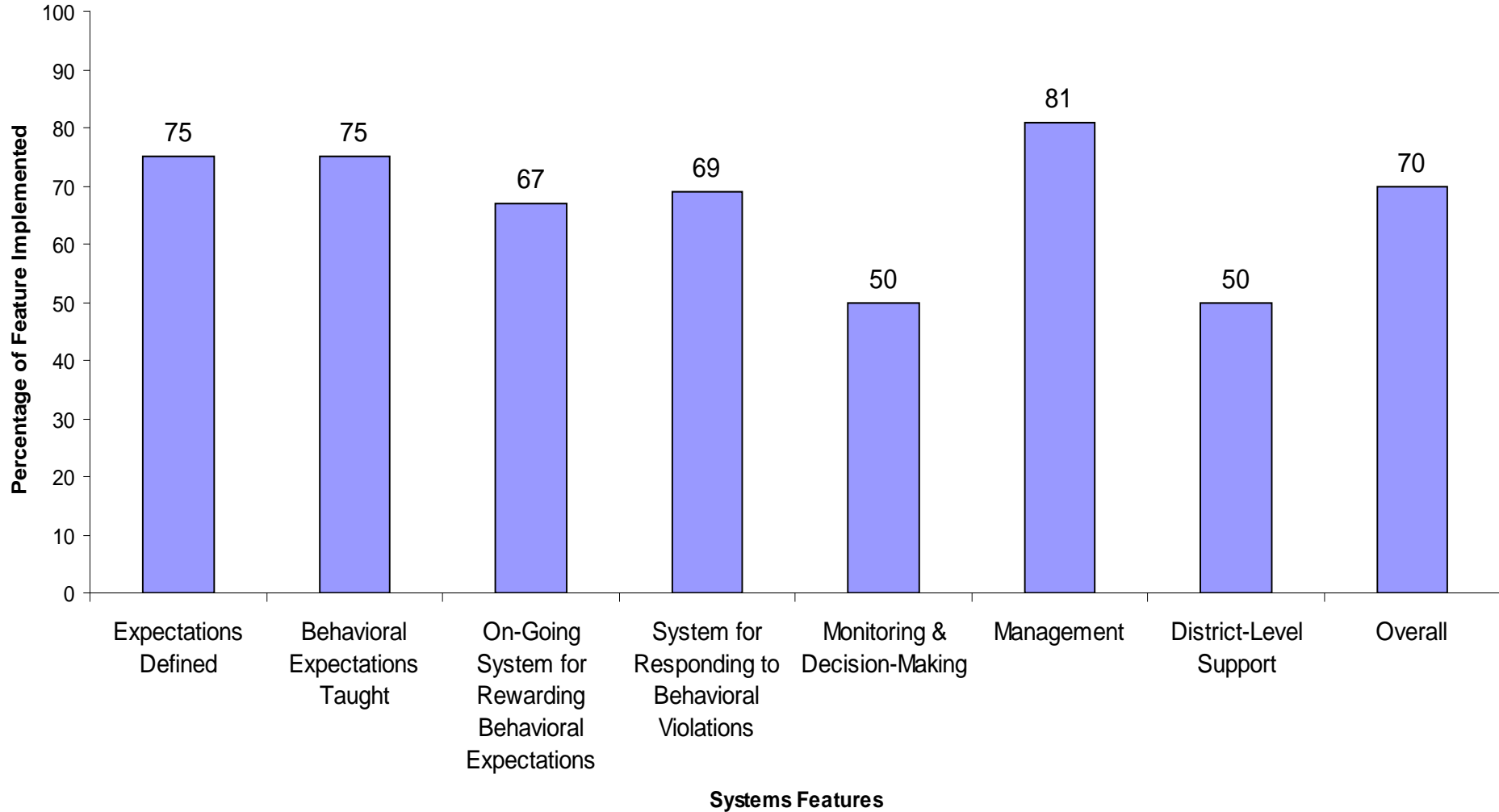


# Using SET Scores

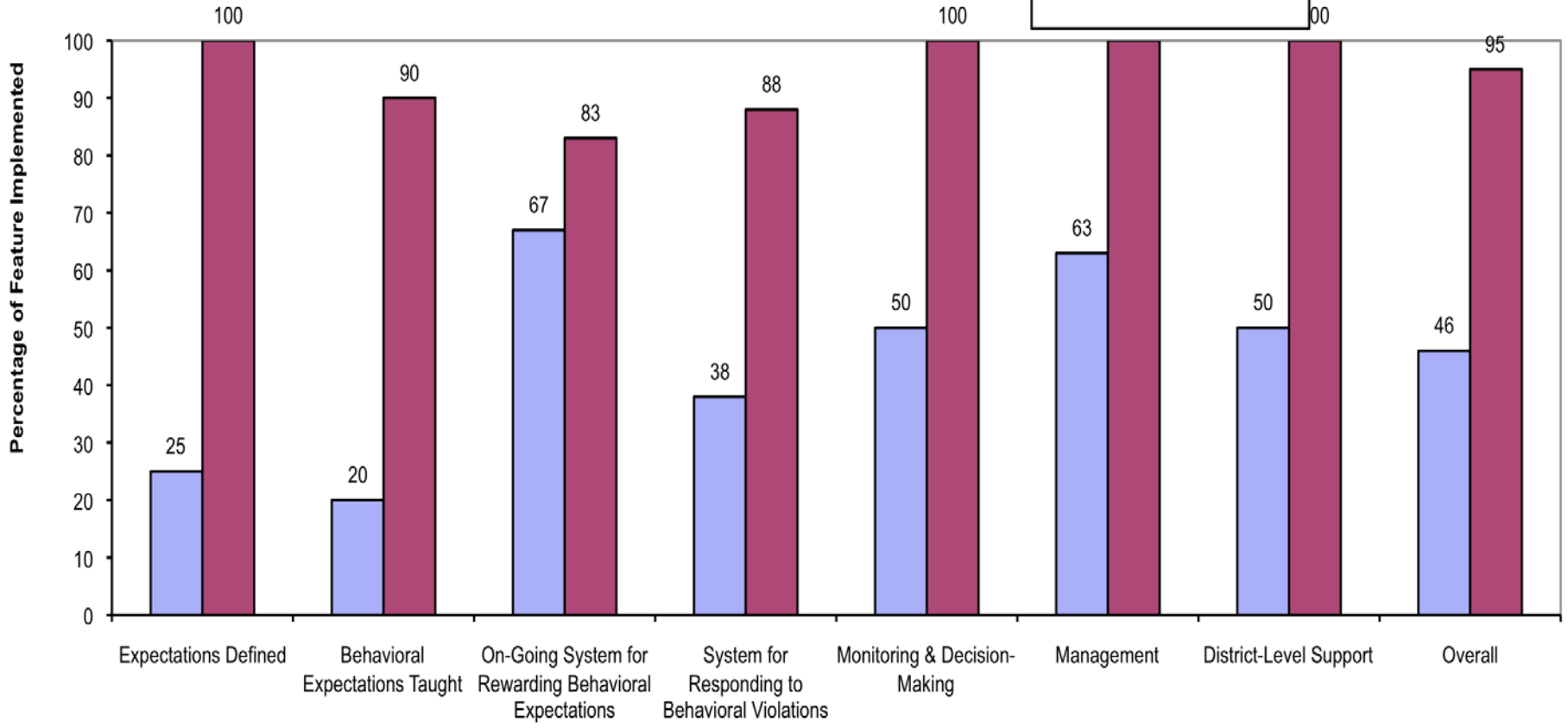
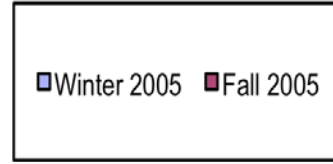
- For a school
  - Always link SET scores to Self-assessment data
    - Team Checklist
    - SAS Survey
  - Build action plan
    - What is the smallest change that will produce the biggest effect.
    - The goal is always focused on Student Outcomes

**School-Wide Evaluation Tool  
Benjamin Franklin Elementary**

■ Winter 2005



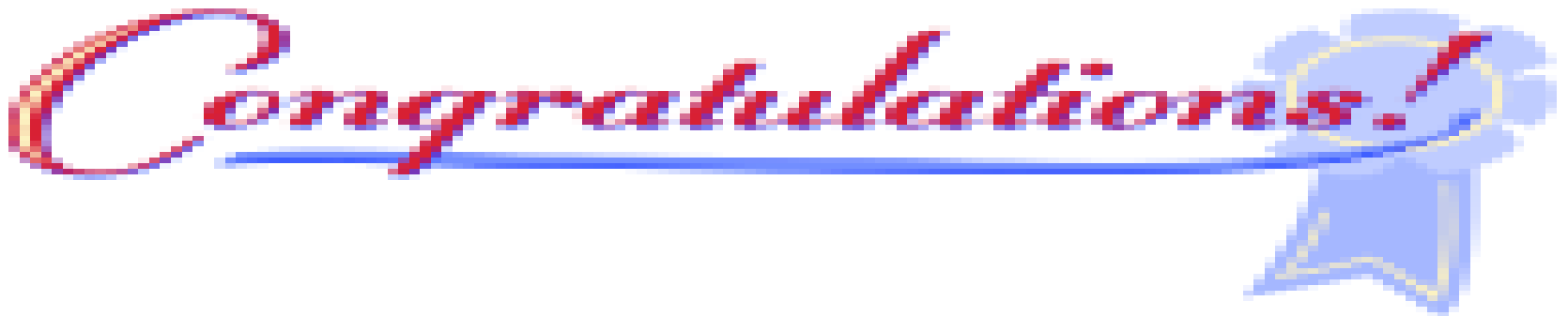
School-Wide Evaluation Tool  
Nathan Hale Elementary



Systems Features

# Overall Conclusions:

- A school is implementing SW-PBS with integrity when it achieves:
  - an overall percentage of 80% or higher
  - a score of 80% or higher on Feature B: Behavioral Expectations Taught



# What do your SET scores tell you?

- Current status
- Improvement from last year
- Features that are strong
- Features that need assistance



# Action Planning

- Schools can use SET scores to
  - Focus on area in need of action
  - Guide selection of action steps
  - Evaluate if actions are making a difference



# Slides adapted from:

- Marion Panyan, IOWA Behavioral Alliance & Drake University