

School-wide Evaluation Tool (SET) Version 2.1

Data Collection Protocol

- ✓ Conducted annually.
- ✓ Conducted before school-wide positive behaviour for learning begins.
- ✓ Conducted 6-12 weeks after school-wide positive behaviour for learning interventions are implemented.

School-wide Evaluation Tool (SET)

Overview

Purpose of the SET

The School-wide Evaluation Tool (SET) is designed to assess and evaluate the critical features of school-wide effective behaviour support across each academic school year. The SET results are used to:

1. assess features that are in place
2. determine annual goals for school-wide effective behaviour support
3. evaluate on-going efforts toward school-wide behaviour support
4. design and revise procedures as needed
5. compare efforts toward school-wide effective behaviour support from year to year.

Information necessary for this assessment tool is gathered through multiple sources including review of permanent products, observations, and staff (minimum of 10) and student (minimum of 15) interviews or surveys. There are multiple steps for gathering all of the necessary information. The first step is to identify someone at the school as the contact person. This person will be asked to collect each of the available products listed below and to identify a time for the SET data collector to preview the products and set up observations and interview/survey opportunities. Once the process for collecting the necessary data is established, reviewing the data and scoring the SET averages takes two to three hours.

Products to Collect

1. _____ Student welfare policy
2. _____ School plan
3. _____ PBL action plan
4. _____ PBL teaching matrix/ lessons/social skills instructional materials/ implementation time line
5. _____ Behavioural incident summaries or reports e.g., office referrals, suspensions, expulsions
6. _____ Office discipline referral form(s)
7. _____ Other related information
8. _____ Copy of the school rules / expectations

Using SET Results

The results of the SET will provide schools with a measure of the proportion of features that are

1. not targeted or started
2. in the planning phase and
3. in the implementation/ maintenance phases of development toward a systems approach to school-wide effective behaviour support.

The SET is designed to provide trend lines of improvement and sustainability over time.

Principal Interview and PBL Team Members/ Staff /Student Interviews

Conducted by coach (time frame negotiated with the principal)

Leadership Team Meeting (Feedback of Results)

Coach to organise attendance at Leadership Team meeting to feedback summary of results (graph form)

School-wide Evaluation Tool (SET) Implementation Guide

School _____

Date _____

School Group _____

Network _____

Step 1: Make Initial Contact

- A. Identify school contact person and give overview of SET page with the list of products needed.
- B. Ask when they may be able to have the products gathered. Approximate date: _____
- C. Get names, phone numbers, email address and record below.

Name _____ Phone _____

Email _____

Products to Collect

- 1. _____ student welfare policy
- 2. _____ school plan
- 3. _____ PBL action plan
- 4. _____ PBL teaching matrix/ lessons/social skills instructional materials/ implementation time line
- 5. _____ Behavioural incident summaries or reports e.g., office referrals, suspensions, expulsions
- 6. _____ Office discipline referral form(s)
- 7. _____ Other related information
- 8. _____ Copy of the school rules / expectations

Step 2: Confirm the Date to Conduct the SET

- A. Confirm meeting date with the contact person for conducting an interview with the principal; taking a tour of the school while conducting student and staff interviews, and for reviewing the products.

Meeting date and time: _____

Step 3: Conduct the SET

- A. Conduct Principal interview.
- B. Tour school to conduct observations of posted school rules and randomly selected staff (minimum of 10) and student (minimum of 15) interviews.
- C. Review products and score SET.

Step 4: Summarise and Report the Results

- A. Summarise surveys and complete SET scoring.
- B. Update school graph.
- C. Meet with team to review results.

Meeting date and time: _____

School-wide Evaluation Tool (SET) Scoring Guide

School _____

Date _____

School Group _____

Network _____

Pre _____

Post _____

Set Data Collector _____

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2
A. Expectations Defined	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioural expectations? (0=no; 1= too many/negatively focused; 2 = yes)	Discipline handbook, Instructional materials Other _____ P	
	2. Are the agreed upon rules and expectations publicly posted in 8 of 10 locations? (See interview and observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10)	Wall posters Other _____ O	
B. Behavioural Expectations Taught	1. Is there a documented system for teaching behavioural expectations to students on an annual basis? (0= no; 1 = states that teaching will occur; 2= yes)	Lesson plan books, Instructional materials Other _____ P	
	2. Do 90% of the staff asked state that teaching of behavioural expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____ I	
	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%)	Interviews Other _____ I	
	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%)	Interviews Other _____ I	
	5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____ I	
C. On-going System for Rewarding Behavioural Expectations	1. Is there a documented system for rewarding student behaviour? (0= no; 1= states to acknowledge, but not how; 2= yes)	Instructional materials, Lesson Plans, Interviews Other _____ P	
	2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviours over the past two months? (0= 0-25%; 1= 26-49%; 2= 50-100%)	Interviews Other _____ I	
	3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behaviour over the past two months? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____ I	
D. System for Responding to Behavioural Violations	1. Is there a documented system for dealing with and reporting specific behavioural violations? (0= no; 1= states to document; but not how; 2 = yes)	Discipline handbook, Instructional materials Other _____ P	
	2. Do 90% of staff asked agree with executive on what problems are office-managed and what problems are classroom-managed? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____ I	
	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)	Walls Other _____ O	
	4. Do 90% of staff asked agree with executive on the procedure for handling extreme emergencies (stranger in building with a weapon)? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____ I	

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2		
E. Monitoring and Decision-Making	1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behaviour, (f) location, (g) persons involved, (h) probable motivation, and (i) executive decision? (0=0-3 items; 1= 4-6 items; 2= 7-9 items)	Referral form (circle items present on the referral form) P			
	2. Can the principal clearly define a system for collecting and summarising discipline referrals (computer software, data entry time)? (0=no; 1= referrals are collected; 2= yes)	Interview I Other _____			
	3. Does the principal 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)	Interview I Other _____			
	4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising school-wide effective behaviour support efforts? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews I Other _____			
F. Management	1. Does the school improvement plan list improving behaviour support systems as one of the top 3 school improvement plan goals? (0= no; 1= 4 th or lower priority; 2 = 1 st - 3 rd priority)	School Improvement Plan, P Interview I Other _____			
	2. Can 90% of staff asked report that there is a school-wide team established to address behaviour support systems in the school? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews I Other _____			
	3. Does the principal report that team membership includes representation of all staff? (0= no; 2= yes)	Interview I Other _____			
	4. Can 90% of team members asked identify the team leader? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews I Other _____			
	5. Is the principal an active member of the school-wide behaviour support team? (0= no; 1= yes, but not consistently; 2 = yes)	Interview I Other _____			
	6. Does the principal report that team meetings occur at least monthly? (0=no team meeting; 1=less often than monthly; 2= at least monthly)	Interview I Other _____			
	7. Does the principal 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)	Interview I Other _____			
	8. Does the team have an action plan with specific goals that is less than one year old? (0=no; 2=yes)	Annual Plan, calendar P Other _____			
G. Support	1. Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioural support? (0= no; 2= yes)	Interview I Other _____			
	2. Can the principal identify an out-of-school liaison? (0= no; 2=yes)	Interview I Other _____			
Summary Scores:	A = /4	B = /10	C = /6	D = /8	E = /8
	F = /16	G = /4	Mean = /7		

Principal Interview Guide

Let's talk about your discipline system

- 1) Do you collect and summarise office discipline referral information? Yes No If no, skip to #4.
- 2) What system do you use for collecting and summarising 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 school (i.e. stranger with a weapon)? (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 staff on activities and data summaries? (E3, F7) Yes No
If yes, how often? _____
- 19) Do you have an out-of-school liaison to support you on positive behaviour 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 behavioural support? (G1) Yes No

Additional Interviews

In addition to the principal interview questions there are questions for Behaviour Support Team members, staff and students. **Interviews can be completed during the school tour.** Randomly select students and staff as you walk through the school. Use this page as a reference for all other interview questions. Use the interview and observation form to record student, staff and team member responses.

Staff Interview Questions

Interview a minimum of 10 staff

- 1) What are the _____ (school rules, high 5's, 3 bee's)? (B5)
(Define what the acronym means)
- 2) Have you taught the school rules/behavioural expectations this year? (B2)
- 3) Have you given out any _____ since _____? (C3)
(rewards for appropriate behaviour) (2 months ago)
- 4) What types of student problems do you or would you refer to the office? (D2)
- 5) What is the procedure for dealing with a stranger with a weapon? (D4)
- 6) Is there a school-wide team that addresses behavioural support in your building?
- 7) Are you on the team?

Team Member Interview Questions

- 1) Does your team use discipline data to make decisions? (E4)
- 2) Has your team taught/reviewed the school-wide program with staff this year? (B3)
- 3) Who is the team leader/facilitator? (F4)

Student interview Questions

Interview a minimum of 15 students

- 1) What are the _____ (school rules, high 5's, 3 bee's)? (B4)
(Define what the acronym means.)
- 2) Have you received a _____ since _____? (C2)
(reward for appropriate behaviour) (2 months ago)

Interview and Observation Form

Staff questions (Interview a minimum of 10 staff members)								Team member questions			Student questions	
	<i>What are the school rules? Record the # of rules known.</i>	<i>Have you taught the school rules/behaviour expectations to students this year?</i>	<i>Have you given out any _____ since _____? (2 mos.)</i>	<i>What types of student problems do you or would you refer to the office?</i>	<i>What is the procedure for dealing with a stranger with a weapon?</i>	<i>Is there a team in your school to address school-wide behaviour support systems?</i>	<i>Are you on the team? If yes, ask team questions</i>	<i>Does your team use discipline data to make decisions?</i>	<i>Has your team taught/reviewed SW program with staff this year?</i>	<i>Who is the team leader/facilitator?</i>	<i>What are the (school rules)? Record the number of rules known</i>	<i>Have you received a _____ since _____?</i>
1		Y N	Y N			Y N	Y N	Y N	Y N		1	Y N
2		Y N	Y N			Y N	Y N	Y N	Y N		2	Y N
3		Y N	Y N			Y N	Y N	Y N	Y N		3	Y N
4		Y N	Y N			Y N	Y N	Y N	Y N		4	Y N
5		Y N	Y N			Y N	Y N	Y N	Y N		5	Y N
6		Y N	Y N			Y N	Y N	Y N	Y N		6	Y N
7		Y N	Y N			Y N	Y N	Y N	Y N		7	Y N
8		Y N	Y N			Y N	Y N	Y N	Y N		8	Y N
9		Y N	Y N			Y N	Y N	Y N	Y N		9	Y N
10		Y N	Y N			Y N	Y N	Y N	Y N		10	Y N
11		Y N	Y N			Y N	Y N	Y N	Y N		11	Y N
12		Y N	Y N			Y N	Y N	Y N	Y N		12	Y N
13		Y N	Y N			Y N	Y N	Y N	Y N		13	Y N
14		Y N	Y N			Y N	Y N	Y N	Y N		14	Y N
15		Y N	Y N			Y N	Y N	Y N	Y N		15	Y N
Total							X				Total	

Location	Front hall/office	Class 1	Class 2	Class 3	Canteen	Library	Other setting (gym, lab)	Hall 1	Hall 2	Hall 3
Are rules and expectations posted?	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?	Y N	Y N	Y N	Y N	Y N	Y N	Y N	X	X	X