



Measuring the Implementation of PRIDE

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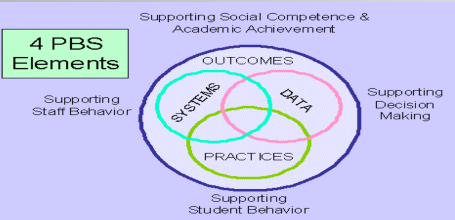


School Improvement Goal 2010-11

School Improvement Goal: PRIDE (a PBS system)

During the 2010-11 school year, Multnomah High School (MHS) will continue to implement PRIDE with at least 80% accuracy on each sub-scale as measured by the School Evaluation Tool (SET). The SET will be conducted each December to measure and monitor school-wide implementation.

Table 1. Elements of PBS. A framework used to guide implementation.



Background of PRIDE:

Since 2007-08, MHS has been implementing a school-wide PBS system, PRIDE. MHS has referred to the the 4 PBS Elements to guide action steps that have included: professional development, systems modifications, data collection modifications, and provision of lessons and strategies for improved behavioral management practices.

Measurement Tool

School Evaluation Tool:

The School Evaluation Tool (SET) measures the fidelity of implementation of seven major principles of PBS. Conducted annually, an observer interviews randomly selected administrators, staff, and students, and asks questions based on the school-wide PBS program, PRIDE. Each question is given a value from zero to two, based on the level of implementation and then averaged together for final percentages. A SET score of 80% on each sub-scale indicates a high level of program implementation fidelity.

The "SET has strong psychometric properties" (Barrett et al., 2008, p.110). Barrett and her colleagues (2008) summarized research findings by Horner et al. (2004), which indicated that the SET is internally consistent (Cronbach's alpha = .96), has a strong test-retest reliability (mean test-retest = 97.3% across 8 schools; range = 93-100%), and that trained assessors had high inter-observer reliability (mean = 99% across 17 schools with 2 observers; range = 98.4-100%). Furthermore, the sub-scales correlate at the moderate to moderately high levels with Pearson $r = .71$.

By systematically evaluating the SET results, MHS can use data to guide improvement goal strategies and actions, resource allocations, staffing assignments, and future development for sustainability.

Strategies for Achieving Goal

SET Subscales and Strategies for reaching 80% implementation for 2010-11:

Evaluating 2009-10 SET results, MHS scored lowest in *Decision-Making* (61% implementation), which will be the priority for 2010-11 school-wide efforts for improvement. As noted by Horner and his colleagues (2004), the SET "offers promise for local decision-makers involved in training and dissemination of school-wide PBS practices" (p. 10).

Strategies for improving *Decision-Making*:

Four SET assessment questions guide the following strategies for successful PBS implementation at MHS.

- Create a discipline referral form, reflective of PBS principles.
 - ✓ Separate the Major and Minor Referral system
 - ✓ Provide staff training to define a "major" and "minor" incident with appropriate continuum of consequences and preventative behavior management strategies
 - ✓ Revise the referral forms and data collection system: Minor Referral online through Google docs and Major Referral paper form through eSIS
- Create a system for collecting and summarizing referrals.
 - ✓ Identify and train staff members who will monitor and summarize both referral data systems regularly
- Define methods for reporting discipline summary reports to staff.
 - ✓ Revise use, format, distribution of monthly PRIDE newsletter to include a section for data reporting
 - ✓ Provide data to school leadership teams (e.g., Site Team, Division Chair Team)
 - ✓ Present data to whole staff (e.g., Early Release, Faculty Meeting)
 - ✓ Email data reminders when linked to upcoming PRIDE lesson
- Use discipline data to inform decisions regarding designing, implementing, and revising school-wide effective behavior support efforts.
 - ✓ Initiate a sub-group of the PRIDE Team to evaluate data trends to inform next steps
 - ✓ Present data trends to administration to confirm next steps
 - ✓ Provide staff training to effectively evaluate and monitor data trends to inform and change practices
 - ✓ Use school-wide lessons, PRIDE activities, and communication as a reflection to data trends

Table 2. Schoolwide Evaluation Tool, 2007 to 2010.



Impact Upon School Resources and Staffing

Resources:

MHS commits each professional development session, as defined in the Collective Bargaining Agreement, to include an element of PRIDE strategies that reflect current SET and discipline referral data trends. Per the district calendar, MHS has one early release and two staff meetings each month to provide PBS trainings.

Staffing:

MHS commits to staffing a 1.0 FTE PRIDE Team Leader to facilitate, organize, and lead school-wide PRIDE efforts and data-based action steps.

Timeline

2007-08 & 2008-09:

Create PRIDE, Provide school-wide lessons on PRIDE, Develop school-wide setting to support PRIDE principles

2009-10:

Develop PRIDE in the classroom, Provide strategies and trainings for PRIDE in the classroom, Continue school-wide implementation

2010-11:

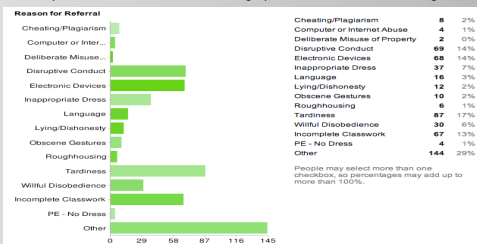
Use referral data trends to guide PRIDE trainings and actions steps, Continue school-wide implementation

2011-12:

Develop systems to collect and monitor data to identify school-wide and individual interventions to support student success, Continue school-wide implementation

Preliminary Results

Table 3. Example of Minor Referral – Incidents graph to use for decision making.



Preliminary Data:

Results from the Major and Minor referral system can provide essential information and consistent graphic illustrations of discipline status and trends (e.g., incident type) to guide future development, implementation, and revisions of school-wide PRIDE practices at MHS.

Future School Improvement Goal 2011-12

Continuation with SET:

With a foundation of SET results, MHS will continue to include a goal measuring implementation efforts.

Additional School Improvement Goal:

With a refined discipline referral system to guide decision making, MHS will use discipline data trends to develop systems for identifying school-wide and individual student interventions to support academic and social success.

References

•Barrett, S.B., Bradshaw, C.P., & Lewis-Palmer, T. (2008). Maryland statewide PBIS initiative: Systems, evaluation, and next steps. *Journal of Positive Behavior Interventions*, 10, 105-114.

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