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.

Background of PRIDE:
Since 2007-08, MHS has been implementing a school-wide PBS system, PRIDE. MHS has referred to the four 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 Homer et al. (2004), which indicated that the SET is internally consistent (Cronbach’s alpha = .96), has a strong test-retest reliability (mean test-retest = 97.9%, 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.

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

<table>
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<th>PBS Elements</th>
<th>Supporting Social Competence &amp; Academic Achievement</th>
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<td>Supporting Staff Behavior</td>
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<td>Supporting Decision Making</td>
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<td>Supporting Student Behavior</td>
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Table 2.

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 Homer 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:

A. 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

B. Create a system for collecting and summarizing referrals.
- Identify and train staff members who will monitor and summarize both referral data systems regularly

C. 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

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

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.

References