

Scoring the SET is complex and has several parts. This section provides exercises for aligning evaluation questions with interview questions and scoring practice. Complete each exercise as practice opportunities for calculating and scoring the SET research questions. Each exercise has an answer key for accuracy checking. Fluency building activities include:

- The SET Matching Exercise. This exercise matches the interview questions with the evaluation questions for fluency in interviewing and response recording.
- Interview and Observation Forms. Three examples with recorded responses for calculation practice are provided.
- Permanent Product Scoring Examples. Eleven examples are provided for scoring questions needing a review of written material (questions B1, C1, D1, and F8.)
- Case Studies (see next section). Three full school examples are provided for complete scoring practice. Use the date recorded on the SET scoring guide as the time frame for scoring question F8. Use the responses on the Administrator Interview and Interview & Observation Form, with the written materials to score the SET.
- FAQs

Scoring and Calculating Interviews and Observations

Scoring interview responses is simple if you are clear about the evaluation question. The Interview and Observation Form is set up to use for all interviews and observations after the administrator interview is completed. Following the sequence of questions as listed on the form allows for a fluent conversation and easy recording. Most SET questions requiring interview and observation information are self-explanatory, however there are five questions that are not answered with a yes or no response and are tricky to score. These are listed below with specific instructions for accurate scoring.

1. Asking students and staff the school rules (Questions B4 and B5):
 - Record the number of school rules that each staff and student knows. For example recording a 4/4 documents the person knew all four rules, a score of 2/3 documents that the student or staff knew two of the three rules, and a score of 1/5, documents that the interviewee knew one of five rules.
 - Total the number of staff/students asked who knew 67% of the rules (2 of 3, 3 of 4, 4 of 5).
 - Calculate the percent of people responding who knew 67% of the rules.
 - Use the calculated number to answer questions B4 and B5.
2. Asking staff what problems they would send to the office rather than dealing with on their own (Question D2):
 - After understanding the response of the administrator, you can simply record a + for agreement with administrator or a 0 for disagreement on the Interview and Observation Form for this staff question.
 - Total the number of agreements
 - Calculate the percent of staff agreement
 - Use the calculated score to answer question D2.

3. Asking staff the procedure for dealing with a stranger with a gun (Question D4):
 - Follow same process as listed for question D2
 - Use the calculated score to answer question D4.

4. Asking team members to identify the team leader (Question F4):
 - Follow same process as listed for question D2
 - Use the calculated score to answer question F4.

Scoring the Evaluation Questions

Each of the twenty-eight evaluation questions require a 0, 1, or 2 score. The scoring criteria are listed within each evaluation question. Use the administrator responses, the calculated interview and observation scores, and the materials provided by the school to score each of the twenty-eight evaluation questions. For each of the seven feature areas, add the total number of points scored and record the total in the summary score box at the bottom of the scoring guide. Calculate the percentage of points earned for each of the seven areas by dividing the total points earned by the total points possible. This gives a percent implementation score for each of the seven feature areas. To calculate the Overall SET Implementation score, add the percent earned for each of the seven feature areas to get a total, then divide that total number by seven to calculate the Overall SET Implementation Score (mean of the means).

The example below illustrates the total number of points scored for each feature area and the percent earned. For instance, feature area B has a total of ten possible points. The score in the example below, for feature B, shows that the school scored 8 of the 10 possible points, which calculates to 80%. This formula provides an implementation score for each of the seven feature areas. The Overall SET Implementation score in the example is 89%. Each of the percentage scores are added and divided by 7 (626 divided by 7 equals 89).

Summary Scores:	A= 4/4 100%	B= 8/10 80%	C= 5/6 83%	D= 8/8 100%	E= 6/8 75%
	F= 14/16 88%	G= 4/4 100%	Mean= 626/7 89%		

Inter-observer Reliability

As with all research projects, obtaining high inter-observer reliability scores strengthens the data. To get inter-observer reliability, have two people do the SET together. Designate one person to be the lead SET data collector and the other to be the reliability recorder. The lead person conducts and scores the SET as usual. The reliability recorder simply records responses from interviews and observations while following the lead data collector. Each data collector scores responses and observations separately. Scores are compared for the twenty-eight evaluation questions when both data collectors have completed their scoring. To determine the inter-observer reliability rating, simply calculate a percent of agreed scores of the twenty-eight possible scores.

SET Matching Exercise

The purpose of the SET Matching Exercise is to build fluency in interviewing and response recording. Match the interview questions with the evaluation questions. Check your answers with the answer key provided.

SET MATCHING EXERCISE

Interview Questions

Evaluation Questions

What information do you use for collecting office discipline referrals?
 _____ a) What data are collected?
 b) Who collects the data?

What do you do with the office discipline referral information?
 _____ c) Who looks at the data?
 d) How often do you share it with other staff and whom do you share it with?

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

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

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

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

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

How often does the (EBS) team meet?

Do you (administrator) attend team meetings consistently?

Does the (EBS) team provide faculty updates on activities & data summaries?

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

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

What are your school improvement goals?

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)?

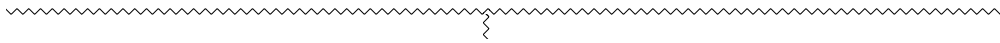
E3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year?

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?



Answer Key
SET Matching Exercise

SET MATCHING EXERCISE (Answer Key)

Interview Questions

Evaluation Questions

What information do you use for collecting office discipline referrals?
 E2 e) What data are collected?
 f) Who collects the data?

What do you do with the office discipline referral information?
 E2 g) Who looks at the data?
 h) How often do you share it with other staff and whom do you share it with?

What type of problems do/would you refer to the office rather than handling in the classroom?
 D2

What is the procedure for handling extreme emergencies in the building (i.e. stranger with a gun)?
 D4

What are the school rules/motto and what are they called?
 B4, B5

Have you received/given a "gotcha" (positive referral) in the past 2 months?
 C2, C3

Has the school-wide team taught/reviewed the school wide program to staff this year?
 B3

How often does the (EBS) team meet?
 F6

Do you (administrator) attend team meetings consistently?
 F5

Does the (EBS) team provide faculty updates on activities & data summaries?
 E3

Do you have an out-of-school liaison in the state or district to support you on positive behavior support systems development?
 G2

Have you taught the school rules/behavior expectations to your students this year?
 B2

What are your school improvement goals?
 F1

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?

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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?

Interview & Observation Calculation Examples

The purpose of these 3 examples is to build accuracy in scoring interview responses and observations. There are three completed Interview and Observation forms. Each example has 3 parts:

1. The complete staff/student interview observation form.
2. A scored answer key with correct calculations.
3. A blank scoring guide.

For each example calculate the staff, team member, and student interview responses on the interview and observation form. Then use the scoring guide to score SET evaluation questions A2, B2 - B5, C2, C3, D2-D4, E2-E4, F1 - F7, G1 and G2. Use the answer keys to check your answers.

Interview & Observation Calculation Example #1

Answer Key

Interview & Observation Calculation Example #1

Interview & Observation Calculation Example #2

Answer Key

Interview & Observation Calculation Example #2

Interview & Observation Calculation Example #3

Answer Key

Interview & Observation Calculation Example #3

Scoring Examples for Product Review

Six SET evaluation questions require examination of permanent products for scoring (records, handbooks, etc.). Four of the six questions that involve review of written information require distinct discrimination skills. The following examples provide practice for scoring SET evaluation questions B1, C1, D1, and F8. Use the provided documents for each example when scoring these questions. Use the answer key at the end of the section to check your accuracy.

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 _____

Example 12: Score _____

Example #1

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)

Score: _____

Example #2

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)

Score: _____

Example #3

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)

Score: _____

Example #4

Evaluation Question C1:

Is there a documented system for rewarding student behavior?
(0=no; 1=states to acknowledge, but not how; 2=yes)

Score: _____

Example #5

Evaluation Question C1:

Is there a documented system for rewarding student behavior?
(0=no; 1=states to acknowledge, but not how; 2=yes)

Score: _____

Example #6

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)

Score: _____

Example #7

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)

Score: _____

Example #8

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)

Score: _____

Example #9

Evaluation Question F8:

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

(0=no; 2=yes)

Score: _____

Example #10

Evaluation Question F8:

Does the team have an action plan with specific goals that is less than one year old?
(0=no; 2=yes)

Score: _____

Example #11

Evaluation Question F8:

Does the team have an action plan with specific goals that is less than one year old?
(0=no; 2=yes)

Score: _____

Example #12

Evaluation Question F8:

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

(0=no; 2=yes)

Score: _____

Answer Key

Permanent Product Examples

ANSWER KEY

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 1

Example 2: Score 2

Example 3: Score 1

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 2

Example 5: Score 1

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 1

Example 7: Score 2

Example 8: Score 2

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 0

Example 10: Score 2

Example 11: Score 0

Example 12: Score 2

Frequently Asked Questions

Scoring the SET

Q. What if I know they are doing an activity and have material because I work with them, but they don't mention it or can't find the written product?

A. If it is a written product, ask someone to find it for you. If they don't mention something during the interview, you can ask a general question (e.g., are you doing something else that we should know about?). If they don't mention the activity, or cannot produce the material, base your score on the information and materials they provide, not your prior knowledge.

Q. How do I handle student responses that focus on their specific classroom or specific setting rules rather than the school-wide ones?

A. The SET that you are conducting focuses on school-wide rather than classroom-wide. Score the answers to school-wide questions, but not the ones that refer to classroom or specific setting rules.

Q. When do I score the SET?

A. Score the SET before leaving the school. Completing the scoring prior to leaving ensures that you have all information needed and gives you an opportunity to track down missing information, if there is any.

Q. What does 'documented crisis plan posted' really mean?

A. If it is posted or visible, score as a yes/2, if the teacher is present and the crisis plan is not visible, ask for it, if the teacher can give it to you it is scored as yes/2. The purpose is to have the information available to use when a crisis occurs.

Q. What do I do if the score is 89% and the cut off for a 1 or 2 is 90%?

A. Score the evaluation question as a 1. Eighty-nine percent is NOT 90%. In most cases, it will not affect either the feature or the total score.

Q. How do we handle question F1 about the top three school improvement goals when there are 4-6 goals written and they are not 'weighted'?

A. If there are four or more school improvement goals, they typically are specific with academic areas covering more than one goal statement. We suggest organizing the goals as themes (i.e. academic goals, technology goals and behavioral goals) as a way to score this SET question.

Q. What if the administrator thinks that the team is representative and others don't?

A. There are several questions like this one that refer to administrative report. It is up to the administrator to decide on the answer to those questions. We are interested in their perspective.

Q. Where does the allocated money need to come from?

A. Anywhere; it does not have to be a positive behavior support line item. If a parent group donates money each year, and it is allocated and available, the school would score a 2 on this question.