

## TIP: Implementation and Evaluation Rating Scale

Predictor Self-Assessment Implementation and Evaluation Rating Scale			
Scale	Ratings indicates the degree to which your district, school, building or individual classroom is implementing these practices, which are likely to lead to more positive post school outcomes for students with disabilities.	% of students with disabilities	Evaluation Rating of Activity
<b>0</b>	<b>Not</b> being implemented at this time. <b>No</b> students or families benefit from this practice or activity.	<b>0% or unknown</b>	<b>0 - No progress</b> Not started
<b>1</b>	<b>Beginning.</b> Just beginning to discuss this practice, strategy or activity. There is a definite interest and organizational activities have begun. <b>Few</b> students and families are involved or benefit.	<b>1% - 24%</b>	<b>1 = Little Progress</b> Did not progress as anticipated or planned
<b>2</b>	<b>Intermittent or Inconsistent.</b> This practice, strategy or activity is in the earliest implementation stages; progress is being made and plans are moving forward. The practice, strategy or activity may be implemented in some classrooms or schools but not frequently or with consistency. <b>Some</b> students and families are involved or benefit.	<b>25% - 49%</b>	<b>2 = Some Progress</b> Started but is not yet completed.
<b>3</b>	<b>Emerging.</b> Concerted efforts are being made to fully implement this practice, strategy or activity. <b>Many</b> students and families benefit or participate.	<b>50% - 74%</b>	<b>3 = Significant Progress</b> Extensive work but not yet completed
<b>4</b>	<b>Consistent.</b> Implementation is district-wide and available. This is practice, strategy or activity is consistently implemented. <b>Most or all</b> students and families benefit or participate.	<b>75% - 100%</b>	<b>4 = Goal Met</b> Evidence shows this activity has been met
<b>5</b>	<b>Consistent and Data Driven.</b> Data from this practice, strategy or activity is used to make decisions about needed services, changes in programs, plans and strategies, and is utilized in the district's emerging, short-term and long-range planning efforts, changes to board policy, procedures, practices or professional development.	<b>50% or more of the time</b>	

### Implementation Ratings Scoring Example for Career Awareness 1.1.

**Your community offers a Technical College Career Fair on a week day in the fall every year, and all district students are invited to attend. Here is a sample of how the ratings would be applied based on Activity and Implementation of the career fair activity.**

#### *Sample Implementation Ratings*

- 0** 0%. Students do not attend; notices of the career fair are not sent out.
- 1** 1% – 24%. Students are excused to attend but there is no formal procedure for attending, such as a bus or notices to students and families; few students attend.
- 2** 25% – 49%. Some years the students go as a group and some years they don't. You may mention it in class, and may or may not arrange a bus for the students to go; some students attend.
- 3** 50% – 74%. Notices about the career fair are sent home and a bus is provided. You encourage your students to attend, and many do attend.
- 4** 75% – 100%. It is a practice of the school to send home information about the career fair home, arrange for transportation, and make sure all interested students attend every year.
- 5** When you return to school, you assess the interest of the students and the courses offered at the middle school and high school level to see if there is a match. You share your observations with the Director of Special Education and/or Principal so your observations can be taken into account for planning for new courses or updating current courses.