



# Level of Implementation Scale

Data Analysis	Not Yet Initiated	In Process	Fully Implemented
1. Grade level teams meet at least three times a year to review data from universal screening.			
2. Data are prepared for the meeting in a teacher-friendly format and sent to teachers in advance. Principal decides who is the session facilitator and arranges the meeting logistics.			
3. Grade level teams review student performance in terms of which students have attained skills, which are developing skills, and which are deficient (at risk). <i>Team identifies current performance of grade level cadre (particular to school) on relevant benchmark for grade and time of year. Include % at risk, % some risk, and % low risk.</i>			
4. Grade level teams set measurable goals for their grade level in terms of percentages of students reaching proficiency on screening assessments. <i>Goal should be presented in terms of % of students making x (give a number) progress toward identified benchmark.</i>			
5. Grade level teams use screening data to develop whole-class instructional strategies to address identified targets.			
6. Grade level teams select strategies that are research-based in planning whole-class interventions. <i>The strategies should be filtered according to the evidence base, the practicality of the implementation, and availability of curricular materials to implement the strategy.</i>			
7. Grade level teams plan the logistics of implementing agreed-upon strategies in all classrooms in that grade level.			
8. The team assists all teachers in learning the strategy (peer modeling, grade level chats regarding implementation, assistance by specialists), locates or creates instructional materials, and plans for self-monitoring.			
9. Grade level teams review the progress of students in follow-up meetings to determine the efficacy of implemented strategies.			

10. Grade level teams monitor the fidelity of the intervention.			
11. Grade level teams monitor the student's progress.			
12. Grade level teams fine-tune the strategies.			
13. Grade level teams identify students in need of more support at Tier 2. <i>The grade level teams identify students that will need more frequent assessment. These students include the most deficient students and "stalled" students.</i>			
14. Grade level teams repeat the data-analysis process at follow-up meetings.			