

**GRIP: 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** |
| **0** | **Not** being implemented at this time. **No** students or families benefit from this practice or activity. | **0% or unknown** | **0 - No progress**Not started |
| **1** | **Beginning**. Just beginning to discuss this practice, strategy or activity. There is a definite interest and organizational activities have begun. **Few** students and families are involved or benefit.  | **1% - 24%** | **1 = Little Progress**Did not progress as anticipated or planned |
| **2** | **Intermittent or Inconsistent**. 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. **Some** students and families are involved or benefit.  | **25% - 49%** | **2 = Some Progress**Started but is not yet completed. |
| **3** | **Emerging**. Concerted efforts are being made to fully implement this practice, strategy or activity. **Many** students and families benefit or participate. | **50% - 74%** | **3 = Significant Progress**Extensive work but not yet completed |
| **4** | **Consistent**. Implementation is district-wide and available. This is practice, strategy or activity is consistently implemented. **Most or all** students and families benefit or participate.  | **75% - 100%** | **4 = Goal Met**Evidence shows this activity has been met |
| **5** | **Consistent and Data Driven**. Once a level 4 is obtained, the team should discuss if 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. | **50% or more of the time** |  |