

Measuring Districtwide Implementation of Academic and Behavior Supports with the *School Implementation Scale*

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The *School Implementation Scale* is an online survey designed to capture the personal adoption and level of individual implementation of tiered academic and behavior support. The survey is designed to be deployed school-wide (all instruction staff) as a way to measure levels of implementation over time.

The *School Implementation Scale*:

- Evaluates fidelity of implementation and the extent of implementation across a school and/or district.
- Includes items which are evidence-based and result in robust data.
- Addresses tiered supports in both academics and behavior.
- Is sensitive to change.
- Is quick and easy to complete online, resulting in a high response rate.
- Supports district- and school-level action planning and data-based decision making.
- Correlates closely with gains in academic achievement for students with disabilities.
- Produces reliable results in elementary, middle, and high schools (overall scale Alpha = .961).
- Appeals to teachers, administrators, other certified staff, and noncertified staff.

When used in conjunction with other data, the *School Implementation Scale* yields powerful information about school improvement. The utilization-focused results help schools/districts target specific areas for resources and professional development, making interventions more effective.

Example Triangulation of Data

- Process Checklists & Fidelity Measures
- Staffing Changes
- Office Disciplinary Referrals
- Universal Screening/Progress Monitoring
- Proficiency on State Assessments
- Coaching Observations

Technical information regarding the School Implementation Scale can be found at: Gaumer Erickson, A.S., Noonan, P.M., & Jenson, R. (2012). The *School Implementation Scale*: Measuring implementation in response to intervention models. *Learning Disabilities: A Contemporary Journal*, 10(2), 33-52.

Administering the *School Implementation Scale*

To administer the survey, please email all your instructional staff asking them to complete this short online survey. Survey responses will be automatically graphed, with the report available through district login on www.orspdgdata.org. All responses are confidential and will be aggregated in reporting.

Below is sample text for the email to be sent to all instructional staff in your district. Please contact Dr. Amy Gaumer Erickson (agaumer@ku.edu) with questions regarding this survey.

____(District Name) Staff,
As part of our school's efforts to continually improve, it is important to get your input on the current status of implementation of tiered supports at our school. The School Implementation Scale will provide valuable data that will be used to improve education for all students in our district. Please go to <http://www.orspdgdata.net/lrs/add1> and complete this short survey. Submit your survey by ____ (one week from today). The data will then be analyzed and shared with you on ____ (at the next inservice or via email).

Thank you in advance for completing the survey.

Sincerely,

Interpreting the *School Implementation Scale* Results

The *School Implementation Scale* Summary Reports provide aggregated data for your district and each school regarding the essential elements of multi-tier support systems. It is not expected that schools or districts will have high levels of implementation across all items. Instead, the results should be used to identify strengths and prioritize areas of improvement.

Access your *School Implementation Scale* Summary Reports by logging into <http://www.orspdgdata.net> and choosing *Review My District*.

Guided Discussion Questions for District/School Leadership Teams

1. Quickly glance through the data. What are your first impressions?
2. Does the number/role of survey participants adequately represent our schools?
3. Celebrate successes: Which items or elements show high levels of implementation? What processes, professional development, etc. are in place that support these high levels of implementation?
4. Equity: Looking at the range of perceptions (not true to very true), what inequities might exist in our system?
5. How do the results from the *School Implementation Scale* align with other school-level data? What areas might you want to inquire further?
6. Prioritize needs: Which elements or items highlight areas that could be improved over the next year?
7. Next steps: How do the results influence our improvement planning for next year?