The content of this document has been transcribed from the IDEA Data Centers' Equity, Inclusion, and Opportunity: Addressing Success Gaps – Indicators of Success Rubric Version 3.0

Directions for completing the Success Gaps rubric:

This rubric is designed to help any school or school district identify gaps in performance between groups or subgroups of children or students. We use the term children/students because the review is inclusive of any preschool children enrolled in a school or a district. Detailed instructions and resource materials are included in the Success Gaps tool box located on the resource pages of the IDEA Data Center.

Ideally, this rubric should be completed by a team. Possible team members may be representatives from general education, special education, district leadership, and school-based leadership. The suggested practice for completion of the rubric is to have team members complete the rubric individually, meet to discuss similarities and differences in scoring, then come to consensus on a final score as a team.

Insights gained from completing the rubric will be used to complete the Action Plan template on the final page of this document. As activities in the Action Plan(s) are implemented and successfully sustained, review and update the rubric section(s) to demonstrate progress. To complete this portion of the monitoring activities, submit a copy of the original rubric, the completed Action Plan, and an updated rubric to your Program Support and Monitoring specialist.

1. Data-Based Decision Making

Probing Questions:

Does our school or district identify data elements or quality indicators that are tracked over time to measure school effectiveness?
What are those data elements? Are the data valid and reliable?
Are data disaggregated by child/student demographics such as race, ethnicity, gender, disability, etc. to identify gaps in achievement and performance and trends with over- or underrepresentation in identification, placement, and discipline?
Are data reviewed at regular intervals to determine progress or change?
Are data used to make policy, procedure, and practice decisions in our school?
How regularly do we use these data to inform our decisions?

Indicator	Planning	Partially Implemented	Implemented	Exemplary	Evidence
1a. Decisions about the school curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives are based on data.	☐ Decisions about the school curriculum, instructional programs, academic and behavioral supports and school improvement initiatives are rarely systematically based on data.	☐ Some teachers and programs consistently use valid and reliable data systematically to inform decisions about curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives.	☐ The data used are valid and reliable. A schoolwide formalized and systematic process is in place to monitor and reinforce the continuous improvement of individual learners, subgroups of learners, initiatives, and programs within the school. It is implemented by some but not all staff.	☐ The data used are valid and reliable. The schoolwide process for data-based decision making is implemented and evident for all children/students and subgroups of children/students, in all classrooms, and is used in decisions about school initiatives or programs, as well.	

2. Cultural Responsiveness

Probing Questions:

Are school staff prepared to work with children/students from diverse cultural and linguistic backgrounds?
Is our school culture responsive and welcoming to children/students and families from culturally/linguistically diverse groups?
To what degree does our teaching staff reflect the cultural/linguistic makeup of our school's population?
Do school staff understand and value each individual child's and each group's unique cultural values and needs?
Are teachers familiar with the beliefs, values, cultural practices, discourse styles, and other features of children's/students' lives that may have an impact on classroom participation and success, and are they prepared to use this information in designing instruction?
Do research-based interventions account for the schools' cultural context as a part of implementation?
Are screening, referral, and assessment practices, procedures, and tools unbiased and nondiscriminatory?
Does the staff at our school understand that it is our job to be culturally responsive to all their children/students?
Are we linguistically competent to communicate with our children/students and their families?
Do culturally responsive practices inform our outreach to the community including families and community partners?

Indicator	Planning	Partially Implemented	Implemented	Exemplary	Evidence
2a. Culturally responsive instructional interventions and teaching strategies are used throughout the school or district.	☐ Staff practices and attitudes about culture, race, and linguistic background prevent success gaps from being addressed. Many teachers are unable to effectively teach some groups of children/students in the school.	☐ Some staff practices and attitudes about culture, race, and linguistic background are barriers to addressing success gaps. Many teachers are unable to effectively teach some groups of children/students in the school. Staff have received training in culturally responsive practices.	☐ Staff receive ongoing training in culturally responsive practices. The practices and attitudes of most staff are responsive to cultural, racial, and linguistic diversity. Few teachers are unable to effectively teach some groups of children/ students in the school.	☐ Staff receive ongoing training in culturally responsive practices. The practices and attitudes of all staff are responsive to cultural, racial, and linguistic diversity. The school recognizes and celebrates the diversity and richness of students' and families' backgrounds. All teachers can effectively teach all groups of children/students in the school.	
2b. Faculty and staff are prepared for linguistic diversity among students and families.	☐ Most teachers are unprepared to meet the linguistic needs of many students in the school.	☐ Some teachers are prepared to meet the linguistic needs of all children/students. Few staff are linguistically competent to communicate with our children/students and their families. Other supports are almost always provided when this is not the case.	☐ Most teachers are prepared to meet the linguistic needs of all children/students. Other supports are always provided when this is not the case. Most staff are linguistically competent to communicate with our children/students and their families.	☐ All teachers are prepared to meet the linguistic needs of all children/ students. All staff are linguistically competent to communicate with our children/students and their families.	

Indicator	Planning	Partially Implemented	Implemented	Exemplary	Evidence
2c. The school or district facilitates the participation of all the families that make up the diversity of the school.	☐ Parents and family members typically attending school activities, functions, or parent/teacher meetings do not represent the full diversity of the school, including the group(s) that experience success gaps.	☐ Parents and family members typically attending school activities, functions, or parent/teacher meetings represent some of the diversity of the school but not all the groups that are experiencing success gaps.	☐ Parents and family members of the groups that experience success gaps in the school feel welcomed and are engaged in school activities, meetings, or other functions. Some of the diversity of the school, but not all the groups that are experiencing success gaps, are represented on stakeholder planning groups to reduce success gaps. School staff members are taking intentional measures to learn about the culture of these diverse groups.	☐ Parents and family members of the groups that experience success gaps feel welcomed in the school and are frequently engaged in school activities, meetings, or other functions. All the groups that are experiencing success gaps are represented on stakeholder planning groups to reduce success gaps. School staff members on an ongoing basis take intentional measures to learn about the culture of these diverse groups.	

3. Core Instructional Program

Probing Questions:

Do all groups of children in our school receive high-quality instruction based on the principles of Universal Design for Learning?
Are all of our teachers skilled in teaching a classroom filled with learners who are diverse culturally, linguistically, and in learning style?
Are all families aware of the core curriculum and of the differentiations/accommodations/ modifications provided for their child?

Indicator	Planning	Partially Implemented	Implemented	Exemplary	Evidence
3a. A consistent, well-articulated curriculum is in place and implemented with fidelity.	☐ Some children/students do not have access to a rigorous core curriculum taught by effective content teachers.	☐ Inconsistent curriculum planning prevents most children/students from experiencing a rigorous curriculum that is horizontally and vertically aligned and that demands depth of understanding. All children/students experiencing success gaps are taught by effective teachers.	☐ Most children/students participate in a curriculum that is rigorous, demands depth of understanding, and is also beginning to be horizontally and vertically aligned and implemented with fidelity. All children/students experiencing success gaps are taught by effective teachers.	☐ All children/students participate in a curriculum that is rigorous and demands depth of understanding that has been horizontally and vertically aligned and implemented with fidelity. All children/students experiencing success gaps are taught by effective teachers.	
3b. The instructional program and strategies used in the school are research-based practices.	☐ Few children/students experience high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	☐ Some children/students experience high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	☐ Many children/students experience high- quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	☐ All children/students experience high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	
3c. Differentiated instruction is used to address the need of all learners in the school.	☐ Very few teachers differentiate the core curriculum to address learning styles, effectively addressing their children's/ students' cultural and linguistic backgrounds.	☐ Some teachers differentiate the core curriculum to address the needs of a few learners and learning styles, effectively addressing their children's/students' cultural and linguistic backgrounds.	☐ Most teachers differentiate the core curriculum to address the needs of all learners and learning styles, effectively addressing their children's/students' cultural and linguistic backgrounds.	☐ All teachers differentiate the core curriculum to address the needs of all learners and learning styles, effectively addressing their children's/students' cultural and linguistic backgrounds.	
3d. Families are informed about the core instructional program and how the needs of their child are being met.	☐ Families are rarely informed, in language they understand, about the school's core instructional program or the ways in which it is differentiated for their child.	☐ Families are sometimes informed, in language they understand, about the school's core instructional program and the ways in which it is differentiated for their child.	☐ Families are usually welcomed in the school and informed, in language they understand, about the school's core instructional program and the ways in which it is differentiated for their child.	☐ Families are always welcomed in the school and informed, in language they understand, about the school's core instructional program and the ways in which it is differentiated for their child.	

4. Assessment – Universal Screening and Progress Monitoring

Probing Questions:

Does our school have a system that routinely and regularly screens all children/students for risk factors that might require early intervention?
Does every classroom teacher regularly screen or monitor child/student performance/progress and adjust instruction for individual children/students based upon the results?
Are teachers supported to implement developmental, academic, and/or behavior interventions in the general education setting?
Are families informed about the results of universal screening and/or progress monitoring for their child?

Indicator	Planning	Partially Implemented	Implemented	Exemplary	Evidence
4a. Universal screening is used to identify needs for early intervention or targeted supports	☐ The school does not use schoolwide screening for children/students to identify academic or behavioral risk factors that may require early intervention or other targeted supports.	☐ The school screens some groups of children/ students each year with valid and reliable tools to identify academic or behavioral risk factors that may require early intervention or other targeted supports.	☐ The school screens all children/students at least once a year with valid and reliable tools to identify academic or behavioral risk factors that may require early intervention or other targeted supports.	☐ The school screens all children/students at multiple points during the school year using valid and reliable tools to identify academic or behavioral risk factors that may require early intervention or other targeted supports.	
4b. Progress monitoring is planned and implemented by the school to support the developmental, academic or behavioral progress of each child/student.	☐ There is no schoolwide plan for teachers to review child/student performance data at regular intervals and adjust classroom instruction and instructional interventions to support child/student progress.	☐ The school has a plan so that all teachers review child/student performance data at regular intervals and adjust classroom instruction and instructional interventions to support child/student academic or behavioral progress. Some teachers are implementing this plan.	☐ The school has a plan so that all teachers review child/student performance data at regular intervals and adjust classroom instruction and instructional interventions to support child/student academic or behavioral progress. Most teachers are implementing this plan.	☐ All teachers review child/student performance data at regular intervals and adjust classroom instruction and instructional interventions to support child/student developmental, academic, or behavioral progress.	
4c. Families are Informed about screening and progress monitoring results.	☐ Families in the groups identified with success gaps are rarely informed, in language they can understand, of their child's screening and progress monitoring results for academic and behavioral skills.	☐ Families in the groups identified with success gaps are sometimes informed, in language they can understand, of their child's screening and progress monitoring results for academic and behavioral skills.	☐ Families in the groups identified with success gaps are usually informed, in language they can understand, of their child's screening and progress monitoring results for academic and behavioral skills.	☐ All families are always informed, in language they can understand, of their child's screening and progress monitoring results for academic and behavioral skills.	

5. Interventions and Supports

Probing Questions:

Are children/students with academic challenges identified?
Are they provided with instructional interventions?
Are these interventions evidence-based?
Are the interventions culturally appropriate for our children/students?
Are they implemented with fidelity?
Does the school implement a system of positive behavioral interventions and supports?
Does the school implement a multi-tiered system of supports (MTSS)?
Is the system implemented with fidelity?
Is the system culturally appropriate for the diversity of our child/student population?
Have we used data to determine its effectiveness?
Are teachers effective in its use with diverse groups of children/students?
Are families informed about the interventions and supports provided to their child?

Indicator	Planning	Partially Implemented	Implemented	Exemplary	Evidence
5a. Evidence-based behavioral interventions and supports, in addition to core instruction, are embedded within a multi-tiered framework and implemented with fidelity.	☐ The school does not have a plan to provide all children/students with academic or behavioral needs supplemental evidence-based interventions.	☐ The school has a plan to provide all children/students with academic or behavioral needs supplemental evidence-based interventions. Some teachers are already implementing this plan.	☐ The school has a plan to provide all children/students with academic or behavioral needs supplemental evidence-based interventions. Most teachers are already implementing interventions with fidelity according to the plan.	☐ The school has a plan so to provide all children/students with academic or behavioral needs supplemental evidence-based interventions. All teachers identify children/students with behavioral or academic challenges and provide supplemental evidence-based interventions with fidelity.	
5b. School-level practices use tiered response methods (MTSS) that include academic and behavioral interventions and supports.	☐ The school has no schoolwide multi-tiered system of academic and behavioral supports or, if it has one, it is ineffective, disjointed, or inconsistently implemented.	☐ The school has a plan to implement a schoolwide multi-tiered system of academic and behavioral supports and interventions in all classrooms. Some teachers and staff are already implementing elements of the support system in some classrooms.	☐ A schoolwide multi-tiered academic and behavioral support system is implemented across all school environments and in all classrooms with high fidelity.	☐ A schoolwide multi-tiered academic and behavioral support system that is culturally responsive to the school population is implemented across all school environments and in all classrooms with high fidelity.	

Indicator	*Planning*	*Partially Implemented*	*Implemented*	*Exemplary*	*Evidence*
5c. A comprehensive district-level school discipline policy is in place and implemented.	☐ The district currently has a zero tolerance policy or lacks a cohesive discipline policy altogether.	☐ District leaders are drafting a formal school discipline policy informed by best practice.	☐ The district has a formal school discipline policy in place. The policy is culturally sensitive to the diversity of this school and favors tiered responses to child/student misconduct based on the nature and severity of the infraction. The policy requires positive, proactive, and restorative strategies focused on keeping children/students engaged and in school. Our school understands and implements the district policy with some degree of fidelity.	☐ The district has a formal school discipline policy in place. The policy is culturally sensitive to the diversity of this school and favors tiered responses to child/student misconduct based on the nature and severity of the infraction. The policy requires positive, proactive, and restorative strategies focused on keeping children/students engaged and in school. All schools in the district understand and implement the district policy with high fidelity.	
5d. Families are regularly informed, in their native or home language, of interventions provided to their children and their children's responses to those interventions for academic and behavioral skills.	☐ Families of children with more intensive academic or behavioral needs are rarely informed, in language they can understand, of the interventions their children are receiving and the progress or lack of progress their children are making.	☐ Families of children with more intensive academic or behavioral needs are sometimes informed, in language they can understand, of the interventions their children are receiving and the progress or lack of progress their children are making.	☐ Families of children with more intensive academic or behavioral needs are regularly informed, in language they can understand, of the interventions their children are receiving and the progress or lack of progress their children are making.	☐ Families of children with more intensive academic or behavioral needs are always informed, in language they can understand, of the interventions their children are receiving and the progress or lack of progress their children are making.	

Implementation Tracking and Plan Form

AZ SSIP Action Plan LEA:_____ESS Director:_____

Team Members:_____

Date:_____

Focus Area Supported by Needs Assessment:_____

Change to be Sought:_____

Collaborating Offices/Departments:_____

Action Steps What needs to be done?	**By Whom** Who will take actions?	**By When** By what date will the action be done?	**Resources and Support Available** (financial, personnel, governance, and others)	**Resources and Support Needed** (financial, personnel, governance, and others)	**Potential Barriers or Resistance** What offices or departments might resist? Why?	**Communication Plan for Implementation** What offices, departments, and stakeholders should be informed about/involved with these actions?
Action Step: By [insert date]						
Action Step: By [insert date]						
Action Step: By [insert date]						
Action Step: By [insert date]						