

Self-Assessment Monitoring

The monitoring system combines compliance and results components in the review of PEA policies, procedures, and practices. Components of the six-year monitoring cycle include a yearly review of the U.S. Department of Education (USED) Office of Special Education Programs (OSEP) compliance and results Indicators 1, 2, 3, 4, 5, 7, 9, 10, 11, 12, and 13. Student file data are reviewed for every PEA each year.

The assigned Program Support and Monitoring (PSM) specialist will meet with the PEA director each spring to discuss the PEA data and to plan for any upcoming monitoring activities when the PEA is scheduled for monitoring the following year.

- In Year 3 (the preparatory year), the PSM specialist and PEA director will review the Risk Analysis Tool (see Appendix B) and, when the data indicate, decide that the PEA will conduct a Self-Assessment monitoring in Year 4.
- In Year 4, the PSM specialist will provide the PEA with the required electronic Self-Assessment forms to document activities and to use for student file reviews that are specific to the PEA's outcome area(s).
- No later than **October 11, 2019**, the PEA to be monitored will select student files to be reviewed that are a representative sample of the district/chapter. The PEA will then submit the list of students to the PSM specialist (you may use SAM-2 and SAM-3), including information regarding DOB, disability, campus, initial evaluation, and postsecondary transition (16 years of age or older).
- The PEA will conduct student file reviews using the forms provided by the PSM specialist.
- Throughout the monitoring process, the PEA will consult with the PSM specialist on using the Guide Steps to ensure that accurate calls are made on the student forms.
- The PEA will submit the completed student forms and required outcome area action plan and analysis to the PSM specialist no later than **November 15, 2019**. This submission of the required documents can be done electronically or via mail.
- Information on the student forms must be specific enough to determine the reasons for each "OUT" call on the line item of the Self-Assessment Student Forms. Note that each individual instance of PEA-identified noncompliance will require evidence of correction before the monitoring process is complete. The evidence of correction must be submitted with the final submission.
- The PSM specialist will **request** copies of a representative sample of student files with enough information provided to verify the PEA's calls **no later than December 6, 2019**.

- The PEA will **submit** the requested files by **December 13, 2019**.
- The PSM specialist will complete a sample validation of the compliance calls and provide feedback on the accuracy of calls made by the PEA no later than **January 3, 2020**.
- The PEA will correct each individual instance of noncompliance. The PEA will also review *subsequent files*, focusing on those line items that were identified as noncompliant, to determine sustainability of compliant practices.
- To determine the number of *subsequent files* to be reviewed, the PSM specialist and the PEA will consider the extent of the noncompliance from the initial file review—whether noncompliance was extensive (e.g., 18 of 21 files) or less extensive (e.g., 3 of 21 files); they will also consider the frequency of out-of-compliance items that affect FAPE (which are shown on the Student Form as 60-day items). Note: compliance must be demonstrated in subsequent files in order to finalize and complete the monitoring.
- The PEA will complete and electronically submit an update on progress related to the outcome focus area (optional status report form can be utilized) no later than **March 6, 2020**. This may include any changes to policies, procedures, and practices based on the technical assistance provided after the PSM specialist validates the calls.
- The PEA will submit the final student file form documentation, including subsequently completed files and corrected noncompliance **on or before May 8, 2020**.
- The PSM specialist will verify the correction of the PEA-identified noncompliance and validate the compliance calls made in subsequent files.
- The PEA will submit final progress and status on outcome focus area activities and analysis (optional completion report can be utilized) no later than **May 8, 2020**.
- If there are any findings of noncompliance identified at the conclusion of the monitoring activities, ESS will issue a written notification of findings and the PEA will develop a corrective action plan in collaboration with the PSM specialist.
- Items that are considered detrimental to the PEA's ability to provide FAPE to students require that a PEA correct the student file within 60 calendar days of the Written Notification of Findings letter; enforcement activities will apply if the timeline is not met.
- There is a one-year timeline for correction of all individual instances of noncompliance; enforcement activities will apply if the timeline is not met.

Self-Assessment Forms Guidance

Required

Outcome Focus Area Analysis—Specifically created for each of the outcome focus areas

Self-Assessment Student Form—Specifically created form required for each file review focus area (The forms contain line items that are tied to the Self-Assessment outcome focus areas. The Student Form is required for both the initial file reviews and the subsequent file reviews.)

Summary of Performance Worksheet—Specifically used for the following outcome focus areas: graduation rate, dropout rate, post-school outcomes, and postsecondary transition

Optional

Self-Assessment Planning and Tracking Form—Specifically created multipurpose document that may be used throughout the Self-Assessment process by both the PEA and the PSM specialist to track and document progress

SAM-2/SAM-3—Specifically created forms used to establish the number of files to be reviewed during the Self-Assessment process; using these two forms will also assist the PEA in ensuring that a representative sample of student files is selected

Status Report Form—Specifically created as an update report form for PEAs to document and electronically submit progress reports on the Self-Assessment activities for the required status reporting dates

Self-Assessment Completion Report—Specifically created final report format for outcome focus area for PEAs to use as a framework for the final submission of the Self-Assessment(s); includes analysis of the findings from files and evaluation of the monitoring process

Key Points to Successful Completion of Self-Assessment(s)

- It is strongly recommended that PEAs submit documents **BEFORE** required timelines. This allows the PEA more opportunity to receive additional feedback from the PSM specialist ensuring accurate and timely completion of each activity.
- PEAs **must** address **all** items on the Outcome Focus Area analysis and action plan for the identified focus area.
- Each document submitted during the Self-Assessment process must be individualized, both for each PEA and for the PEA's identified Self-Assessment focus area.
- The Self-Assessment timeline officially begins on **September 30, 2019**.
- Updates and progress for the PEA's outcome focus area will be electronically submitted to the PSM specialist on or before the required dates utilizing the tools associated with the specific outcome focus area.
- PSM specialists will validate calls related to the file review component of the Self-Assessment to ensure that calls have been made in accordance with the Guide Steps in the Monitoring Manual.
- The PEA should consider all elements of the process when developing outcome focus area analysis. Statements to the effect of "No problems noted," would not be considered genuine or thorough. It is possible that the process may take a PEA above and beyond addressing only the required items, and it is expected that such progressions would be explored and documented.
- The final Self-Assessment outcome focus area analysis update and supporting documentation must be submitted on or before **May 8, 2020**. The supporting documentation must include evidence that each individual case of noncompliance from the initial file reviews and the subsequent file reviews has been corrected. This subsequent file review and correction will show that the improvements are sustainable.
- The PSM specialist will verify the correction of all noncompliance and review a representative sample of the subsequent file reviews to ensure compliance and sustainability.
- After the PEA submits the Self-Assessment outcome focus area analysis and supporting documentation, ESS will evaluate the analysis and action plan.

- If there are any findings of noncompliance identified at the conclusion of the monitoring activities, ESS will issue a written notification of findings and the PEA will develop a corrective action plan in collaboration with the PSM specialist.
- There is a one-year timeline for correction of noncompliance; enforcement activities will apply if the timeline is not met.

All required forms and reports must be received by the PSM specialist by the ADE close of business (5:00 p.m.) on the specified due dates.

PEAs are encouraged to engage in FREQUENT COMMUNICATION with their PSM specialist to ensure the ACCURACY of their calls throughout the self-assessment process.

Special Education Self-Assessment File Sample Selection

PEA: _____

Number of students in special education	10 or Less	11–100	101–250	251–500	501 or more
Number of eligible student files	All	11–20	20–30	30–40	40–55+
Initial evaluations of students found not eligible (for line item II.A.5 only)	2	2	5	8	12+

Select a representative sample of files based upon your student population. This may include the following variables, if they are applicable:

- Each school site
- Initial placements
- All disability categories
- All service delivery models within the PEA
- English language learners (ELLs)
- Students who are 16 years of age or older (Indicator 13—Secondary Transition)
- Students in dropout recovery programs
- Students from an elementary-only district that are tuitioned (not open enrolled) to a neighboring unified or high school district
- Out-of-district placements (ASDB, private day school, and residential placement)
- Students phased out of special education services
- Students who have been suspended, been expelled, or moved to an IAES for longer than 10 days
- Students initially evaluated and found not eligible (Indicator 11—Child Find)
- Preschool students

Additional items needed for the monitoring:

- List of student files to be reviewed (please use the SAM-3 form)
- Copy of the self-assessment section of the Arizona Monitoring Manual (available online)
- Guide Steps for each PEA team member
- Copy of current SPED 72 report from AzEDS
- Documentation of systems of referral in place for children birth to 5 years to AzEIP or the district of residence
- Hearing and vision screenings (if not maintained in student files)
- Home language surveys (if not maintained in student files)
- Copy of language proficiency assessments (if not maintained in student files)
- Current progress reports

The following matrix may be used to assist you in determining the sample to be selected for the monitoring:

Service Delivery Options	A	E D	E D P	O I	M D	M D S S I	M I D	M O I D	S I D	O H I	T B I	H I	V I	S L D	S L I	D D	P S D
Included in general education class 80% or more of the day (SC-A)																	
Included in general education classroom between 40% and 79% of the school day (SC-B)																	
Included in general education classroom for less than 40% of the school day (SC-C)																	
PEA-operated special school (SC-D)																	
Tuitioned to other public school (SC-D)																	
Private day school (SC-D)																	
Private residential (SC-E, EA, EB, or EC)																	
Homebound/hospital/institutional settings (SC-H)																	
ASDB/PDSD (SC-D)																	

Self-Assessment Monitoring File Sample

SAM-3

PEA: _____

Date of Review: _____

List all student files and indicate the purpose of review for each file selected.

Student Last Name, First Initial	DOB	School or Teacher	Eligibility Category	Initial Eval	Initial Eval Did Not Qualify	Pre-K	English Language Learner (ELL)	Dropout Recovery Program (DRP)	Approved Private Day	Secondary Transition/ Elementary Tuitioned Out to Neighboring HS	Phased Out	Suspended / Expelled	Reviewer Signature or Initials
SSID													
1.													
SSID													
2.													
SSID													
3.													
SSID													
4.													
SSID													
5.													
SSID													
6.													
SSID													
7.													
SSID													
8.													
SSID													
9.													
SSID													
10.													
SSID													

B 4

Optional PEA Status Report Form
(to be completed by the PEA)

PEA: _____

Specialist: _____

Outcome Focus Area: _____

First Status Report: (due no later than 11/15/19)

Second Status Report: (due no later than 03/06/20)

Optional PEA Self-Assessment Final Report

Outcome Focus Area: _____

PEA: _____

Submitted: _____

ESS Specialist: _____

Document and/or attach the results from the outcome focus area analysis:

Optional PEA Self-Assessment Final Report

Outcome Focus Area: _____

PEA: _____

Submitted: _____

ESS Specialist: _____

Taking the Self-Assessment process into consideration, what does the PEA team believe to be the most valuable aspect/outcome? What would you change about the Self-Assessment process?

Optional PEA Self-Assessment Tracking Form

PEA: _____ Outcome Focus Area: _____ Specialist: _____

Required Completion Date	Performance Task	Responsible PEA Team Member(s)	Projected Completion Date	Actual Completion Date
No Later Than 10/11/19	<ul style="list-style-type: none"> Select student files to be reviewed that are a representative sample of the district/charter Submit the list of students to the PSM specialist (using SAM-2 and SAM-3) 			
No Later Than 11/15/19	<ul style="list-style-type: none"> Complete initial file reviews Submit copies of completed student file forms to PSM specialist Submit completed outcome focus area and action plan to PSM specialist electronically 			
No Later Than 12/06/19	<ul style="list-style-type: none"> PSM specialist will request sample of student files to validate accuracy of calls 			
No Later Than 12/13/19	<ul style="list-style-type: none"> Send requested student files to PSM specialist 			
No Later Than 1/03/20	<ul style="list-style-type: none"> PSM specialist will provide feedback on validation of accuracy of calls made in initial file review PSM specialist will provide feedback on outcome focus area and action plan 			

B 7

Optional PEA Self-Assessment Tracking Form

PEA: _____ Outcome Focus Area: _____ Specialist: _____

Required Completion Date	Performance Task	Responsible PEA Team Member(s)	Projected Completion Date	Actual Completion Date
No Later Than 03/06/20	<ul style="list-style-type: none"> Review initial file review and make necessary changes to calls based on feedback provided by PSM specialist validation Correct all individual instances of noncompliance identified in the initial file review Document progress on outcome focus area analysis and related action plan (include the impact of data collected from file review and changes made to practices) Submit status report to PSM specialist 			
No Later Than 05/08/20	<ul style="list-style-type: none"> Submit subsequent student file review forms—all line items must meet regulatory requirements Submit student forms from the initial file review noting corrections made based on validation feedback from PSM specialist and self-identified noncompliance Submit updates and tasks completed related to the outcome focus area analysis, including link to file review results Within 1 week of PEA submission of student file forms, PSM specialist will request a sample of student files for verification of compliance (sample will include files from initial review—both validated and not validated files—and subsequent files) 			

B 7

Graduation Self-Assessment Student Form

SSID No: _____ DOB: _____ Student: _____ Eligibility: _____
 Ethnicity: _____ School: _____ Teacher: _____ Monitor: _____

Primary home language indicated by the parent: _____

Language in which the student is most proficient: _____

Evaluation/Reevaluation

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	II.A.1	_____	Current evaluation 60-Day
<input type="checkbox"/>	II.A.5	_____	For initial evaluation, the student was evaluated within 60 calendar days # of days over: _____ Reason: _____ 60-Day

Individualized Education Program

<input type="checkbox"/>	III.A.1	_____	Current IEP (date: _____) 60-Day
<input type="checkbox"/>	III.A.2	_____	IEP review/revision and participants
<input type="checkbox"/>		<input type="checkbox"/>	IEP reviewed/revised annually (previous date: _____)
<input type="checkbox"/>		<input type="checkbox"/>	IEP team meeting included required participants (if "no" indicate missing members) <input type="checkbox"/> Parent <input type="checkbox"/> PEA Representative <input type="checkbox"/> Gen Ed Teacher <input type="checkbox"/> Test Results <input type="checkbox"/> Special Ed Teacher <input type="checkbox"/> Interpreter
<input type="checkbox"/>	III.A.3	_____	General required components of IEP are included
<input type="checkbox"/>		<input type="checkbox"/>	IEP has PLAAFP (refer to guide steps)

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>		<input type="checkbox"/>	Measurable annual goals related to PLAAFP
<input type="checkbox"/>		<input type="checkbox"/>	Documentation of eligibility for alternate assessment, if appropriate 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	For students eligible for alternate assessments only, short-term instructional objectives or benchmarks
<input type="checkbox"/>		<input type="checkbox"/>	Current progress report includes progress toward goals (If "out", indicate the missing requirement) <input type="checkbox"/> No description of timeline <input type="checkbox"/> Goals not measurable <input type="checkbox"/> Not done in accordance with timeline <input type="checkbox"/> Not reflective of measurement criteria in goal
<input type="checkbox"/>	III.A.4	_____	Individualized services to be provided
<input type="checkbox"/>		<input type="checkbox"/>	Special education services to be provided (If "Out", indicate missing requirement) <input type="checkbox"/> Not specially designed instruction (SDI) <input type="checkbox"/> No documentation of why SDI is provided by other personnel <input type="checkbox"/> No documentation of certified special education personnel in planning, progress monitoring, or delivery of SDI <input type="checkbox"/> Special education teacher not certified <input type="checkbox"/> Other provider not certified (District Only)
<input type="checkbox"/>		<input type="checkbox"/>	Consideration of related services

COMMENTS: _____

Graduation Self-Assessment Student Form

	PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of supplementary aids, services, program modifications	<input type="checkbox"/>		<input type="checkbox"/>	The student's course of study supports the identified postsecondary goal(s)
	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of supports for school personnel	<input type="checkbox"/>		<input type="checkbox"/>	Documentation of annual IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s)
	<input type="checkbox"/>		<input type="checkbox"/>	Location, frequency, and duration of services and modifications (If "out", indicate the missing requirement) <input type="checkbox"/> Location <input type="checkbox"/> Frequency <input type="checkbox"/> Duration	<input type="checkbox"/>		<input type="checkbox"/>	Documentation that the student was invited to meeting
	<input type="checkbox"/>		<input type="checkbox"/>	Extent to which student will not participate with nondisabled peers	<input type="checkbox"/>		<input type="checkbox"/>	Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting when parent consent is obtained
	<input type="checkbox"/>		<input type="checkbox"/>	Sped 72 matches LRE	<input type="checkbox"/>	III.A.7	<input type="checkbox"/>	Documentation of additional postsecondary transition components
				Secondary Transition Line Items (III.A.6 & III.A.7)				
	<input type="checkbox"/>	III.A.6	<input type="checkbox"/>	For students 16 years of age or older, documentation of required postsecondary components. 60-Day	<input type="checkbox"/>		<input type="checkbox"/>	Progress reporting for services/activities
	<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals <input type="checkbox"/> No evidence of goals <input type="checkbox"/> Goal content not postsecondary <input type="checkbox"/> Not measurable <input type="checkbox"/> Required goal areas not addressed	<input type="checkbox"/>	III.A.8	<input type="checkbox"/>	By age 17, a statement of rights to transfer at age 18
	<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals updated annually				IEP reflects student educational needs 60-Day
	<input type="checkbox"/>		<input type="checkbox"/>	Documentation that the postsecondary goals were derived from age-appropriate assessment(s)				
	<input type="checkbox"/>		<input type="checkbox"/>	Documentation of one or more transition services/activities that support the postsecondary goal(s)				

COMMENTS: _____

Summary of Performance Worksheet

All unified districts and high schools use this section

	PEA/District			
	Campus			
	Name	DOB	SSID	III.A.7 Documentation of a summary of performance (I O)
1				
2				
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10				

	PEA/District			
	Campus			
	Name	DOB	SSID	III.A.7 Documentation of a summary of performance (I O)
1				
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Graduation Rate Analysis and Action Plan

B 8	Data Review	Determine if the data for your agency's special education students are reported accurately.	Compare the graduation rates for general education students with the rates for special education students. If the general education rate exceeds the special education rate, develop some hypotheses as to the reasons for the difference.	Review the secondary transition plan for each special education student who did not graduate, using the Graduation Rate Student Form. Determine if each transition plan contained all the required components, such as transition assessments, measurable postsecondary goals, transition services and activities, an annual IEP goal to support the postsecondary goal(s), evidence of parent/student consent and invitation to outside agency if team determined such services were needed, courses of study, and that the measurable postsecondary goals were updated annually. Document any interventions that were made to promote graduation for each student(s).	Review the transcripts and courses of study for the students who did not graduate to determine if any patterns emerge from the group. Report the results of that review for any group of students with similar transcript history.	For students who dropped out, review when the first transition plan was put in place. Were the plans in place long enough to be meaningful for the student? Are there trends identified? Document all findings.	Review PSO data. Report any trends identified.
	Findings						
	Evidence						
	Supports and Services	Determine what strategies, if any, were used to connect students (who later failed to graduate) with programs and/or agencies that support students who are at risk. Include a description of the strategies.	Describe how transition services were provided to each student receiving special education services during the twelve months preceding the academic year for which numbers indicate an unusually low graduation rate. If transition services were provided to some students and not others, indicate what those services were and report how the provision of transition services correlated to the likelihood of graduation.	Describe the agency's participation in any school/district-wide initiative to increase the rate of graduation.	Describe any PD offered to staff related to graduation or transition planning. (Include date provided, provider, content, and participants.) Review staff associated with transition plans for those students who dropped out. Were the staff included in the training those who were also associated with the transition planning for these students? Are there trends identified?	Describe any unique or special circumstances that the ADE/ESS unit needs to know in order to understand why your agency's graduation rates for students with IEPs are low.	

Findings						
Evidence						

Problem Statement(s):

Actionable Cause(s):

Goal:

Dropout Self-Assessment Student Form

SSID No: _____ DOB: _____ Student: _____ Eligibility: _____
 Ethnicity: _____ School: _____ Teacher: _____ Monitor: _____

Primary home language indicated by the parent: _____

Language in which the student is most proficient: _____

B9

Evaluation/Reevaluation

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	II.A.1	_____	Current evaluation 60-Day
<input type="checkbox"/>	II.A.5	_____	For initial evaluation, the student was evaluated within 60 calendar days # of days over: _____ Reason: _____ 60-Day

Individualized Education Program

<input type="checkbox"/>	III.A.1	_____	Current IEP (date: _____) 60-Day
<input type="checkbox"/>	III.A.2	_____	IEP review/revision and participants
<input type="checkbox"/>		<input type="checkbox"/>	IEP reviewed/revised annually (previous date: _____)
<input type="checkbox"/>		<input type="checkbox"/>	IEP team meeting included required participants (if "no", indicate missing members) <input type="checkbox"/> Parent <input type="checkbox"/> PEA Representative <input type="checkbox"/> Gen Ed Teacher <input type="checkbox"/> Test Results <input type="checkbox"/> Special Ed Teacher <input type="checkbox"/> Interpreter
<input type="checkbox"/>	III.A.3	_____	General required components of IEP are included
<input type="checkbox"/>		<input type="checkbox"/>	IEP has PLAAFP (refer to guide steps)

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>		<input type="checkbox"/>	Measurable annual goals related to PLAAFP
<input type="checkbox"/>		<input type="checkbox"/>	Documentation of eligibility for alternate assessment, if appropriate 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	For students eligible for alternate assessments only, short-term instructional objectives or benchmarks
<input type="checkbox"/>		<input type="checkbox"/>	Current progress report includes progress toward goals (If "out", indicate the missing requirement) <input type="checkbox"/> No description of timeline <input type="checkbox"/> Goals not measurable <input type="checkbox"/> Not done in accordance with timeline <input type="checkbox"/> Not reflective of measurement criteria in goal
<input type="checkbox"/>	III.A.4	_____	Individualized services to be provided
<input type="checkbox"/>		<input type="checkbox"/>	Special education services to be provided (If "out", indicate missing requirement) <input type="checkbox"/> Not specially designed instruction (SDI) <input type="checkbox"/> No documentation of why SDI is provided by other personnel <input type="checkbox"/> No documentation of certified special education personnel in planning, progress monitoring, or delivery of SDI <input type="checkbox"/> Special education teacher not certified <input type="checkbox"/> Other provider not certified (District Only)
<input type="checkbox"/>		<input type="checkbox"/>	Consideration of related services

COMMENTS: _____

Dropout Self-Assessment Student Form

	PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of supplementary aids, services, program modifications	<input type="checkbox"/>		<input type="checkbox"/>	The student's course of study supports the identified postsecondary goal(s)
	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of supports for school personnel	<input type="checkbox"/>		<input type="checkbox"/>	Documentation of annual IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s)
	<input type="checkbox"/>		<input type="checkbox"/>	Location, frequency, and duration of services and modifications (If "out", indicate the missing requirement) <input type="checkbox"/> Location <input type="checkbox"/> Frequency <input type="checkbox"/> Duration	<input type="checkbox"/>		<input type="checkbox"/>	Documentation that the student was invited to meeting
	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of the need for extended school year	<input type="checkbox"/>		<input type="checkbox"/>	Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting when parent consent is obtained
	<input type="checkbox"/>		<input type="checkbox"/>	Extent to which student will not participate with nondisabled peers	<input type="checkbox"/>	III.A.7	<input type="checkbox"/>	Documentation of additional postsecondary transition components
	<input type="checkbox"/>		<input type="checkbox"/>	Sped 72 matches LRE	<input type="checkbox"/>		<input type="checkbox"/>	Progress reporting for services/activities
				Secondary Transition Line Items (III.A.6 & III.A.7)	<input type="checkbox"/>		<input type="checkbox"/>	By age 17, a statement of rights to transfer at age 18
	<input type="checkbox"/>	III.A.6	<input type="checkbox"/>	For students 16 years of age or older, documentation of required postsecondary components. 60-Day	<input type="checkbox"/>	III.A.8	<input type="checkbox"/>	IEP reflects student educational needs 60-Day
	<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals <input type="checkbox"/> No evidence of goals <input type="checkbox"/> Goal content not postsecondary <input type="checkbox"/> Not measurable <input type="checkbox"/> Required goal areas not addressed				
	<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals updated annually				
	<input type="checkbox"/>		<input type="checkbox"/>	Documentation that the postsecondary goals were derived from age-appropriate assessment(s)				
	<input type="checkbox"/>		<input type="checkbox"/>	Documentation of one or more transition services/activities that support the postsecondary goal(s)				

COMMENTS: _____

Summary of Performance Worksheet

All unified districts and high schools use this section

	PEA/District			
	Campus			
	Name	DOB	SSID	III.A.7 Documentation of a summary of performance (I O)
1				
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	PEA/District			
	Campus			
	Name	DOB	SSID	III.A.7 Documentation of a summary of performance (I O)
1				
2				
3				
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Dropout Rate Analysis and Action Plan

Data Review	Determine if the data for your agency's special education students are reported accurately. Review the data related to the dropout rates for grades 9–12.	Determine if the agency has an effective procedure to ensure that the exit code for any student who had previously been coded as either "drop out" or "moved, known to be continuing" is changed when the agency receives a request for records from another school. Provide an explanation of this procedure.	Compare the dropout rates for students in general education with the rates for students in special education. If the special education rate exceeds the general education rate, develop a hypothesis for this and then investigate	Review IEP files for students who have dropped out and determine if each transition plan included all of the required components.	Review the transcripts and course of study for students who have dropped out to determine if specific courses, specific grade levels, or other patterns emerge. Report any trends identified.	Review PSO data. Report any trends identified.
Findings						
Evidence						
Supports and Services	Determine what process, if any, was used to connect students (who later dropped out of school) with programs and/or agencies that support students who are at risk of dropping out.	Identify the dropout prevention services the school currently uses.	Describe how transition services are provided to each student receiving special education during the twelve months preceding the dropout in the academic year shown as having an unusually high dropout rate. If transition services were provided to some students and not others, indicate what those services were and report how the school's provision of transition services correlated to the likelihood of a student's graduating.	Describe the agency's participation in any school/ district-wide initiative for dropout prevention.	Describe any outside agency collaborations that are established with the agency and/or individual sites.	
Findings						
Evidence						
Problem Statement(s)						
Actionable Cause(s):						
Goal:						

Reading Proficiency Self-Assessment Student Form

SSID No: _____ DOB: _____ Student: _____ Eligibility: _____
 Ethnicity: _____ School: _____ Teacher: _____ Monitor: _____

Primary home language indicated by the parent: _____

Language in which the student is most proficient: _____

Evaluation/Reevaluation

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	II.A.1	_____	Current evaluation 60-Day
<input type="checkbox"/>	II.A.4	_____	Eligibility considerations
<input type="checkbox"/>		<input type="checkbox"/>	Student assessed in all areas related to the suspected disability (including academic, behavior, current vision and hearing status) and for preschool, a CDA (indicate areas that have not been assessed) 60-Day <input type="checkbox"/> Vision <input type="checkbox"/> Social/behavioral <input type="checkbox"/> Hearing <input type="checkbox"/> Communications <input type="checkbox"/> Academics <input type="checkbox"/> Assistive tech. <input type="checkbox"/> Cognitive <input type="checkbox"/> Motor skills <input type="checkbox"/> Adaptive <input type="checkbox"/> Other _____
<input type="checkbox"/>		<input type="checkbox"/>	Performance in educational setting and progress in general curriculum
<input type="checkbox"/>		<input type="checkbox"/>	Educational needs to access the general curriculum, including assistive technology
<input type="checkbox"/>		<input type="checkbox"/>	For reevaluations, additions or modifications to the special education services are needed for the student to progress in the general curriculum
<input type="checkbox"/>		<input type="checkbox"/>	The impact of any educational disadvantage
<input type="checkbox"/>		<input type="checkbox"/>	The impact of English language learning on progress in general curriculum

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>		<input type="checkbox"/>	Team determined the student has a specific category of disability 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	Team determined the student needs special education and related services 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	Assessments and other evaluation materials are administered in a language and form most likely to yield accurate information 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	Sped 72 matches eligibility
<input type="checkbox"/>		<input type="checkbox"/>	A—documents a developmental disability that significantly affects verbal and nonverbal communication and social interaction
<input type="checkbox"/>		<input type="checkbox"/>	DD—documents at least 1.5 SD and no more than 3.0 SD below the mean in two or more areas for a child who is at least 3 years of age, but under 10 years of age
<input type="checkbox"/>		<input type="checkbox"/>	ED—verification by a qualified professional 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	HI—verification by a qualified professional 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	HI—documents the language proficiency of the student
<input type="checkbox"/>		<input type="checkbox"/>	MIID—documents performance on standard measures between 2 and 3 SD below the mean

COMMENTS: _____

Reading Proficiency Self-Assessment Student Form

	PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
B10	<input type="checkbox"/>		<input type="checkbox"/>	MOID—documents performance on standard measures between 3 and 4 SD below the mean	<input type="checkbox"/>	II.A.5		For initial evaluation, the student was evaluated within 60 calendar days # of days over: _____ Reason: _____ 60-Day
	<input type="checkbox"/>		<input type="checkbox"/>	MD—documents a learning and developmental problem resulting from multiple disabilities 60-Day				
	<input type="checkbox"/>		<input type="checkbox"/>	MDSSI—documents multiple disabilities that include at least one of the following: VI or HI 60-Day				
	<input type="checkbox"/>		<input type="checkbox"/>	OHI—verification by a qualified professional 60-Day	<input type="checkbox"/>	III.A.1		Current IEP (date: _____) 60-Day
	<input type="checkbox"/>		<input type="checkbox"/>	OI—verification by a qualified professional 60-Day	<input type="checkbox"/>	III.A.2		IEP review/revision and participants
	<input type="checkbox"/>		<input type="checkbox"/>	PSD—documents more than 3.0 SD below the mean in one or more areas	<input type="checkbox"/>		<input type="checkbox"/>	IEP reviewed/revised annually (previous date: _____)
	<input type="checkbox"/>		<input type="checkbox"/>	SLI—documents a communication disorder	<input type="checkbox"/>		<input type="checkbox"/>	IEP team meeting included required participants (if “no”, indicate missing members)
	<input type="checkbox"/>		<input type="checkbox"/>	SLD—documents a significant discrepancy between achievement and ability in one of the identified areas or failure to respond to intervention (RTI)				<input type="checkbox"/> Parent <input type="checkbox"/> PEA Representative <input type="checkbox"/> Gen Ed Teacher <input type="checkbox"/> Test Results <input type="checkbox"/> Special Ed Teacher Interpreter
	<input type="checkbox"/>		<input type="checkbox"/>	SLD—certifies that each team member agrees or disagrees	<input type="checkbox"/>	III.A.3		General required components of IEP are included
	<input type="checkbox"/>		<input type="checkbox"/>	SLD—documents determination of effects of environmental, cultural, or economic disadvantage	<input type="checkbox"/>		<input type="checkbox"/>	IEP has PLAAFP (refer to guide steps)
	<input type="checkbox"/>		<input type="checkbox"/>	SID—documents performance at least 4 SD below the mean	<input type="checkbox"/>		<input type="checkbox"/>	Measurable annual goals related to PLAAFP
	<input type="checkbox"/>		<input type="checkbox"/>	TBI—verification by a qualified professional 60-Day	<input type="checkbox"/>		<input type="checkbox"/>	Documentation of eligibility for alternate assessment, if appropriate 60-Day
	<input type="checkbox"/>		<input type="checkbox"/>	VI—verification by a qualified professional 60-Day	<input type="checkbox"/>		<input type="checkbox"/>	For students eligible for alternate assessments only, short-term instructional objectives or benchmarks
	<input type="checkbox"/>		<input type="checkbox"/>	VI—documents the results of an individualized Braille assessment for a student who is considered blind				

COMMENTS: _____

Reading Proficiency Self-Assessment Student Form

	PEA ✓	Line Item	I-O-U	Description		PEA ✓	Line Item	I-O-U	Description
	<input type="checkbox"/>		<input type="checkbox"/>	Current progress report includes progress toward goals (If "out", indicate the missing requirement) <input type="checkbox"/> No description of timeline <input type="checkbox"/> Goals not measurable <input type="checkbox"/> Not done in accordance with timeline <input type="checkbox"/> Not reflective of measurement criteria in goal		<input type="checkbox"/>		<input type="checkbox"/>	Extent to which student will not participate with nondisabled peers
						<input type="checkbox"/>		<input type="checkbox"/>	Sped 72 matches LRE
						<input type="checkbox"/>	III.A.5	<input type="checkbox"/>	Other considerations
	<input type="checkbox"/>	III.A.4	<input type="checkbox"/>	Individualized services to be provided		<input type="checkbox"/>		<input type="checkbox"/>	Consideration of strategies/supports to address behavior that impedes student's learning or that of others
	<input type="checkbox"/>		<input type="checkbox"/>	Special education services to be provided (If "out", indicate missing requirement) <input type="checkbox"/> Not specially designed instruction (SDI) <input type="checkbox"/> No documentation of why SDI is provided by other personnel <input type="checkbox"/> No documentation of certified special education personnel in planning, progress monitoring, or delivery of SDI <input type="checkbox"/> Special education teacher not certified <input type="checkbox"/> Other provider not certified (District Only)		<input type="checkbox"/>		<input type="checkbox"/>	Consideration of individual accommodations in testing, if appropriate
						<input type="checkbox"/>		<input type="checkbox"/>	Consideration of communication needs of the student
						<input type="checkbox"/>		<input type="checkbox"/>	Consideration of assistive technology devices and service needs
						<input type="checkbox"/>		<input type="checkbox"/>	For ELL students, consideration of language needs related to the IEP
	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of related services				<input type="checkbox"/>	For HI students, consideration of the child's language and communication needs
	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of supplementary aids, services, program modifications					
	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of supports for school personnel		<input type="checkbox"/>	III.A.6	<input type="checkbox"/>	Secondary Transition Line Items (III.A.6) For students 16 years of age or older, documentation of required postsecondary components 60-Day
	<input type="checkbox"/>		<input type="checkbox"/>	Location, frequency, and duration of services and modifications (If "out", indicate the missing requirement) <input type="checkbox"/> Location <input type="checkbox"/> Frequency <input type="checkbox"/> Duration		<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals <input type="checkbox"/> No evidence of goals <input type="checkbox"/> Goal content not postsecondary <input type="checkbox"/> Not measurable <input type="checkbox"/> Required goal areas not addressed
	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of the need for extended school year		<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals updated annually

COMMENTS: _____

Reading Proficiency Self-Assessment Student Form

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>		<input type="checkbox"/>	Documentation that the postsecondary goals were derived from age-appropriate assessment(s)
<input type="checkbox"/>		<input type="checkbox"/>	Documentation of one or more transition services/activities that support the postsecondary goal(s)
<input type="checkbox"/>		<input type="checkbox"/>	The student's course of study supports the identified postsecondary goal(s)
<input type="checkbox"/>		<input type="checkbox"/>	Documentation of annual IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s)
<input type="checkbox"/>		<input type="checkbox"/>	Documentation that the student was invited to meeting
<input type="checkbox"/>		<input type="checkbox"/>	Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting when parent consent is obtained
<input type="checkbox"/>	III.A.7	_____	Documentation of additional postsecondary transition components
<input type="checkbox"/>		<input type="checkbox"/>	Progress reporting for services/activities
<input type="checkbox"/>		<input type="checkbox"/>	By age 17, a statement of rights to transfer at age 18
<input type="checkbox"/>	III.A.8	_____	IEP reflects student educational needs 60-Day

COMMENTS: _____

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.	<input type="checkbox"/> Decisions about the school curriculum, instructional programs, academic and behavioral supports and school improvement initiatives are rarely systematically based on data.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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?

B10

Indicator	Planning	Partially Implemented	Implemented	Exemplary	Evidence
2a. Culturally responsive instructional interventions and teaching strategies are used throughout the school or district.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Most teachers are unprepared to meet the linguistic needs of many students in the school.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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?

B10

Indicator	Planning	Partially Implemented	Implemented	Exemplary	Evidence
3a. A consistent, well-articulated curriculum is in place and implemented with fidelity.	<input type="checkbox"/> Some children/students do not have access to a rigorous core curriculum taught by effective content teachers.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Few children/students experience high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	<input type="checkbox"/> Some children/students experience high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	<input type="checkbox"/> Many children/students experience high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	<input type="checkbox"/> 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.	<input type="checkbox"/> Very few teachers differentiate the core curriculum to address learning styles, effectively addressing their children's/students' cultural and linguistic backgrounds.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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?

B10

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.	<input type="checkbox"/> The school does not have a plan to provide all children/students with academic or behavioral needs supplemental evidence-based interventions.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> A schoolwide multi-tiered academic and behavioral support system is implemented across all school environments and in all classrooms with high fidelity.	<input type="checkbox"/> 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.	<input type="checkbox"/> The district currently has a zero tolerance policy or lacks a cohesive discipline policy altogether.	<input type="checkbox"/> District leaders are drafting a formal school discipline policy informed by best practice.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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: _____

B10

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]						

Math Proficiency Self-Assessment Student Form

SSID No: _____ DOB: _____ Student: _____ Eligibility: _____

Ethnicity: _____ School: _____ Teacher: _____ Monitor: _____

Primary home language indicated by the parent: _____

Language in which the student is most proficient: _____

Evaluation/Reevaluation

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	II.A.1	_____	Current evaluation 60-Day
<input type="checkbox"/>	II.A.4	_____	Eligibility considerations
<input type="checkbox"/>		<input type="checkbox"/>	Student assessed in all areas related to the suspected disability (including academic, behavior, current vision and hearing status) and for preschool, a CDA (indicate areas that have not been assessed) 60-Day <input type="checkbox"/> Vision <input type="checkbox"/> Social/behavioral <input type="checkbox"/> Hearing <input type="checkbox"/> Communications <input type="checkbox"/> Academics <input type="checkbox"/> Assistive tech. <input type="checkbox"/> Cognitive <input type="checkbox"/> Motor skills <input type="checkbox"/> Adaptive <input type="checkbox"/> Other _____
<input type="checkbox"/>		<input type="checkbox"/>	Performance in educational setting and progress in general curriculum
<input type="checkbox"/>		<input type="checkbox"/>	Educational needs to access the general curriculum, including assistive technology
<input type="checkbox"/>		<input type="checkbox"/>	For reevaluations, additions or modifications to the special education services are needed for the student to progress in the general curriculum
<input type="checkbox"/>		<input type="checkbox"/>	The impact of any educational disadvantage
<input type="checkbox"/>		<input type="checkbox"/>	The impact of English language learning on progress in general curriculum

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>		<input type="checkbox"/>	Team determined the student has a specific category of disability 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	Team determined the student needs special education and related services 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	Assessments and other evaluation materials are administered in a language and form most likely to yield accurate information 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	Sped 72 matches eligibility
<input type="checkbox"/>		<input type="checkbox"/>	A—documents a developmental disability that significantly affects verbal and nonverbal communication and social interaction
<input type="checkbox"/>		<input type="checkbox"/>	DD—documents at least 1.5 SD and no more than 3.0 SD below the mean in two or more areas for a child who is at least 3 years of age, but under 10 years of age
<input type="checkbox"/>		<input type="checkbox"/>	ED—verification by a qualified professional 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	HI—verification by a qualified professional 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	HI—documents the language proficiency of the student
<input type="checkbox"/>		<input type="checkbox"/>	MIID—documents performance on standard measures between 2 and 3 SD below the mean

COMMENTS: _____

Math Proficiency Self-Assessment Student Form

	PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
B11	<input type="checkbox"/>		<input type="checkbox"/>	MOID—documents performance on standard measures between 3 and 4 SD below the mean	<input type="checkbox"/>	II.A.5		For initial evaluation, the student was evaluated within 60 calendar days # of days over: _____ Reason: _____ 60-Day
	<input type="checkbox"/>		<input type="checkbox"/>	MD—documents a learning and developmental problem resulting from multiple disabilities 60-Day				
	<input type="checkbox"/>		<input type="checkbox"/>	MDSSI—documents multiple disabilities that include at least one of the following: VI or HI 60-Day				
	<input type="checkbox"/>		<input type="checkbox"/>	OHI—verification by a qualified professional 60-Day	<input type="checkbox"/>	III.A.1		Current IEP (date: _____) 60-Day
	<input type="checkbox"/>		<input type="checkbox"/>	OI—verification by a qualified professional 60-Day	<input type="checkbox"/>	III.A.2		IEP review/revision and participants
	<input type="checkbox"/>		<input type="checkbox"/>	PSD—documents more than 3.0 SD below the mean in one or more areas	<input type="checkbox"/>		<input type="checkbox"/>	IEP reviewed/revised annually (previous date: _____)
	<input type="checkbox"/>		<input type="checkbox"/>	SLI—documents a communication disorder	<input type="checkbox"/>		<input type="checkbox"/>	IEP team meeting included required participants (if “no”, indicate missing members)
	<input type="checkbox"/>		<input type="checkbox"/>	SLD—documents a significant discrepancy between achievement and ability in one of the identified areas or failure to respond to intervention (RTI)				<input type="checkbox"/> Parent <input type="checkbox"/> PEA Representative <input type="checkbox"/> Gen Ed Teacher <input type="checkbox"/> Test Results <input type="checkbox"/> Special Ed Teacher Interpreter
	<input type="checkbox"/>		<input type="checkbox"/>	SLD—certifies that each team member agrees or disagrees	<input type="checkbox"/>	III.A.3		General required components of IEP are included
	<input type="checkbox"/>		<input type="checkbox"/>	SLD—documents determination of effects of environmental, cultural, or economic disadvantage	<input type="checkbox"/>		<input type="checkbox"/>	IEP has PLAAFP (refer to guide steps)
	<input type="checkbox"/>		<input type="checkbox"/>	SID—documents performance at least 4 SD below the mean	<input type="checkbox"/>		<input type="checkbox"/>	Measurable annual goals related to PLAAFP
	<input type="checkbox"/>		<input type="checkbox"/>	TBI—verification by a qualified professional 60-Day	<input type="checkbox"/>		<input type="checkbox"/>	Documentation of eligibility for alternate assessment, if appropriate 60-Day
	<input type="checkbox"/>		<input type="checkbox"/>	VI—verification by a qualified professional 60-Day	<input type="checkbox"/>		<input type="checkbox"/>	For students eligible for alternate assessments only, short-term instructional objectives or benchmarks
	<input type="checkbox"/>		<input type="checkbox"/>	VI—documents the results of an individualized Braille assessment for a student who is considered blind				

COMMENTS: _____

Math Proficiency Self-Assessment Student Form

	PEA ✓	Line Item	I-O-U	Description		PEA ✓	Line Item	I-O-U	Description
	<input type="checkbox"/>		<input type="checkbox"/>	Current progress report includes progress toward goals (If "out", indicate the missing requirement) <input type="checkbox"/> No description of timeline <input type="checkbox"/> Goals not measurable <input type="checkbox"/> Not done in accordance with timeline <input type="checkbox"/> Not reflective of measurement criteria in goal		<input type="checkbox"/>		<input type="checkbox"/>	Extent to which student will not participate with nondisabled peers
						<input type="checkbox"/>		<input type="checkbox"/>	Sped 72 matches LRE
						<input type="checkbox"/>	III.A.5	<input type="checkbox"/>	Other considerations
	<input type="checkbox"/>	III.A.4	<input type="checkbox"/>	Individualized services to be provided		<input type="checkbox"/>		<input type="checkbox"/>	Consideration of strategies/supports to address behavior that impedes student's learning or that of others
	<input type="checkbox"/>		<input type="checkbox"/>	Special education services to be provided (If "out", indicate missing requirement) <input type="checkbox"/> Not specially designed instruction (SDI) <input type="checkbox"/> No documentation of why SDI is provided by other personnel <input type="checkbox"/> No documentation of certified special education personnel in planning, progress monitoring, or delivery of SDI <input type="checkbox"/> Special education teacher not certified <input type="checkbox"/> Other provider not certified (District Only)		<input type="checkbox"/>		<input type="checkbox"/>	Consideration of individual accommodations in testing, if appropriate
						<input type="checkbox"/>		<input type="checkbox"/>	Consideration of communication needs of the student
						<input type="checkbox"/>		<input type="checkbox"/>	Consideration of assistive technology devices and service needs
						<input type="checkbox"/>		<input type="checkbox"/>	For ELL students, consideration of language needs related to the IEP
	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of related services				<input type="checkbox"/>	For HI students, consideration of the child's language and communication needs
	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of supplementary aids, services, program modifications					
	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of supports for school personnel		<input type="checkbox"/>	III.A.6	<input type="checkbox"/>	Secondary Transition Line Items (III.A.6) For students 16 years of age or older, documentation of required postsecondary components 60-Day
	<input type="checkbox"/>		<input type="checkbox"/>	Location, frequency, and duration of services and modifications (If "out", indicate the missing requirement) <input type="checkbox"/> Location <input type="checkbox"/> Frequency <input type="checkbox"/> Duration		<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals <input type="checkbox"/> No evidence of goals <input type="checkbox"/> Goal content not postsecondary <input type="checkbox"/> Not measurable <input type="checkbox"/> Required goal areas not addressed
	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of the need for extended school year		<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals updated annually

COMMENTS: _____

Math Proficiency Self-Assessment Student Form

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>		<input type="checkbox"/>	Documentation that the postsecondary goals were derived from age-appropriate assessment(s)
<input type="checkbox"/>		<input type="checkbox"/>	Documentation of one or more transition services/activities that support the postsecondary goal(s)
<input type="checkbox"/>		<input type="checkbox"/>	The student's course of study supports the identified postsecondary goal(s)
<input type="checkbox"/>		<input type="checkbox"/>	Documentation of annual IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s)
<input type="checkbox"/>		<input type="checkbox"/>	Documentation that the student was invited to meeting
<input type="checkbox"/>		<input type="checkbox"/>	Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting when parent consent is obtained
<input type="checkbox"/>	III.A.7	_____	Documentation of additional postsecondary transition components
<input type="checkbox"/>		<input type="checkbox"/>	Progress reporting for services/activities
<input type="checkbox"/>		<input type="checkbox"/>	By age 17, a statement of rights to transfer at age 18
<input type="checkbox"/>	III.A.8	_____	IEP reflects student educational needs 60-Day

COMMENTS: _____

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 Toolkit 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.	<input type="checkbox"/> Decisions about the school curriculum, instructional programs, academic and behavioral supports and school improvement initiatives are rarely systematically based on data.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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?

B11

Indicator	Planning	Partially Implemented	Implemented	Exemplary	Evidence
2a. Culturally responsive instructional interventions and teaching strategies are used throughout the school or district.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Most teachers are unprepared to meet the linguistic needs of many students in the school.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Some children/students do not have access to a rigorous core curriculum taught by effective content teachers.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Few children/students experience high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	<input type="checkbox"/> Some children/students experience high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	<input type="checkbox"/> Many children/students experience high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	<input type="checkbox"/> 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.	<input type="checkbox"/> Very few teachers differentiate the core curriculum to address learning styles, effectively addressing their children's/students' cultural and linguistic backgrounds.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> The school does not have a plan to provide all children/students with academic or behavioral needs supplemental evidence-based interventions.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> A schoolwide multi-tiered academic and behavioral support system is implemented across all school environments and in all classrooms with high fidelity.	<input type="checkbox"/> 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.	<input type="checkbox"/> The district currently has a zero tolerance policy or lacks a cohesive discipline policy altogether.	<input type="checkbox"/> District leaders are drafting a formal school discipline policy informed by best practice.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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: _____

B11

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]						

Suspension/Expulsion Self-Assessment Student Form

SSID No: _____ DOB: _____ Student: _____ Eligibility: _____

Ethnicity: _____ School: _____ Teacher: _____ Monitor: _____

Primary home language indicated by the parent: _____

Language in which the student is most proficient: _____

B12

Evaluation/Reevaluation				PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	II.A.1	_____	Current evaluation 60-Day	<input type="checkbox"/>	II.A.4	_____	Eligibility considerations
<input type="checkbox"/>	II.A.2	_____	Review of existing data	<input type="checkbox"/>		<input type="checkbox"/>	Student assessed in all areas related to the suspected disability (including academic, behavior, current vision and hearing status) and for preschool, a CDA (indicate areas that have not been assessed) 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	Parent request timeline				<input type="checkbox"/> Vision <input type="checkbox"/> Social/behavioral
<input type="checkbox"/>		<input type="checkbox"/>	Current information provided by the parents				<input type="checkbox"/> Hearing <input type="checkbox"/> Communications
<input type="checkbox"/>		<input type="checkbox"/>	Current classroom-based assessments				<input type="checkbox"/> Academics <input type="checkbox"/> Assistive tech.
<input type="checkbox"/>		<input type="checkbox"/>	Teachers' and related service providers' observation(s), including pre-referral interventions				<input type="checkbox"/> Cognitive <input type="checkbox"/> Motor skills
<input type="checkbox"/>		<input type="checkbox"/>	Formal assessments	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/> Adaptive <input type="checkbox"/> Other _____
<input type="checkbox"/>	II.A.3	_____	Team determination of need for additional data	<input type="checkbox"/>		<input type="checkbox"/>	Performance in educational setting and progress in general curriculum
<input type="checkbox"/>		<input type="checkbox"/>	Team determined that existing data were sufficient or determined that additional data were needed	<input type="checkbox"/>		<input type="checkbox"/>	Educational needs to access the general curriculum, including assistive technology
<input type="checkbox"/>		<input type="checkbox"/>	For reevaluation only, parents were informed of reason and right to request data	<input type="checkbox"/>		<input type="checkbox"/>	For reevaluations, additions or modifications to the special education services are needed for the student to progress in the general curriculum
<input type="checkbox"/>		<input type="checkbox"/>	Obtained informed parental consent or for reevaluation only, documented efforts to obtain consent	<input type="checkbox"/>		<input type="checkbox"/>	The impact of any educational disadvantage
				<input type="checkbox"/>		<input type="checkbox"/>	The impact of English language learning on progress in the general curriculum
				<input type="checkbox"/>		<input type="checkbox"/>	Team determined the student has a specific category of disability 60-Day

COMMENTS: _____

Suspension/Expulsion Self-Assessment Student Form

B12

PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>		<input type="checkbox"/>	Team determined the student needs special education and related services 60-Day	<input type="checkbox"/>		<input type="checkbox"/>	PSD—documents more than 3.0 SD below the mean in one or more areas
<input type="checkbox"/>		<input type="checkbox"/>	Assessments and other evaluation materials are administered in a language and form most likely to yield accurate information 60-Day	<input type="checkbox"/>		<input type="checkbox"/>	SLI—documents a communication disorder
<input type="checkbox"/>		<input type="checkbox"/>	Sped 72 matches eligibility	<input type="checkbox"/>		<input type="checkbox"/>	SLD—documents a significant discrepancy between achievement and ability in one of the identified areas or failure to respond to intervention (RTI)
<input type="checkbox"/>		<input type="checkbox"/>	A—documents a developmental disability that significantly affects verbal and nonverbal communication and social interaction	<input type="checkbox"/>		<input type="checkbox"/>	SLD—certifies that each team member agrees or disagrees
<input type="checkbox"/>		<input type="checkbox"/>	DD—documents at least 1.5 SD and no more than 3.0 SD below the mean in two or more areas for a child who is at least 3 years of age but under 10 years of age	<input type="checkbox"/>		<input type="checkbox"/>	SLD—documents determination of effects of environmental, cultural, or economic disadvantage
<input type="checkbox"/>		<input type="checkbox"/>	ED—verification by a qualified professional 60-Day	<input type="checkbox"/>		<input type="checkbox"/>	SID—documents performance at least 4 SD below the mean
<input type="checkbox"/>		<input type="checkbox"/>	HI—verification by a qualified professional 60-Day	<input type="checkbox"/>		<input type="checkbox"/>	TBI—verification by a qualified professional 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	HI—documents the language proficiency of the student	<input type="checkbox"/>		<input type="checkbox"/>	VI—verification by a qualified professional 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	MIID—documents performance on standard measures between 2 and 3 SD below the mean	<input type="checkbox"/>	II.A.5	_____	VI—documents the results of an individualized Braille assessment for a student who is considered blind
<input type="checkbox"/>		<input type="checkbox"/>	MOID—documents performance on standard measures between 3 and 4 SD below the mean				For initial evaluation, the student was evaluated within 60 calendar days
<input type="checkbox"/>		<input type="checkbox"/>	MD—documents a learning and developmental problem resulting from multiple disabilities 60-Day				# of days over: _____
<input type="checkbox"/>		<input type="checkbox"/>	MDSSI—documents multiple disabilities that include at least one of the following: VI or HI 60-Day				Reason: _____
<input type="checkbox"/>		<input type="checkbox"/>	OHI—verification by a qualified professional 60-Day				60-Day
<input type="checkbox"/>		<input type="checkbox"/>	OI—verification by a qualified professional 60-Day				

COMMENTS: _____

Suspension/Expulsion Self-Assessment Student Form

B12

		Individualized Education Program						
PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description	
				<input type="checkbox"/>	III.A.4	<input type="checkbox"/>	Individualized services to be provided	
<input type="checkbox"/>	III.A.1	<input type="checkbox"/>	Current IEP (date: _____) 60-Day	<input type="checkbox"/>		<input type="checkbox"/>	Special education services to be provided (If "out", indicate the missing requirement)	
<input type="checkbox"/>	III.A.2	<input type="checkbox"/>	IEP review/revision and participants				<input type="checkbox"/> Not specially designed instruction (SDI)	
<input type="checkbox"/>		<input type="checkbox"/>	IEP reviewed/revised annually (previous date: _____)				<input type="checkbox"/> No documentation of why SDI is provided by other personnel	
<input type="checkbox"/>		<input type="checkbox"/>	IEP team meeting included required participants (if "no", indicate missing members) <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <input type="checkbox"/> Parent <input type="checkbox"/> PEA Representative </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <input type="checkbox"/> Gen Ed Teacher <input type="checkbox"/> Test Results </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <input type="checkbox"/> Special Ed Teacher <input type="checkbox"/> Interpreter </div>				<input type="checkbox"/> No documentation of certified special education personnel in planning, progress monitoring, or delivery of SDI	
<input type="checkbox"/>	III.A.3	<input type="checkbox"/>	General required components of IEP are included	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/> Special education teacher not certified	
<input type="checkbox"/>		<input type="checkbox"/>	IEP has PLAAFP (refer to Guide Steps)	<input type="checkbox"/>			<input type="checkbox"/> Other provider not certified (district only)	
<input type="checkbox"/>		<input type="checkbox"/>	Measurable annual goals related to PLAAFP	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of related services	
<input type="checkbox"/>		<input type="checkbox"/>	Documentation of eligibility for alternate assessment, if appropriate 60-Day	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of supplementary aids, services, program modifications	
<input type="checkbox"/>		<input type="checkbox"/>	For students eligible for alternate assessments only, short-term instructional objectives or benchmarks	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of supports for school personnel	
<input type="checkbox"/>		<input type="checkbox"/>	Current progress report includes progress toward goals (If "out", indicate the missing requirement) <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <input type="checkbox"/> No description of timeline </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <input type="checkbox"/> Goals not measurable </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <input type="checkbox"/> Not done in accordance with timeline </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <input type="checkbox"/> Not reflective of measurement criteria in goal </div>	<input type="checkbox"/>		<input type="checkbox"/>	Location, frequency, and duration of services and modifications (If "out", indicate the missing requirement) <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <input type="checkbox"/> Location </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <input type="checkbox"/> Frequency </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <input type="checkbox"/> Duration </div>	
				<input type="checkbox"/>		<input type="checkbox"/>	Consideration of the need for extended school year	
				<input type="checkbox"/>		<input type="checkbox"/>	Extent to which student will not participate with nondisabled peers	
				<input type="checkbox"/>		<input type="checkbox"/>	Sped 72 matches LRE	

COMMENTS: _____

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COMMENTS: _____

Suspension/Expulsion Self-Assessment Student Form

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	IV.A.2	<hr style="width: 50px; border: 0.5px solid black;"/>	PWN provided at required times and contains required components
<input type="checkbox"/>		<input type="checkbox"/>	PWN provided to parents at required times in the last 12 months
<input type="checkbox"/>		<input type="checkbox"/>	For PWN, a description of the action proposed or refused by the PEA
<input type="checkbox"/>		<input type="checkbox"/>	For PWN, explanation of why the agency proposed or refused to take the action
<input type="checkbox"/>		<input type="checkbox"/>	For PWN, description of any options considered and why these options were rejected
<input type="checkbox"/>		<input type="checkbox"/>	For PWN, description of evaluation procedures, tests, records used as a basis for the decision
<input type="checkbox"/>		<input type="checkbox"/>	For PWN, description of any other relevant factors
<input type="checkbox"/>		<input type="checkbox"/>	For PWN, if the notice is not an initial referral for evaluation, a statement of how a copy of the procedural safeguards can be obtained
<input type="checkbox"/>		<input type="checkbox"/>	For PWN, sources to obtain assistance in understanding the notice

Referral	Additional Data	Eligibility	Initial Placement	IEP/FAPE	Suspension/Expulsion
Implementation Date:	Implementation Date:	Implementation Date:	Implementation Date:	Implementation Date:	Implementation Date:
PWN Provision Date:	PWN Provision Date:	PWN Provision Date:	PWN Provision Date:	PWN Provision Date:	PWN Provision Date:

COMMENTS: _____

Suspension/Expulsion Self-Assessment Student Form

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PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	IV.A.3	<input type="checkbox"/>	Discipline procedures and requirements followed
<input type="checkbox"/>		<input type="checkbox"/>	Notified parent on the same date the disciplinary decision was made
<input type="checkbox"/>		<input type="checkbox"/>	If a change in placement occurred, the IEP team conducted a review within 10 school days to determine the relationship between the student's disability and behavior
<input type="checkbox"/>		<input type="checkbox"/>	If the IEP team determined that behavior was a manifestation of the student's disability, an FBA was conducted and a BIP implemented, or if already in place, a BIP reviewed and modified, as necessary 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	If the IEP team determined that behavior was a manifestation of the student's disability, the student was returned to placement from which the student was removed, unless the parent and PEA agreed to a change of placement 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	For suspension or IAES placement, student continued to be provided FAPE, including services and adaptations described in the IEP 60-Day

COMMENTS: _____

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.	<input type="checkbox"/> Decisions about the school curriculum, instructional programs, academic and behavioral supports and school improvement initiatives are rarely systematically based on data.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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?

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Indicator	Planning	Partially Implemented	Implemented	Exemplary	Evidence
2a. Culturally responsive instructional interventions and teaching strategies are used throughout the school or district.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Most teachers are unprepared to meet the linguistic needs of many students in the school.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Some children/students do not have access to a rigorous core curriculum taught by effective content teachers.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Few children/students experience high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	<input type="checkbox"/> Some children/students experience high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	<input type="checkbox"/> Many children/students experience high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	<input type="checkbox"/> 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.	<input type="checkbox"/> Very few teachers differentiate the core curriculum to address learning styles, effectively addressing their children's/students' cultural and linguistic backgrounds.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> The school does not have a plan to provide all children/students with academic or behavioral needs supplemental evidence-based interventions.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> A schoolwide multi-tiered academic and behavioral support system is implemented across all school environments and in all classrooms with high fidelity.	<input type="checkbox"/> 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.	<input type="checkbox"/> The district currently has a zero tolerance policy or lacks a cohesive discipline policy altogether.	<input type="checkbox"/> District leaders are drafting a formal school discipline policy informed by best practice.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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: _____

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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]						

LRE Self-Assessment Student Form

SSID No: _____ DOB: _____ Student: _____ Eligibility: _____
 Ethnicity: _____ School: _____ Teacher: _____ Monitor: _____

Primary home language indicated by the parent: _____

Language in which the student is most proficient: _____

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Evaluation/Reevaluation			
PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	II.A.1	_____	Current evaluation 60-Day
<input type="checkbox"/>	II.A.5	_____	For initial evaluation, the student was evaluated within 60 calendar days # of days over: _____ Reason: _____ 60-Day

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>		<input type="checkbox"/>	Documentation of eligibility for alternate assessment, if appropriate 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	For students eligible for alternate assessments only, short-term instructional objectives or benchmarks
<input type="checkbox"/>		<input type="checkbox"/>	Current progress report includes progress toward goals (If "out", indicate the missing requirement) <input type="checkbox"/> No description of timeline <input type="checkbox"/> Goals not measurable <input type="checkbox"/> Not done in accordance with timeline <input type="checkbox"/> Not reflective of measurement criteria in goal
<input type="checkbox"/>	III.A.4	_____	Individualized services to be provided
<input type="checkbox"/>		<input type="checkbox"/>	Special education services to be provided (If "Out", indicate missing requirement) <input type="checkbox"/> Not specially designed instruction (SDI) <input type="checkbox"/> No documentation of why SDI is provided by other personnel <input type="checkbox"/> No documentation of certified special education personnel in planning, progress monitoring, or delivery of SDI <input type="checkbox"/> Special education teacher not certified <input type="checkbox"/> Other provider not certified (District Only)
<input type="checkbox"/>		<input type="checkbox"/>	Consideration of related services

Individualized Education Program			
<input type="checkbox"/>	III.A.1	_____	Current IEP (date: _____) 60-Day
<input type="checkbox"/>	III.A.2	_____	IEP review/revision and participants
<input type="checkbox"/>		<input type="checkbox"/>	IEP reviewed/revised annually (previous date: _____)
<input type="checkbox"/>		<input type="checkbox"/>	IEP team meeting included required participants (if "no", indicate missing members) <input type="checkbox"/> Parent <input type="checkbox"/> PEA Representative <input type="checkbox"/> Gen Ed Teacher <input type="checkbox"/> Test Results <input type="checkbox"/> Special Ed Teacher <input type="checkbox"/> Interpreter
<input type="checkbox"/>	III.A.3	_____	General required components of IEP are included
<input type="checkbox"/>		<input type="checkbox"/>	IEP has PLAAFP (refer to guide steps)
<input type="checkbox"/>		<input type="checkbox"/>	Measurable annual goals related to PLAAFP

COMMENTS: _____

LRE Self-Assessment Student Form

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	PEA ✓	Line Item	I-O-U	Description		PEA ✓	Line Item	I-O-U	Description
	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of supplementary aids, services, program modifications					
	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of supports for school personnel		<input type="checkbox"/>	III.A.6		Secondary Transition Line Items (III.A.6 & III.A.7) For students 16 years of age or older, documentation of required postsecondary components. 60-Day
	<input type="checkbox"/>		<input type="checkbox"/>	Location, frequency, and duration of services and modifications (If "out", indicate the missing requirement) <input type="checkbox"/> Location <input type="checkbox"/> Frequency <input type="checkbox"/> Duration		<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals <input type="checkbox"/> No evidence of goals <input type="checkbox"/> Goal content not postsecondary <input type="checkbox"/> Not measurable <input type="checkbox"/> Required goal areas not addressed
	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of the need for extended school year		<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals updated annually
	<input type="checkbox"/>		<input type="checkbox"/>	Extent to which student will not participate with nondisabled peers		<input type="checkbox"/>		<input type="checkbox"/>	Documentation that the postsecondary goals were derived from age-appropriate assessment(s)
	<input type="checkbox"/>		<input type="checkbox"/>	Sped 72 matches LRE		<input type="checkbox"/>		<input type="checkbox"/>	Documentation of one or more transition services/activities that support the postsecondary goal(s)
	<input type="checkbox"/>	III.A.5		Other considerations		<input type="checkbox"/>		<input type="checkbox"/>	The student's course of study supports the identified postsecondary goal(s)
	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of strategies/supports to address behavior that impedes student's learning or that of others		<input type="checkbox"/>		<input type="checkbox"/>	Documentation of annual IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s)
	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of individual accommodations in testing, if appropriate		<input type="checkbox"/>		<input type="checkbox"/>	Documentation that the student was invited to meeting
	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of communication needs of the student		<input type="checkbox"/>		<input type="checkbox"/>	Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting when parent consent is obtained
	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of assistive technology devices and service needs		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>	For students who are ELL, consideration of language needs related to the IEP					
	<input type="checkbox"/>		<input type="checkbox"/>	For students with HI, consideration of the child's language and communication needs					

COMMENTS: _____

LRE Self-Assessment Student Form

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	III.A.7	_____	Documentation of additional postsecondary transition components
<input type="checkbox"/>		<input type="checkbox"/>	Progress reporting for services/activities
<input type="checkbox"/>		<input type="checkbox"/>	By age 17, a statement of rights to transfer at age 18
<input type="checkbox"/>	III.A.8	_____	IEP reflects student educational needs 60-Day

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COMMENTS: _____

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 Toolkit 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.	<input type="checkbox"/> Decisions about the school curriculum, instructional programs, academic and behavioral supports and school improvement initiatives are rarely systematically based on data.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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?

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Indicator	Planning	Partially Implemented	Implemented	Exemplary	Evidence
2a. Culturally responsive instructional interventions and teaching strategies are used throughout the school or district.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Most teachers are unprepared to meet the linguistic needs of many students in the school.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Some children/students do not have access to a rigorous core curriculum taught by effective content teachers.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Few children/students experience high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	<input type="checkbox"/> Some children/students experience high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	<input type="checkbox"/> Many children/students experience high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	<input type="checkbox"/> 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 needs of all learners in the school.	<input type="checkbox"/> Very few teachers differentiate the core curriculum to address learning styles, effectively addressing their children's/students' cultural and linguistic backgrounds.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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?

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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.	<input type="checkbox"/> The school does not have a plan to provide all children/students with academic or behavioral needs supplemental, evidence-based interventions.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> A schoolwide multi-tiered academic and behavioral support system is implemented across all school environments and in all classrooms with high fidelity.	<input type="checkbox"/> 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.	<input type="checkbox"/> The district currently has a zero-tolerance policy or lacks a cohesive discipline policy altogether.	<input type="checkbox"/> District leaders are drafting a formal school discipline policy informed by best practice.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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: _____

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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]						

Child Find Evaluation Timeline Self-Assessment Student Form

SSID No: _____ DOB: _____ Student: _____ Eligibility: _____

Ethnicity: _____ School: _____ Teacher: _____ Monitor: _____

Primary home language indicated by the parent _____ Language in which the student is most proficient _____

Evaluation/Reevaluation

PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	II.A.1	_____	Current evaluation 60-Day	<input type="checkbox"/>	II.A.4	_____	Eligibility considerations
<input type="checkbox"/>	II.A.2	_____	Review of existing data	<input type="checkbox"/>		<input type="checkbox"/>	Student assessed in all areas related to the suspected disability (including academic, behavior, current vision and hearing status) and, for preschool, a CDA. (Indicate areas that have not been assessed.) 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	Parent request timeline				<input type="checkbox"/> Vision <input type="checkbox"/> Social/behavioral
<input type="checkbox"/>		<input type="checkbox"/>	Current information provided by the parents				<input type="checkbox"/> Hearing <input type="checkbox"/> Communications
<input type="checkbox"/>		<input type="checkbox"/>	Current classroom-based assessments				<input type="checkbox"/> Academics <input type="checkbox"/> Assistive tech.
<input type="checkbox"/>		<input type="checkbox"/>	Teachers and related service provider observation(s), including pre-referral interventions				<input type="checkbox"/> Cognitive <input type="checkbox"/> Motor skills
<input type="checkbox"/>		<input type="checkbox"/>	Formal assessments				<input type="checkbox"/> Adaptive <input type="checkbox"/> Other _____
<input type="checkbox"/>	II.A.3	_____	Team determination of need for additional data	<input type="checkbox"/>		<input type="checkbox"/>	Performance in educational setting and progress in general curriculum
<input type="checkbox"/>		<input type="checkbox"/>	Team determined that existing data were sufficient or determined that additional data were needed	<input type="checkbox"/>		<input type="checkbox"/>	Educational needs to access the general curriculum, including assistive technology
<input type="checkbox"/>		<input type="checkbox"/>	For reevaluation only, parents were informed of reason and right to request data	<input type="checkbox"/>		<input type="checkbox"/>	For reevaluations, if any additions or modifications to the special education services are needed for the student to progress in the general curriculum
<input type="checkbox"/>		<input type="checkbox"/>	Obtain informed parental consent or for re-evaluation only, documented efforts to obtain consent	<input type="checkbox"/>		<input type="checkbox"/>	The impact of any educational disadvantage
				<input type="checkbox"/>		<input type="checkbox"/>	The impact of ELL on progress in general curriculum

COMMENTS: _____

Child Find Evaluation Timeline Self-Assessment Student Form

	PEA ✓	Line Item	I-O-U	Description		PEA ✓	Line Item	I-O-U	Description
B14	<input type="checkbox"/>		<input type="checkbox"/>	Team determined the student has a specific category of disability 60-Day		<input type="checkbox"/>		<input type="checkbox"/>	OHI—verification by a qualified professional 60-Day
	<input type="checkbox"/>		<input type="checkbox"/>	Team determined the student needs special education and related services 60-Day		<input type="checkbox"/>		<input type="checkbox"/>	OI—verification by a qualified professional 60-Day
	<input type="checkbox"/>		<input type="checkbox"/>	Assessments and other evaluation materials are administered in a language and form most likely to yield accurate information 60-Day		<input type="checkbox"/>		<input type="checkbox"/>	PSD—documents more than 3.0 SD below the mean in one or more areas
	<input type="checkbox"/>		<input type="checkbox"/>	Sped 72 matches eligibility		<input type="checkbox"/>		<input type="checkbox"/>	SLI—documents a communication disorder
	<input type="checkbox"/>		<input type="checkbox"/>	A —documents a developmental disability that significantly affects verbal and nonverbal communication and social interaction		<input type="checkbox"/>		<input type="checkbox"/>	SLD—documents a significant discrepancy between achievement and ability in one of the identified areas or failure to respond to intervention (RTI)
	<input type="checkbox"/>		<input type="checkbox"/>	DD—documents at least 1.5 SD and no more than 3.0 SD below the mean in two or more areas for a child who is at least 3 years of age but under 10 years of age		<input type="checkbox"/>		<input type="checkbox"/>	SLD—certifies that each team member agrees or disagrees
	<input type="checkbox"/>		<input type="checkbox"/>	ED—verification by a qualified professional 60-Day		<input type="checkbox"/>		<input type="checkbox"/>	SLD—documents determination of effects of environmental, cultural, or economic disadvantage
	<input type="checkbox"/>		<input type="checkbox"/>	HI —verification by a qualified professional 60-Day		<input type="checkbox"/>		<input type="checkbox"/>	SID—documents performance at least 4 SD below the mean
	<input type="checkbox"/>		<input type="checkbox"/>	HI—documents the language proficiency of the student		<input type="checkbox"/>		<input type="checkbox"/>	TBI—verification by a qualified professional 60-Day
	<input type="checkbox"/>		<input type="checkbox"/>	MIID—documents performance on standard measures between 2 and 3 SD below the mean		<input type="checkbox"/>		<input type="checkbox"/>	VI—verification by a qualified professional 60-Day
	<input type="checkbox"/>		<input type="checkbox"/>	MOID—documents performance on standard measures between 3 and 4 SD below the mean		<input type="checkbox"/>		<input type="checkbox"/>	VI—documents the results of an individualized Braille assessment for a student who is considered blind
	<input type="checkbox"/>		<input type="checkbox"/>	MD—documents a learning and developmental problem resulting from multiple disabilities 60-Day		<input type="checkbox"/>	II.A.5		For initial evaluation, the student was evaluated within 60 calendar days. # of days over: _____ Reason: _____ 60-Day
	<input type="checkbox"/>		<input type="checkbox"/>	MDSSI—documents multiple disabilities that include at least one of the following: VI or HI 60-Day					

COMMENTS: _____

Child Find Evaluation Timeline Self-Assessment Student Form

PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
			Individualized Education Program	<input type="checkbox"/>	III.A.7		Documentation of additional postsecondary transition components
<input type="checkbox"/>	III.A.1		Current IEP (date: _____) 60-Day	<input type="checkbox"/>		<input type="checkbox"/>	Progress reporting for services/activities
<input type="checkbox"/>	III.A.6		For students 16 years of age or older, documentation of required postsecondary components.	<input type="checkbox"/>		<input type="checkbox"/>	By age 17, a statement of rights to transfer at age 18
<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals. Reason for "O" call: <input type="checkbox"/> No evidence of goals <input type="checkbox"/> Goal content not postsecondary <input type="checkbox"/> Not measurable <input type="checkbox"/> Required goal areas not addressed				
<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals updated annually				
<input type="checkbox"/>		<input type="checkbox"/>	Documentation of annual IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s)				
<input type="checkbox"/>		<input type="checkbox"/>	Documentation of one or more transition services/activities that support postsecondary goal(s)				
<input type="checkbox"/>		<input type="checkbox"/>	Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting when parent consent is obtained				
<input type="checkbox"/>		<input type="checkbox"/>	Documentation that the postsecondary goals were derived from age appropriate assessment(s)				
<input type="checkbox"/>		<input type="checkbox"/>	The student's course of study supports the identified postsecondary goal(s)				
<input type="checkbox"/>		<input type="checkbox"/>	Documentation that student was invited to meeting				

COMMENTS: _____

Child Find (Evaluation Timeline–Indicator 11) Analysis and Action Plan

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Paperwork and Process Review	Does the PEA have a tracking system that provides special education staff with the ability to follow the progress of a student through the evaluation process in order to ensure that timelines are not missed because of inattention to deadlines? If so, describe the tracking process.	Analyzing the evaluation process, including the tracking system once a student has been referred for an evaluation, what are the roles and responsibilities of each member of the MET? How do these roles and responsibilities impact the process?	Examine how the team determines what, if any, additional data are needed. At what point in the process is parental consent acquired? How does this impact the process?	Examine the impact of caseloads on the process. Are additional staff or more explicit agreements with contractors needed?	Examine the process for when the evaluation needs of a student exceed the staff's areas of expertise or experience. Do you have ready resources to follow up on vision, hearing, or behavioral concerns? Has the need for medical certification contributed to any delays?
Findings					
Evidence					
Staffing and Personnel Review	Review the quantity and qualifications of staff within the PEA to determine their ability to complete the evaluation timelines, including the ability to evaluate low-incidence disabilities.	Determine if there has been an increase or decrease in the percentage of qualified and fully certified staff over the last three years. What factors may have contributed to any changes?	Identify activities in the areas of hiring, retention, personnel development, and salary analysis that the PEA has undertaken to improve staff percentages.	Identify the number of unfilled evaluator positions in the PEA during the current school year.	Examine the number of contracted evaluators, including bilingual evaluators. How do the numbers impact the process?
Findings					
Evidence					
Problem Statement(s):					
Actionable Cause(s):					
Goal:					

Secondary Transition Self-Assessment Student Form

SSID No: _____ DOB: _____ Student: _____ Eligibility: _____

Ethnicity: _____ School: _____ Teacher: _____ Monitor: _____

Primary home language indicated by the parent: _____

Language in which the student is most proficient: _____

Evaluation/Reevaluation

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	II.A.1	_____	Current evaluation 60-Day
<input type="checkbox"/>	II.A.5	_____	For initial evaluation, the student was evaluated within 60 calendar days # of days over: _____ Reason: _____ 60-Day

Individualized Education Program

<input type="checkbox"/>	III.A.1	_____	Current IEP (date: _____) 60-Day
<input type="checkbox"/>	III.A.2	_____	IEP review/revision and participants
<input type="checkbox"/>		<input type="checkbox"/>	IEP reviewed/revised annually (previous date: _____)
<input type="checkbox"/>		<input type="checkbox"/>	IEP team meeting included required participants (if "no" indicate missing members) <input type="checkbox"/> Parent <input type="checkbox"/> PEA Representative <input type="checkbox"/> Gen Ed Teacher <input type="checkbox"/> Test Results <input type="checkbox"/> Special Ed Teacher Interpreter
<input type="checkbox"/>	III.A.3	_____	General required components of IEP are included
<input type="checkbox"/>		<input type="checkbox"/>	IEP has PLAAFP (refer to guide steps)
<input type="checkbox"/>		<input type="checkbox"/>	Measurable annual goals related to PLAAFP

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>		<input type="checkbox"/>	Documentation of eligibility for alternate assessment, if appropriate 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	For students eligible for alternate assessments only, short-term instructional objectives or benchmarks
<input type="checkbox"/>		<input type="checkbox"/>	Current progress report includes progress toward goals (If "out", indicate the missing requirement) <input type="checkbox"/> No description of timeline <input type="checkbox"/> Goals not measurable <input type="checkbox"/> Not done in accordance with timeline <input type="checkbox"/> Not reflective of measurement criteria in goal
<input type="checkbox"/>	III.A.4	_____	Individualized services to be provided
<input type="checkbox"/>		<input type="checkbox"/>	Special education services to be provided (If "Out", indicate missing requirement) <input type="checkbox"/> Not specially designed instruction (SDI) <input type="checkbox"/> No documentation of why SDI is provided by other personnel <input type="checkbox"/> No documentation of certified special education personnel in planning, progress monitoring, or delivery of SDI <input type="checkbox"/> Special education teacher not certified <input type="checkbox"/> Other provider not certified (District Only)
<input type="checkbox"/>		<input type="checkbox"/>	Consideration of related services

COMMENTS: _____

Secondary Transition Self-Assessment Student Form

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PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>		<input type="checkbox"/>	Consideration of supplementary aids, services, program modifications	<input type="checkbox"/>		<input type="checkbox"/>	The student's course of study supports the identified postsecondary goal(s)
<input type="checkbox"/>		<input type="checkbox"/>	Consideration of supports for school personnel	<input type="checkbox"/>		<input type="checkbox"/>	Documentation of annual IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s)
<input type="checkbox"/>		<input type="checkbox"/>	Location, frequency and duration of services and modifications (If "out", indicate the missing requirement) <input type="checkbox"/> Location <input type="checkbox"/> Frequency <input type="checkbox"/> Duration	<input type="checkbox"/>		<input type="checkbox"/>	Documentation that the student was invited to meeting
<input type="checkbox"/>		<input type="checkbox"/>	Consideration of the need for extended school year	<input type="checkbox"/>		<input type="checkbox"/>	Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting when parent consent is obtained
<input type="checkbox"/>		<input type="checkbox"/>	Extent to which student will not participate with nondisabled peers	<input type="checkbox"/>	III.A.7	<input type="checkbox"/>	Documentation of additional postsecondary transition components
<input type="checkbox"/>		<input type="checkbox"/>	Sped 72 matches LRE	<input type="checkbox"/>		<input type="checkbox"/>	Progress reporting for services/activities
Secondary Transition Line Items (III.A.6 & III.A.7)							
<input type="checkbox"/>	III.A.6	<input type="checkbox"/>	For students 16 years of age or older, documentation of required postsecondary components. 60-Day	<input type="checkbox"/>	III.A.8	<input type="checkbox"/>	IEP reflects student educational needs 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals <input type="checkbox"/> No evidence of goals <input type="checkbox"/> Goal content not postsecondary <input type="checkbox"/> Not measurable <input type="checkbox"/> Required goal areas not addressed				
<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals updated annually				
<input type="checkbox"/>		<input type="checkbox"/>	Documentation that the postsecondary goals were derived from age-appropriate assessment(s)				
<input type="checkbox"/>		<input type="checkbox"/>	Documentation of one or more transition services/activities that support the postsecondary goal(s)				

COMMENTS: _____

Summary of Performance Worksheet

All unified districts and high schools use this section

	PEA/District			
	Campus			
	Name	DOB	SSID	III.A.7 Documentation of a summary of performance (I O)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

	PEA/District			
	Campus			
	Name	DOB	SSID	III.A.7 Documentation of a summary of performance (I O)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Secondary Transition (Indicator 13) Analysis and Action Plan

B 15

Data Review	Review current IEPs to determine if they facilitate and document compliance of all the required components that support the articulated goals and if the planning will reasonably enable the student to meet the postsecondary goals.	Determine if there is any inconsistency in the levels of compliance among school sites. If so, identify specific factors that may have contributed to the number of compliant or noncompliant student files at each site. Is this a site-specific compliance issue or a district-wide compliance issue?	Identify the number and types of trainings, conferences, and course work in which staff have participated outside of the PEA. List the professional development opportunities related to transition offered within the PEA.	Determine if the PEA has identified transition resources, including age-appropriate assessments. List those resources currently being utilized and develop a list of other possible resources that could facilitate transition planning.	Review professional development opportunities attended by staff responsible for the required transition components.
Findings					
Evidence					
Supports and Services	Determine if the PEA staff is knowledgeable about the procedures necessary for completing all of the required transition components.	Identify the years of experience for each special education staff working with students 16 years of age and older.	Examine the involvement of personnel in transition and development. Has the PEA designated one or more individuals to assume this responsibility?	Describe the manner in which the PEA staff communicates with each other across departments in relation to transition planning.	Describe the manner in which the PEA has interacted with their ADE/ESS specialist and/or Secondary Transition specialist. If no working relationships have been established, describe steps that will be taken to ensure such partnerships.
Findings					
Evidence					
Problem Statement(s):					
Actionable Cause(s):					
Goals:					

Disproportionality Self-Assessment Student Form

SSID No: _____ DOB: _____ Student: _____ Eligibility: _____

Ethnicity: _____ School: _____ Teacher: _____ Monitor: _____

Primary home language indicated by the parent _____ Language in which the student is most proficient _____

Evaluation/Reevaluation

PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	II.A.1	_____	Current evaluation 60-Day	<input type="checkbox"/>	II.A.4	_____	Eligibility considerations
<input type="checkbox"/>	II.A.2	_____	Review of existing data	<input type="checkbox"/>		<input type="checkbox"/>	Student assessed in all areas related to the suspected disability (including academic, behavior, current vision and hearing status) and, for preschool, a CDA. (Indicate areas that have not been assessed.) 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	Parent request timeline				<input type="checkbox"/> Vision <input type="checkbox"/> Social/behavioral
<input type="checkbox"/>		<input type="checkbox"/>	Current information provided by the parents				<input type="checkbox"/> Hearing <input type="checkbox"/> Communications
<input type="checkbox"/>		<input type="checkbox"/>	Current classroom-based assessments				<input type="checkbox"/> Academics <input type="checkbox"/> Assistive tech.
<input type="checkbox"/>		<input type="checkbox"/>	Teachers and related service provider observation(s), including pre-referral interventions				<input type="checkbox"/> Cognitive <input type="checkbox"/> Motor skills
<input type="checkbox"/>		<input type="checkbox"/>	Formal assessments				<input type="checkbox"/> Adaptive <input type="checkbox"/> Other _____
<input type="checkbox"/>	II.A.3	_____	Team determination of need for additional data	<input type="checkbox"/>		<input type="checkbox"/>	Performance in educational setting and progress in general curriculum
<input type="checkbox"/>		<input type="checkbox"/>	Team determined that existing data were sufficient or determined that additional data were needed	<input type="checkbox"/>		<input type="checkbox"/>	Educational needs to access the general curriculum, including assistive technology
<input type="checkbox"/>		<input type="checkbox"/>	For reevaluation only, parents were informed of reason and right to request data	<input type="checkbox"/>		<input type="checkbox"/>	For reevaluations, if any additions or modifications to the special education services are needed for the student to progress in the general curriculum
<input type="checkbox"/>		<input type="checkbox"/>	Obtain informed parental consent or for re-evaluation only; documented efforts to obtain consent	<input type="checkbox"/>		<input type="checkbox"/>	The impact of any educational disadvantage
				<input type="checkbox"/>		<input type="checkbox"/>	The impact of ELL on progress in general curriculum

COMMENTS: _____

Disproportionality Self-Assessment Student Form

	PEA ✓	Line Item	I-O-U	Description		PEA ✓	Line Item	I-O-U	Description
B16	<input type="checkbox"/>		<input type="checkbox"/>	Team determined the student has a specific category of disability 60-Day	<input type="checkbox"/>			<input type="checkbox"/>	OHI—verification by a qualified professional 60-Day
	<input type="checkbox"/>		<input type="checkbox"/>	Team determined the student needs special education and related services 60-Day	<input type="checkbox"/>			<input type="checkbox"/>	OI—verification by a qualified professional 60-Day
	<input type="checkbox"/>		<input type="checkbox"/>	Assessments and other evaluation materials are administered in a language and form most likely to yield accurate information 60-Day	<input type="checkbox"/>			<input type="checkbox"/>	PSD—documents more than 3.0 SD below the mean in one or more areas
	<input type="checkbox"/>		<input type="checkbox"/>	Sped 72 matches eligibility	<input type="checkbox"/>			<input type="checkbox"/>	SLI—documents a communication disorder
	<input type="checkbox"/>		<input type="checkbox"/>	A —documents a developmental disability that significantly affects verbal and nonverbal communication and social interaction	<input type="checkbox"/>			<input type="checkbox"/>	SLD—documents a significant discrepancy between achievement and ability in one of the identified areas or failure to respond to intervention (RTI)
	<input type="checkbox"/>		<input type="checkbox"/>	DD—documents at least 1.5 SD and no more than 3.0 SD below the mean in two or more areas for a child who is at least 3 years of age but under 10 years of age	<input type="checkbox"/>			<input type="checkbox"/>	SLD—certifies that each team member agrees or disagrees
	<input type="checkbox"/>		<input type="checkbox"/>	ED—verification by a qualified professional 60-Day	<input type="checkbox"/>			<input type="checkbox"/>	SLD—documents determination of effects of environmental, cultural, or economic disadvantage
	<input type="checkbox"/>		<input type="checkbox"/>	HI —verification by a qualified professional 60-Day	<input type="checkbox"/>			<input type="checkbox"/>	SID—documents performance at least 4 SD below the mean
	<input type="checkbox"/>		<input type="checkbox"/>	HI—documents the language proficiency of the student	<input type="checkbox"/>			<input type="checkbox"/>	TBI—verification by a qualified professional 60-Day
	<input type="checkbox"/>		<input type="checkbox"/>	MIID—documents performance on standard measures between 2 and 3 SD below the mean	<input type="checkbox"/>			<input type="checkbox"/>	VI—verification by a qualified professional 60-Day
	<input type="checkbox"/>		<input type="checkbox"/>	MOID—documents performance on standard measures between 3 and 4 SD below the mean	<input type="checkbox"/>			<input type="checkbox"/>	VI—documents the results of an individualized Braille assessment for a student who is considered blind
	<input type="checkbox"/>		<input type="checkbox"/>	MD—documents a learning and developmental problem resulting from multiple disabilities 60-Day	<input type="checkbox"/>	II.A.5			For initial evaluation, the student was evaluated within 60 calendar days. # of days over: _____ Reason: _____ 60-Day
	<input type="checkbox"/>		<input type="checkbox"/>	MDSSI—documents multiple disabilities that include at least one of the following: VI or HI 60-Day					

COMMENTS: _____

Disproportionality Self-Assessment Student Form

PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
			Individualized Education Program	<input type="checkbox"/>	III.A.7		Documentation of additional postsecondary transition components
<input type="checkbox"/>	III.A.1		Current IEP. (date: _____) 60-Day	<input type="checkbox"/>		<input type="checkbox"/>	Progress reporting for services/activities
<input type="checkbox"/>	III.A.6		For students 16 years of age or older, documentation of required postsecondary components.	<input type="checkbox"/>		<input type="checkbox"/>	By age 17, a statement of rights to transfer at age 18
<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals. Reason for "O" call: <input type="checkbox"/> No evidence of goals <input type="checkbox"/> Goal content not postsecondary <input type="checkbox"/> Not measurable <input type="checkbox"/> Required goal areas not addressed				
<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals updated annually				
<input type="checkbox"/>		<input type="checkbox"/>	Documentation of annual IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s)				
<input type="checkbox"/>		<input type="checkbox"/>	Documentation of one or more transition services/activities that support postsecondary goal(s)				
<input type="checkbox"/>		<input type="checkbox"/>	Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting when parent consent is obtained				
<input type="checkbox"/>		<input type="checkbox"/>	Documentation that the postsecondary goals were derived from age appropriate assessment(s)				
<input type="checkbox"/>		<input type="checkbox"/>	The student's course of study supports the identified postsecondary goal(s)				
<input type="checkbox"/>		<input type="checkbox"/>	Documentation that student was invited to meeting				

COMMENTS: _____

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 Toolkit 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.	<input type="checkbox"/> Decisions about the school curriculum, instructional programs, academic and behavioral supports and school improvement initiatives are rarely systematically based on data.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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?

B16

Indicator	Planning	Partially Implemented	Implemented	Exemplary	Evidence
2a. Culturally responsive instructional interventions and teaching strategies are used throughout the school or district.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Most teachers are unprepared to meet the linguistic needs of many students in the school.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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?

B16

Indicator	Planning	Partially Implemented	Implemented	Exemplary	Evidence
3a. A consistent, well-articulated curriculum is in place and implemented with fidelity.	<input type="checkbox"/> Some children/students do not have access to a rigorous core curriculum taught by effective content teachers.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Few children/students experience high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	<input type="checkbox"/> Some children/students experience high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	<input type="checkbox"/> Many children/students experience high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	<input type="checkbox"/> 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 needs of all learners in the school.	<input type="checkbox"/> Very few teachers differentiate the core curriculum to address learning styles, effectively addressing their children's/students' cultural and linguistic backgrounds.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> The school does not have a plan to provide all children/students with academic or behavioral needs supplemental, evidence-based interventions.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> The school has a plan 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> A schoolwide multi-tiered academic and behavioral support system is implemented across all school environments and in all classrooms with high fidelity.	<input type="checkbox"/> 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.	<input type="checkbox"/> The district currently has a zero-tolerance policy or lacks a cohesive discipline policy altogether.	<input type="checkbox"/> District leaders are drafting a formal school discipline policy informed by best practice.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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]						