



This is a companion document to the SSIP adaptation of the Success Gap Rubric and Action Plan. It is intended to link the Rubric with the Probing Questions and resources connected to the original document from the IDC. Further, it provides hyperlinks from the Probing Questions to external resources. External resources are not intended to provide complete, exclusive, or definitive understanding of the Probing Questions. Rather, they are intended to provide the opportunity for insight toward deeper understanding.

IDC Activity Resources

Research and Support:

[IDEA Data Center - Addressing Success Gaps](#)

Resource and Process Guide: [IDEA Data Center - Toolbox for Implementation](#)

Student Groups (data) & Indicator Groups (structure): [IDEA Data Center - Introduction to the Tools](#)

Meeting Agenda and Presentation Templates: [IDEA Data Center - Meetings 1-7 and Ongoing](#)

Indicator Group Resources—Probing Questions

To navigate directly, click on the Group below:

[Group 1: Data-Based Decision Making](#)

[Group 2: Cultural Responsiveness](#)

[Group 3: Core Instructional Program](#)

[Group 4: Assessment—Universal Screening and Progress Monitoring](#)

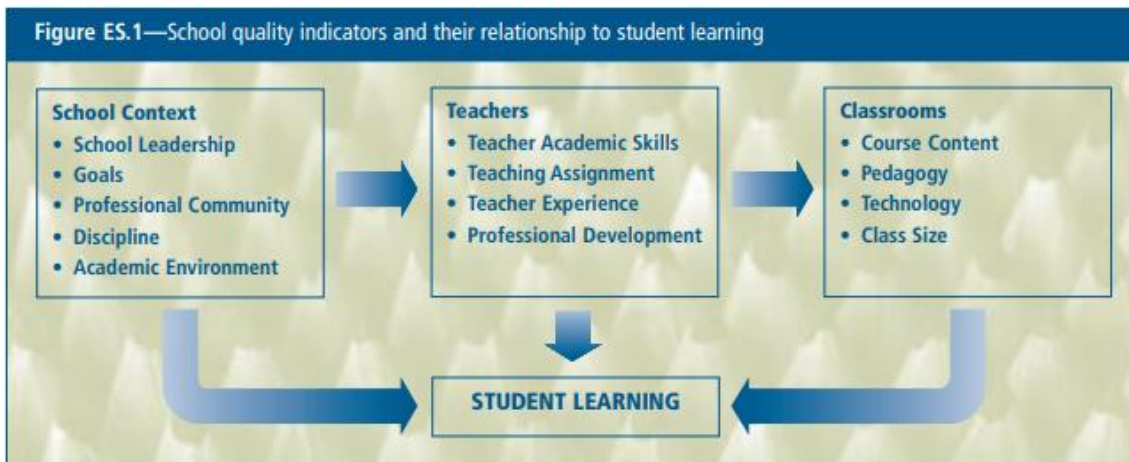
[Group 5: Interventions and Supports](#)

1. Data-Based Decisions

- 1a. Decisions about the school curriculum, instructional programs, academic and behavior supports, and school improvement initiatives, based on data.

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?



[National Center for Education Statistics - Monitoring School Quality](#)

- Are the data valid and reliable?

[Presentation Resource - Understanding Reliability and Validity \(ADE\)](#)

- 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 under-representation in identification, placement, and discipline?

[National Center on Educational Outcomes - Understanding Subgroups in Common State Assessments](#)

- 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?

[Regional Educational Laboratory - Data-driven decision making in education agencies](#)

2. Cultural Responsiveness

- 2a. Culturally responsive instructional interventions and teaching strategies are used throughout the school or district.
- 2b. Faculty and staff are prepared for linguistic diversity among students and families.
- 2c. The school or district facilitates the participation of all the families that make up the diversity of the school.

Probing Questions

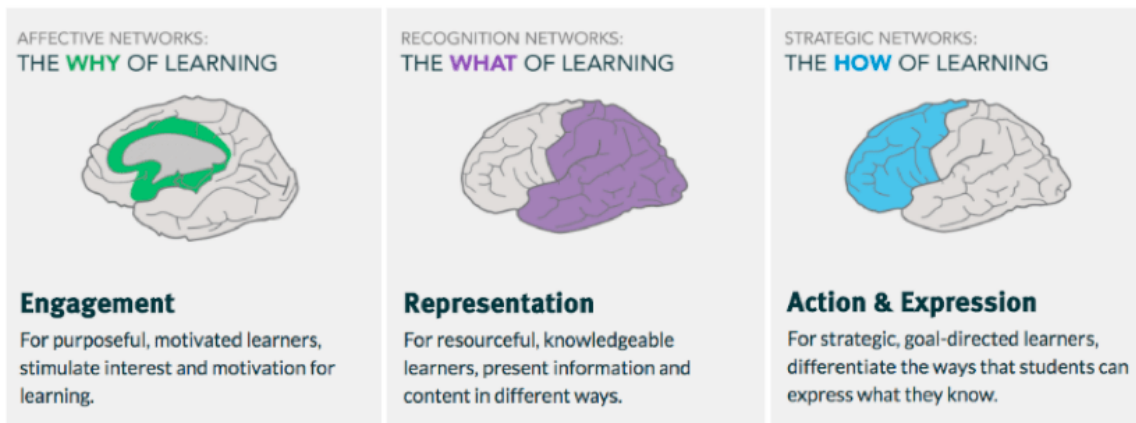
- Are school staff prepared to work with children/students from diverse cultural and linguistic backgrounds?
- Is our school culture responsive and welcoming to children/students and families from culturally/linguistically diverse groups?
- To what degree does our teaching staff reflect the cultural/linguistic 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?
- Do 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?

3. Core Instructional Program

- 3a. A consistent, well-articulated curriculum is in place and implemented with fidelity.
- 3b. The instructional program and strategies used in the school are research-based practices.
- 3c. Differentiated instruction is used to address the need of all learners in the school.
- 3d. Families are informed about the core instructional program and how the needs of their child are being met.

Probing Questions

- Do all groups of children in our school receive high quality instruction based on the principles of Universal Design for Learning?



Universal Design for Learning (UDL) by CAST www.cast.org

[Center for Applied Special Technology - Universal Design for Learning Guidelines](#)

- Are all of our teachers skilled in teaching a classroom filled with learners who are diverse culturally, linguistically, and in learning style?

[International Center for Leadership in Education - Supporting ELL/Culturally and Linguistically Diverse Students for Academic Achievement](#)

- Are all families aware of the core curriculum and of the differentiations/accommodations/modifications provided for their child?

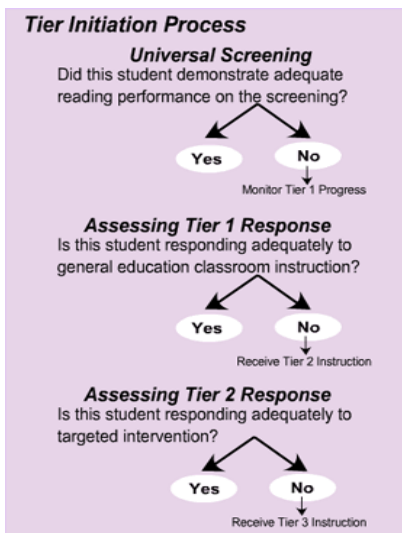
[Kansas University School of Education - Keeping Parents Involved in the Classroom](#)

4. Assessment—Universal Screening and Progress Monitoring

- 4a. Universal screening is used to identify needs for early intervention or targeted supports.
- 4b. Progress monitoring is planned and implemented by the school to support the developmental, academic, or behavioral progress of each child/student.
- 4c. Families are Informed about screening and progress monitoring results.

Probing Questions

- Does our school have a system that routinely and regularly screens all children/students for risk factors that might require early intervention?



[IDEA Research for Inclusive Settings - Initiating and Discontinuing Intervention](#)

- Does every classroom teacher regularly screen or monitor child/student performance/progress and adjust instruction for individual children/students based upon the results?

[Universal Literacy and Dyslexia Screener Guide for Arizona's K-3 Schools/Districts \(ADE\)](#)

- Are teachers supported to implement developmental, academic, and/or behavior interventions in the general education setting?

[William & Mary School of Education - Instructional Support Teams](#)

- Are families informed about the results of universal screening and/or progress monitoring for their child?

[IDEA Research for Inclusive Settings - Communicating with Students, School Personnel, and Parents](#)

5. Interventions and Supports

- 5a. Evidence-based behavioral interventions and supports are embedded within a multi-tiered framework and implemented with fidelity.
- 5b. School-level practices use tiered response methods (MTSS) that include academic and behavioral interventions and supports.
- 5c. A comprehensive district-level school discipline policy is in place and implemented.
- 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.

Probing Questions

- Are children/students with academic challenges identified?
- Are they provided with instructional interventions?

[IDEA Research for Inclusive Settings \(IRIS\) - Initiating and Discontinuing Intervention](#)

- Are these interventions evidence-based?
- Are they implemented with fidelity?

[Planning Realistic Implementation and Maintenance by Educators \(IES-DOE\) - How to Select an Evidence-Based Intervention](#)

- Have we used data to determine its effectiveness?

[RTI Action Network \(NCLD\) - Linking Progress Monitoring Results to Interventions](#)

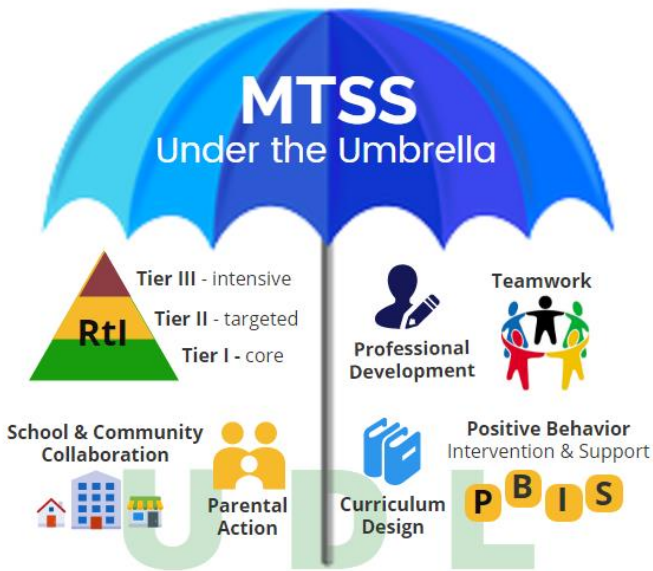
- Are the interventions culturally appropriate for our children/students?
- Are teachers effective in its use with diverse groups of children/students?

[IDEA Research for Inclusive Settings - Addressing Diversity](#)

- Does the school implement a system of positive behavioral interventions and supports?

[Colorado Department of Education - Fidelity of Implementation and Academic Achievement \(PBIS Schools\)](#)

- Does the school implement a multi-tiered system of supports (MTSS)?



[Collaboration for Effective Educator Development, Accountability, and Reform - MTSS](#)

- Are families informed about the interventions and supports provided to their child?

[IDEA Research for Inclusive Settings - Communicating with Students, School Personnel, and Parents](#)

Intensive Intervention

Questions parents and families can ask when talking to their child's school about intensive intervention

Monitoring Progress

- How will the team be monitoring my child's progress?
- How will I be informed about my child's progress?
- How frequently will I receive updates?
- What happens when my child is not making enough progress?

Sharing Information

- What information should I share about my child?
- How can I best share information?
- Will I be invited to participate in data meetings?
- Are there other ways to be involved if I can't be there in person?

Understanding the Intervention Plan

- What is my child's intervention plan?
- Who is responsible for implementing the plan?
- How long does each intervention take?
- How can I support my child's plan at home?

[National Center on Intensive Intervention - Questions Parents and Families can Ask](#)