

# Arizona's Success Gaps Rubric<sup>1</sup>

The *Arizona Success Gaps Rubric* supports Public Education Agencies (PEAs) in moving beyond identifying outcome gaps to understanding their underlying causes and implementing meaningful system improvements. Arizona's *Success Gaps Rubric* is designed to help PEAs identify root causes of success gaps: differences in outcomes between groups of children within a district or school.

The rubric uses the term “children” to refer to all students, intentionally emphasizing that gaps in achievement are addressed through adult actions and system-level changes, rather than through changes to students themselves.

## Connection to Arizona's Accountability and General Supervision System

Arizona's accountability and general supervision system within Exceptional Student Services (ESS) supports children from PreK through high school. Tools within ESS such as the State Systemic Improvement Plan (SSIP), PEA Determinations, and Significant Disproportionality provide data that help ESS identify areas where challenges exist within a PEA.

The *Arizona Success Gaps Rubric* complements these data-based tools by helping PEAs determine why challenges exist and identify what system-level changes may be needed to improve outcomes for students with disabilities.

## Why The Success Gaps Rubric Matters

While accountability and general supervision systems provide critical outcome data, the *Arizona Success Gaps Rubric* supports PEA teams in examining the policies, practices, and beliefs that influence student success. Through a structured reflection process, PEA teams can identify root causes and prioritize improvement actions that lead to meaningful and sustainable change. To strengthen implementation, the rubric is intentionally aligned with the High-Leverage Practices (HLPs), which provide research-based guidance for improving instructional and organizational effectiveness.

## Role of the Success Gaps Rubric

The rubric serves as a structured root cause analysis and improvement planning tool, guiding PEA teams through reflection across key indicators that influence student success.

## Success Gap Indicators

- Data-Based Decision Making
- Responsive and Inclusive Educational Practices
- Core Instruction
- Assessment: (Universal Screening and Progress Monitoring)
- Interventions and Supports

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<sup>1</sup> Adapted from the IDEA data Center (IDC) Success Gaps Rubric: Addressing Significant Disproportionality, Inclusion, and Opportunity

By examining these indicators, PEA teams can identify systemic factors influencing outcomes for students with disabilities, including policies and procedures, leadership support, professional learning, resource allocation, and family and community engagement.

## Process for PEA Teams

### **Step 1: Review State Data**

PEA teams review state data including achievement outcomes, compliance indicators, identification patterns, and discipline data to identify areas needing deeper analysis.

### **Step 2: Conduct Rubric Self-Assessment using probing questions.**

PEA leadership teams complete the Success Gaps Rubric to assess current practices across key domains.

Recommended Team: PEA Special Education Director, PEA Curriculum Director, School Site Leadership

Probing questions will assist the PEA in their analysis and should be used side by side with the rubric.

### **Step 3: Identify Root Causes**

Teams analyze rubric results to determine which system factors most strongly influence the identified outcomes.

### **Step 4: Identify Priority Focus Areas**

PEAs complete the Priority Setting Tool to assist with action planning.

PEAs select a small number of high-leverage improvement priorities aligned to PEAs success gaps with either SSIP, PEA Determination, and/or disproportionality requirements.

### **Step 5: Action Plan**

Team outlines goals and action items to target their focus determining who is responsible and time allocation for monitoring and adjusting implementation.

### **Step 6: Implement and Monitor Strategies**

PEAs implement targeted improvement strategies and monitor progress to ensure actions lead to improved learner outcomes.

**Note:** Units across Exceptional Student Services will provide feedback and targeted technical assistance to support PEAs with analysis and implementation.

## **Rubric Scale:**

**Level 1 – Planning:** Systems and structures are being established or designed.

**Level 2 – Partially Implemented:** Initial implementation is occurring, but practices are inconsistent.

**Level 3 – Implemented:** Practices are implemented consistently across most classrooms or schools.

**Level 4 – Exemplary:** Practices are implemented with strong fidelity and are monitored for continuous improvement.

## Indicator 1: Data-Based Decision Making

### 1a Data to Guide Curriculum, Supports, and Initiatives

District or school bases decisions about the school curriculum, instructional programs, academic and behavioral support, and school improvement initiatives on high-quality data. (HLP 6)

	Planning	Partially Implemented	Implemented	Exemplary
<p><b>The PEA or school establishes and maintains systems that use valid and reliable data to guide decisions about curriculum, instructional programs, behavioral support, and improvement initiatives to improve outcomes for all children, including those experiencing the success gap.</b></p>	<p>The PEA or school is beginning to establish data systems to guide decisions about curriculum and instruction programs, academic and behavioral support, and improvement initiatives.</p>	<p>The PEA or school staff review data when making decisions about curriculum, instructional support, and improvement initiatives; however, processes are not yet consistent across the PEA or school.</p>	<p>The PEA or school regularly uses valid and reliable data to guide decisions about curriculum, instructional programs, behavioral supports, and improvement initiatives.</p>	<p>The PEA or school has a systematic process for analyzing and using valid and reliable data to guide continuous improvement for all learners, including children experiencing the success gap, instructional and behavioral programs, and initiatives. All staff implement the process.</p>
<p>What is the evidence to support your rating? What data do you still need?</p>				

### 1b Data Disaggregation and Analysis

District or school regularly disaggregates and analyzes data to compare the progress of the group experiencing the success gap with all other groups of children (HLPs 6, 4, 5, 11)

	Planning	Partially Implemented	Implemented	Exemplary
<b>The PEA or school establishes and maintains systems to regularly disaggregate and analyze data to compare the progress of children experiencing the success gap with other groups, and to use these analyses to inform planning, resource allocation, and improvement efforts.</b>	The PEA or school is beginning to establish systems to examine across groups of children and understand progress.	The PEA or school periodically reviews data for some groups of children and occasionally compares results across groups.	The PEA or school regularly reviews disaggregated data and compares progress of the group experiencing the success gap with other groups. Stakeholders participate in annual data reviews.	The PEA or school conducts routine data reviews (e.g., quarterly) with stakeholders to identify patterns, monitor success gaps, and develop data-informed improvement plans.
What is the evidence to support your rating? What data do you still need?				

## Indicator 2: Responsive and Inclusive Educational Practices

### 2a Beliefs, Expectations, and Access to Rigorous Learning

District or school reinforces, through a variety of professional learning and collaborative experiences, the belief that all children, including those in identified success gap groups, can engage with and make progress toward grade-level standards when provided appropriate instruction, support, and opportunities to learn. (HLPs 7, 10, 15, 18, 19)

	Planning	Partially Implemented	Implemented	Exemplary
<p><b>The PEA or school establishes and maintains systems that promote shared beliefs, high expectations, and collective responsibility to ensure all children, including those experiencing the success gap, have access to, engage in, and make progress toward rigorous grade-level standards.</b></p>	<p>The PEA or school is beginning to establish shared expectations that all children can engage in and make progress toward grade-level standards. Beliefs about student learning vary, and systems for professional learning and collaboration are emerging.</p>	<p>The PEA or school communicates expectations that all children can learn grade-level content. Some professional learning or collaborative planning opportunities address access to grade-level standards. Expectations for children in the group experiencing the success gap may vary across classrooms or schools.</p>	<p>The PEA or school consistently communicates high expectations for all children, including those in the group experiencing the success gap. Professional learning and collaborative planning support educators in designing instruction that promotes access to grade-level standards. Educators share responsibility for ensuring children receive appropriate support and opportunities to learn.</p>	<p>The PEA or school has established a shared belief system that all children can achieve grade-level standards. Leaders ensure consistent professional learning and collaborative planning focused on access, engagement, and progress toward grade-level standards. High expectations are reflected in instructional planning, resource allocation, and monitoring of outcomes for the group experiencing the success gap.</p>

What is the evidence to support your rating? What data do you still need?

## 2b Staff Collaboration for Instructional Design and Implementation

Staff collaboratively Plans and implement instructional interventions and teaching practices that respond to learner variability and ensures access, participation, and meaningful progress to support children throughout the district or school, including the group experiencing the success gap. Effective instructional planning anticipates learner variability and removes barriers through flexible instructional design and collaborative planning. (HLPs, 1, 2, 6, 12, 13, 17, 18)

	Planning	Partially Implemented	Implemented	Exemplary
<p><b>The PEA or school establishes structures and expectations for staff collaboration to design and implement instruction that responds to learner variability and supports access, participation, and progress for children experiencing the success gap.</b></p>	<p>The PEA or school is beginning to establish a shared understanding of learner variability and the role of collaborative planning in supporting access, participation, and progress. Collaboration structures are emerging but are not yet consistently used to inform instructional design.</p>	<p>The PEA or school has established initial collaboration structures. Staff Collaborate periodically to plan instruction that consider learner variability. Teams discuss strategies, scaffolds, and support to improve access and participation; however, collaboration and implementation are inconsistent across classrooms or teams.</p>	<p>The PEA or school regularly supports staff to collaborate in designing instruction that accounts for learner variability. Teams use student data to identify potential barriers and plan instructional strategies, scaffolds, flexible grouping, and support that increase access, participation, and progress for most children, including those experiencing the success gap.</p>	<p>The PEA or school establishes and maintains systematic collaboration structures and systems. Teams use multiple data sources to anticipate barriers and implement evidence-based instructional strategies, scaffolds, flexible grouping, and supports that ensure access, participation, and meaningful progress for all children, including those experiencing the success gap. Instructional design incorporates multiple pathways for engagement, representation, and expression.</p>
<p>What is the evidence to support your rating? What data do you still need?</p>				

## 2c Family Engagement in School Activities, Meetings and Events

District or school invites, values, and facilitates the participation of all the families that make up the diversity of the school community. (HLPs 3, 2)

	Planning	Partially Implemented	Implemented	Exemplary
<p><b>The PEA or school establishes and maintains structures to actively engage families across the school community, ensuring that families of children experiencing the success gap are welcomed, represented, and included in school activities, meetings, and decision-making processes.</b></p>	<p>The PEA or school is beginning to establish strategies to encourage parents and family members to attend school activities, events, or parent-teacher meetings across the community.</p>	<p>The PEA or school has established initial outreach efforts to invite parents and family members to attend school activities, events, or parent-teacher meetings partially reflect the range of families in the school or PEA community.</p>	<p>The PEA or school regularly engages parents and family members of students experiencing the success gap, feel welcomed and participate in school activities, meetings, and stakeholder planning. School staff are taking intentional steps to learn about the experiences and perspectives of families within the community.</p>	<p>The PEA or school establishes and maintains structures for meaningful engagement across the school community. Parents and family members, including those of students experiencing the success gap, feel welcomed in the school and are actively engaged in school activities, meetings, and stakeholder planning. Stakeholder planning groups focused on reducing success gaps, as well as other policies or feedback groups, including representation from all groups. School staff consistently take intentional steps to learn about the experiences and perspectives of families in the community, including those of groups experiencing the success gap.</p>
<p>What is the evidence to support your rating? What data do you still need?</p>				

### Indicator 3: Core Instruction

#### 3a Guaranteed and Viable Curriculum and Essential Standards

Children, particularly those experiencing a success gap, have access to a guaranteed and viable curriculum aligned to clearly defined essential standards. It reflects the degree to which educator teams share collective responsibility for ensuring all children are engaged in rigorous, grade-level learning. Evidence may include collaborative planning practices, alignment to essential standards, consistent implementation of curriculum across classrooms, and team ownership of learning outcomes. (HLPs 1, 2, 13, 15)

	Planning	Partially Implemented	Implemented	Exemplary
<p><b>The PEA or school establishes and maintains systems that ensure all children, including those experiencing the success gap, have access to a guaranteed and viable curriculum aligned to clearly defined essential standards, supported by collaborative planning and collective responsibility for student learning.</b></p>	<p>The PEA or school is beginning to establish systems to align essential standards. Access to grade level curriculum varies, and collaborative planning structures are emerging.</p>	<p>The PEA or school has established initial systems for curriculum alignment. Some teams implement curriculum planning that reflects alignment to essential standards; However, implementation varies across classrooms.</p>	<p>The PEA or school consistently supports implementation of a guaranteed and viable curriculum aligned to essential standards. Most Teams provide instruction aligned to a guaranteed and viable curriculum based on essential standards. Staff demonstrate increasing collective responsibility for learning, collaborating to ensure instructional planning and delivery support access to grade-level expectations for all children including those experiencing the success gap.</p>	<p>The PEA or school establishes and maintains systems for curriculum planning, implementation, and monitoring. All children, including those experiencing the success gap, consistently receive instruction aligned to a guaranteed and viable curriculum grounded in essential standards. Educator teams demonstrate strong collective responsibility for learning, ensuring that curriculum, instruction, and support structures are intentionally designed so every child can access, engage in, and make progress toward rigorous grade-level learning.</p>
<p>What is the evidence to support your rating? What data do you still need?</p>				

### 3b Discipline Policy and Procedures

A comprehensive, well-articulated district-level or school discipline policy that supports fair and consistent discipline practices for all children in the district, including those experiencing the success gap, is in place and implemented. (HLPs 7, 9)

	<b>Planning</b>	<b>Partially Implemented</b>	<b>Implemented</b>	<b>Exemplary</b>
<b>The PEA or school establishes and maintains a comprehensive discipline system that promotes consistent, proactive, and restorative practices, supports student engagement, and uses data to monitor and address patterns impacting children experiencing the success gap.</b>	The PEA or school is beginning to review discipline policies and practices to improve consistency and student engagement.	The PEA or school has established initial discipline policies. Leaders are developing or revising discipline policies with stakeholder input to support fair and supportive responses to behavior.	The PEA or school consistently implements discipline policies that emphasize proactive and restorative practices and supports student engagement. The policy reflects the needs of the student population, including groups experiencing the success gap. Teams understand and implement the policy with some degree of fidelity.	The PEA or school establishes and maintains a comprehensive discipline system that is monitored for effectiveness. The policy reflects the needs of the student population, including groups experiencing the success gap. Responses to misconduct are based on the nature and severity of the infraction and emphasize positive, proactive, and restorative strategies that keep students engaged in school. Any emerging patterns suggesting disproportionate disciplinary actions for groups experiencing the success gap trigger a review of the policy, procedures, and practices by a team that includes stakeholders representing those groups. All schools in the PEA or this school understand and implement the policy with high fidelity.

What is the evidence to support your rating? What data do you still need?

### 3c Evidence-based Instructional Practice and High-Leverage Practices

The instructional program and strategies staff use for children in the school, including the group experiencing the success gap, reflect evidence-based instructional practices and High-Leverage Practices. Instruction incorporates cognitive and metacognitive strategies, scaffolds, flexible grouping, assistive and instructional technologies, and strategies that promote student engagement to support access, participation, and progress in grade-level learning. (HLPs 14, 15, 16, 18, 19, 8/22, 21)

	Planning	Partially Implemented	Implemented	Exemplary
<p><b>The PEA or school establishes and maintains systems that support the consistent use of evidence-based instructional practices and High-Leverage Practices to promote access, participation, and progress in grade-level learning for all children, including those experiencing the success gap.</b></p>	<p>The PEA or school is identifying evidence-based instructional practices and High-Leverage Practices that can strengthen instruction.</p>	<p>The PEA or school has established initial expectations for evidence-based practices. Some classrooms implement evidence-based instructional practices and High-Leverage Practices, though implementation is inconsistent.</p>	<p>The PEA or school consistently supports implementation of evidence-based practices and high-leverage practices. Many classrooms implement evidence-based instructional practices and High-Leverage Practices. Most Instruction incorporates cognitive and metacognitive strategies, scaffolds, flexible grouping, assistive and instructional technologies, and strategies that promote learner engagement to support access and progress in grade-level learning. Many groups experiencing the success gap receive this level of instruction.</p>	<p>The PEA or school establishes and maintains systems to monitor fidelity and effectiveness of evidence-based practices and High-Leverage Practices. All classrooms implement High-quality instruction that utilizes evidence-based instructional practices and High-Leverage Practices. Instruction incorporates cognitive and metacognitive strategies, scaffolds, flexible grouping, assistive and instructional technologies, and strategies that promote learner engagement to ensure access, participation, and progress in grade-level learning. All groups experiencing the success gap receive this level of instruction.</p>
<p>What is the evidence to support your rating? What data do you still need?</p>				

### 3d Differentiated Instruction

During core instruction, teachers collaboratively use differentiated instruction (adjustments to content, process or product) to maximize the learning of all children in the school, including those in the group experiencing the success gap. (HLPs 15, 17, 13)

	Planning	Partially Implemented	Implemented	Exemplary
<b>The PEA or school establishes and maintains systems that support staff to collaboratively design and implement differentiated instruction, adjusting content, process, and product to address learner variability and maximize learning for all children, including those experiencing the success gap.</b>	The PEA or school is beginning to explore differentiated instruction to address learner variability.	The PEA or school has established initial expectations for differentiation. Some staff adjust instruction to address learner differences, though practices vary across classrooms.	The PEA or school consistently support staff to implement differentiated instruction and learner variability. Most staff consistently use differentiated instruction to support access and engagement for children, including those experiencing the success gap.	The PEA or school establishes and maintains systems to plan, implement, and refine differentiated instruction based on data. Differentiated instruction is systematically implemented across classrooms to ensure all learners access rigorous instruction, including those experiencing the success gap.
What is the evidence to support your rating? What data do you still need?				

### 3e Family Engagement in Curriculum and Instruction

District or school informs all families of children, including those in the group experiencing the success gap, about the core instructional program and how the school meets the differentiated needs of their child. (HLPs 3, 2)

	Planning	Partially Implemented	Implemented	Exemplary
<b>The PEA or school establishes and maintains systems to ensure parents and family members are informed and actively engaged in understanding curriculum, instructional practices, and support used to meet their child's learning needs, including for children experiencing the success gap.</b>	The PEA or school is beginning to establish initial communication strategies to inform parents and family members about the school's curriculum and instructional support.	The PEA or school has established initial communication practices. Parents and family members receive some information, in language they understand, about the school's curriculum and instructional support and how supports address student learning needs.	The PEA or school regularly informs parents and family members about curriculum in a language they can understand, instructional strategies, and differentiation used to support their child including those in the group experiencing the success gap.	The PEA or school establishes and maintains systems to actively engage parents and family members as partners with the school in a language they can understand, including those of the group experiencing the success gap, to support learning and provide input on strategies that strengthen children's success.
What is the evidence to support your rating? What data do you still need?				

## Indicator 4: Assessment (Universal Screening and Progress Monitoring)

### 4a- Universal Screening

District or school uses universal screening to identify needs for early intervention or targeted support for children in the group experiencing the success gap (HLP 4, 5, 6)

	Planning	Partially Implemented	Implemented	Exemplary
<p><b>The PEA or school establishes and maintains systems to conduct universal screening using valid, reliable, accessible, and appropriate tools to identify academic, behavioral, and developmental needs and inform early intervention and targeted support for all children, including those experiencing the success gap</b></p>	<p>The PEA or school is beginning to establish tools and systems for universal screening for children to identify academic or behavioral risk factors that may require early intervention or other targeted support.</p>	<p>The PEA or school has established an initial screening process. Teams implement the system for some children at limited intervals with valid, reliable, accessible, and appropriate tools to identify academic or behavioral risk factors that may require early intervention or other targeted support.</p>	<p>The PEA or school has a consistent system for universal screening. Teams implement the system for all children, including the group experiencing the success gap, at least once a year, with valid, reliable, accessible, and appropriate tools to identify developmental, academic, and behavioral risk factors that may require early intervention or other targeted support.</p>	<p>The PEA or school maintains a constant system used for screening data to identify trends and inform practices. Team implements universal screening of all children, including the group experiencing the success gap multiple times during the school year, using valid, reliable, accessible, and appropriate tools to identify developmental, academic, and behavioral risk factors that may require early intervention or other targeted support.</p>
<p>What is the evidence to support your rating? What data do you still need?</p>				

### 4b- Progress Monitoring

District or school plans and implements progress monitoring to support the learner variability in the developmental, academic, or behavioral progress of each child in the group experiencing the success gap. (HLP 4, 5, 6, 10)

	Planning	Partially Implemented	Implemented	Exemplary
<p><b>The PEA or school establishes and maintains systems for ongoing progress monitoring that use multiple data sources to inform instructional adjustments and interventions, supporting the academic, behavioral, and developmental progress of all children, including those experiencing the success gap.</b></p>	<p>The PEA or school is beginning to establish systems to monitor children’s progress and adjust classroom instruction and instructional interventions to support progress.</p>	<p>The PEA or school has established initial progress monitoring practices. some teams review children’s data periodically to inform adjustments to classroom instruction, and instructional interventions to support child academic or behavioral progress.</p>	<p>The PEA or school has a consistent system for progress monitoring. Most teams review progress monitoring data regularly and adjust classroom instruction, and instructional interventions to support child academic or behavioral progress of some children experiencing the success gap.</p>	<p>The PEA or school maintains an established system for progress monitoring. All teams consistently use multiple data sources to monitor progress for all children, including those in the group experiencing the success gap, at regular intervals and adjust classroom instruction, and instructional interventions to support developmental, academic, or behavioral progress of all children.</p>
<p>What is the evidence to support your rating? What data do you still need?</p>				

#### 4c Family Engagement in Data Informed Decision Making

District or school informs families of all children, including those in the group experiencing the success gap, about universal screening and progress-monitoring results and how the district or school uses these results to differentiate support for their child. (HLPs 3, 2)

	Planning	Partially Implemented	Implemented	Exemplary
<p><b>The PEA or school establishes and maintains processes to engage and inform parents and family members, in language they understand, about universal screening and progress monitoring data and how data is used to adjust instruction and support for their child, including those experiencing the success gap.</b></p>	<p>The PEA or school is beginning to establish processes to share student progress data with parents and family members.</p>	<p>The PEA or school has established initial communication practices with parents and family members. Parents and family members sometimes receive updates in language they can understand, of their child’s universal screening and progress-monitoring results for developmental, academic, and behavioral skills.</p>	<p>The PEA or school regularly informs parents and family members, including those experiencing the success gap, receive information in language they can understand, of their child’s universal screening and progress-monitoring results for developmental, academic, and behavioral skills; how it uses these results to differentiate support.</p>	<p>The PEA or school establishes and maintains processes to engage parents and family members, including those of groups experiencing the success gap. Parents and family members partner with educators, in language they can understand, to review their child’s universal screening and progress-monitoring results for developmental, academic, and behavioral skills; how it uses these results to differentiate support.</p>
<p>What is the evidence to support your rating? What data do you still need?</p>				

## Indicator 5: Interventions and Supports

### 5a Behavior Interventions and Supports

District or school ensures evidence-based behavioral interventions and supports are provided in addition to core instruction within a multi-tiered framework. Educators implement these supports with fidelity to increase access to learning, meaningful participation, and student progress for all children, including those experiencing the success gap. (HLPs 4, 5, 7, 9, 10, 20)

	Planning	Partially Implemented	Implemented	Exemplary
<p><b>The PEA or school establishes and maintains a multi-tiered system of evidence-based behavioral interventions and supports that are implemented with fidelity to increase access to learning, meaningful participation, and progress for all children, including those experiencing the success gap.</b></p>	<p>The PEA or school is beginning to identify behavioral support strategies to strengthen student participation.</p>	<p>The PEA or school has established initial systems for behavior support. Some behavioral supports are implemented, through practices (supplemental evidence-based interventions designed to increase access to learning, meaningful participation, and progress) vary across classrooms.</p>	<p>The PEA or school has consistent supports systems for behavior interventions and support. Evidence-based behavioral supports are implemented across most classrooms including those children experiencing the success gap, (supplemental evidence-based interventions designed to increase access to learning, meaningful participation, and progress), within a multi-tiered framework.</p>	<p>The PEA or school has established and maintains a multipled tiered system of behavior support. Behavioral supports are consistently implemented with fidelity and monitored for all classrooms including those experiencing the success gap, (supplemental evidence-based interventions designed to increase access to learning, meaningful participation, and progress) to ensure participation and progress for all children.</p>
<p>What is the evidence to support your rating? What data do you still need?</p>				

### 5b Academic Interventions and Supports

District or school embeds evidence-based, academic interventions and supports, in addition to core instruction, within a multi-tiered framework designed to promote and sustain equity, and teachers and staff implement them with fidelity for all children, including those in the group experiencing the success gap. (HLPs 4, 5, 11, 14, 15, 16, 21)

	Planning	Partially Implemented	Implemented	Exemplary
<b>The PEA or school establishes and maintains a multi-tiered system of evidence-based, academic interventions and supports that are implemented with fidelity to promote access, participation, and progress for all children, including those experiencing the success gap.</b>	The PEA or school is beginning to establish systems for providing academic interventions.	The PEA or school has established initial systems for academic interventions. A multi-tiered system of academic support and interventions designed to promote and sustain access, participation, and progress, varies across classrooms.	The PEA or school has consistent systems for academic interventions and supports. A multi-tiered system of academic support and interventions, designed to promote and sustain access, participation, and progress is implemented across most school environments and in most classrooms, including those of the group experiencing the success gap.	The PEA or school has established and maintains a comprehensive multi-tiered system of academic and behavioral supports and interventions, in all classrooms, including those of groups experiencing the success gap, which is designed to promote and sustain access, participation, and progress. The systems are implemented across all school environments and in all classrooms, with high fidelity.
What is the evidence to support your rating? What data do you still need?				

### 5c Family Engagement in Academic and Behavior Interventions and Supports

District or school regularly consults and informs families, in their native or home language, about evidence-based interventions the district or school provides to their child and their child's responses to those interventions for academic and behavioral skills. The district or school does this for all children, including those in the group experiencing the success gap. (HLPs 3, 2)

	Planning	Partially Implemented	Implemented	Exemplary
<b>The PEA or school establishes and maintains processes to regularly engage and inform</b>	The PEA or school is beginning to establish communication about intervention supports with	The PEA or school has established initial practice to inform parents and families of children with more intensive	The PEA or school regularly informs parents and family members of children, including those in the group experiencing	The PEA or school establishes and maintains processes to engage parents and family members of children, including

<p><b>families, in language they understand, about the interventions their child receives and their child's progress, including children experiencing the success gap. .</b></p>	<p>families.</p>	<p>academic or behavioral needs receive information in language they can understand, about the evidence-based, interventions their child is receiving and the progress their child is making.</p>	<p>the success gap, with more intensive academic or behavioral needs, regularly receive information in language they can understand, about the evidence-based, interventions their child is receiving and the progress their child is making.</p>	<p>those in the group experiencing the success gap, with more intensive academic or behavioral needs, partners with educators in language they can understand, about the evidence-based, interventions their child is receiving and the progress their child is making.</p>
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What is the evidence to support your rating? What data do you still need?

