SUCCESS GAP

Success Gaps Rubric: Addressing Equity, Inclusion, and Opportunity

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Westat®

Suggested Citation:

Acknowledgement:

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Team Information

School District or School Name: _____   Date: _____

Revision Dates: _____

Team Leader: _____

Team Members:

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Success Gaps Rubric

Purpose

This *Success Gaps Rubric: Addressing Equity, Inclusion, and Opportunity*, hereafter referred to as *Success Gaps Rubric*, is designed to help any school district or school identify the root causes for success gaps, which are gaps in performance between groups of children in a district or school. The rubric uses the term children because, although the children may range in age from preschoolers through students at the end of secondary school, addressing the success gaps is the responsibility of the adult professionals in the district or school, not the children. The rubric is part of the larger *Success Gaps Toolkit: Addressing Equity, Inclusion, and Opportunity*, hereafter referred to as *Success Gaps Toolkit*, located on the IDEA Data Center (IDC) website.

Directions for Completing the Success Gaps Rubric

An equity team completes the success gaps rubric in a consensus building process that the *Success Gaps Toolkit* clearly defines. One member of the equity team should complete this rubric based on the results of the information the equity team discussed and decided upon during the team's meetings. The team member should save the completed rubric in a location accessible to all equity team members and update the rubric on a regular basis to monitor overall changes in the district or school.

Create a Success Gap Statement

Before beginning this rubric, your equity team must clearly identify the success gap. A success gap is broadly defined as a difference in one or more outcome measures between groups of children. The success gap statement should describe (1) the group of children experiencing the success gap, (2) the outcome area where the success gap is occurring, and (3) data about the gap. For example, your team may be focusing on the fact that in the district, Hispanic students receive 10 or more days of in-school suspension at three times the rate of students of other races/ethnicities. Additional examples of success gap statements include the following. At Keller High School, children with disabilities graduate with a diploma at half the rate of children without disabilities; At Tubman Elementary, Black children receive 10 or more days of in-school suspension at three times the rate of children of other races/ethnicities; In the Jonesboro school district, 40% of children who are Hispanic score proficient in the state mathematics exam in 4th and 8th grades while 75% of all other races/ethnicities score proficient. Refer to the *Success Gaps Toolkit* for more detailed information on creating a success gap statement.

Please enter your success gap statement with all three components here. The statement will appear on every page of this rubric where you see "**Success gap statement:**" as a reminder when completing your ratings. If you need to edit your success gap statement in the future, please return to this box and make your edits here so that your edited statement will appear on all subsequent rating activity pages.

Success gap statement:

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Study Available Resources

IDC's *Success Gaps Toolkit* includes detailed instructions and resource materials related to identifying a success gap statement.

Create and Record Your Equity Team

Equity team composition is critical to the process for identifying the root causes of the success gap. An instructional leader in your district or school, such as a curriculum director, assistant superintendent, or building principal, should lead the process. Team members should include a variety of educators and support personnel who have experience with the group experiencing the success gap and the success gap itself. Additionally, student, family, and/or community representatives knowledgeable about the group experiencing the success gap are essential team members because there is no substitute for "lived" or personal experience to bring validity to the process. A district or school data expert is also a critical team member to ensure that the team interprets the data appropriately and to obtain additional data as needed. See the guidance for equity team members in the *Success Gaps Toolkit*.

On the rubric's Team Information page, complete the information about your team members and note the date when the team begins to complete the rubric. When subsequent revisions occur, add those dates in the "revision" section on the Team Information page. The team develops the rubric to use as a team tool to identify root causes for success gaps or gaps in a variety of outcomes between groups of children.

Complete the Rubric

How the Rubric Is Set Up

The rubric contains five content areas. Within each content area, there are two or more indicators. Your team will rate each indicator separately. For each indicator, there is a set of probing questions, and the answers to the probing questions provide information your team should consider to help it determine the rating for the indicator. The team has four rating options and rates each indicator as planning, partially implemented, implemented, or exemplary. The rubric provides a description below each rating option.

Steps to Complete the Rubric Ratings

1. Completing individual team member ratings—Prior to discussing the rubric as a team, individually review the assigned content area(s) of the rubric and each of the indicators in the content area. Note your own responses to the content area and its indicators, including thoughts about data that would be helpful when rating each indicator.

   a. Keep in mind the team's success gap statement as you answer questions and consider the rubric. Consider the probing questions for each indicator and rate the district or school based on the information you have about the group of children experiencing the success gap. Note your additional questions as well.

   b. Note evidence such as data or other facts or information that you considered. It is important that you make notes and be prepared to discuss evidence to ensure the broadest perspective is available when the team convenes and discusses.

2. Completing team consensus ratings—As a team, discuss each content area and each indicator within the content area and reach a consensus on the rating. Document the rating and evidence in the official copy of the rubric.

   a. Consider the probing questions for each indicator to help the team drill down and discuss the indicator, the evidence it has, and what additional information the team may need.

   b. Note the evidence the team is using to help it drill down into each indicator and discuss and determine the team's rating.

   c. Remember that your team may need to seek additional information or data, may not be able to reach a consensus on a rating in one meeting, and may need to revisit certain indicators in subsequent meetings.

3. Wrapping up the team's work on the rubric—Once your team has completed the rubric (over multiple meetings), as a team, consider the ratings for each indicator to identify the actionable root causes the team uncovered using the rubric and data it considered. Prioritize areas for improvement based on the team's assessment of which root cause(s) will most effectively dissolve barriers to student success and which the district or school has the capacity to address.

The *Success Gaps Toolkit* contains detailed information about each step of this "success gaps" process and provides many resources to assist in the work. This rubric is only one component of the process.

Success gap statement:

1. Data-Based Decisionmaking

Probing questions for Indicator 1a: Use these questions to research and develop answers and ratings for Indicator 1a. Answer the questions based on your success gap statement.

- How do we identify data elements or quality indicators that are strongly related to our success gap and tracked over time?

- What are those data elements? How do we identify and review related data in addition to the data about the specific success gap?

- Are the data valid and reliable? Why or why not?

- How do we disaggregate the data? Do we disaggregate the data for the group experiencing success gap in particular?

- How do we review these disaggregated data at regular intervals to determine progress or change?

- How do we use these data to make policy, procedure, and practice decisions?

- How regularly do we review and use these data to inform our decisions?

Select your rating for this indicator:

Indicator 1a	Planning ☐	Partially implemented ☐	Implemented ☐	Exemplary ☐
District or school bases decisions about the school curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives on high-quality data.	The district or school rarely bases decisions about the school curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives on systematic review of relevant data.	Some district or school staff and teachers consistently use valid and reliable data systematically to inform decisions about curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives.	The data the district or school uses are valid and reliable. A districtwide or schoolwide formalized and systematic process is in place to monitor and reinforce the continuous improvement of individual learners, groups of learners, initiatives, and programs within the district or school. Some but not all staff implement the process.	The data the district or school staff use are valid and reliable. It is evident that all staff implement the districtwide or schoolwide process for data-based decisionmaking for all children and groups of children, in all classrooms, and use it in decisions about district or school initiatives or programs, as well.
What is the evidence to support your rating? What data do you still need?				

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Success gap statement:

Probing questions for Indicator 1b: Use these questions to research and develop answers and ratings for Indicator 1b. Answer the questions based on your success gap statement.

• How do we disaggregate the data? Do we disaggregate the data for the group experiencing the success gap?

• How do we review the disaggregated data at regular intervals to determine progress or change?

• When data indicate a success gap is developing, what action do we take, such as developing action plans to address and prevent as well as address existing success gaps?

• How regularly do we review and use these data to inform our decisions?

• How do we monitor our progress for improvement? Do we make needed changes to action plans when data indicate the need?

Select your rating for this indicator:

Indicator 1b	Planning ☐	Partially implemented ☐	Implemented ☐	Exemplary ☐
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.	The district or school does not regularly monitor data for various groups of children.	The district or school annually reviews the data for some groups but does not regularly compare the success gap group data to data for other groups to assess progress on improving success and opportunity gaps. The data reviews do not include stakeholders representing the group experiencing the success gap.	The district or school reviews the data less often than quarterly for patterns that indicate a group of children is struggling. It compares data for the group experiencing the success gap to data for other groups to assess progress on improving opportunity gaps at least annually. It includes stakeholders representing the group experiencing the success gap in data reviews at least once a year. It develops intervention plans with input from stakeholders representing the group experiencing the success gap.	The district or school reviews the data at least quarterly for all groups to identify success gaps with a knowledgeable and representative stakeholder group. It compares data for the group experiencing the success gap to data for other groups to assess progress on improving success and opportunity gaps quarterly. It includes stakeholders representing the group experiencing the success gap in data reviews at least quarterly. It co-develops data-based plans with stakeholders representing the group experiencing the success gap and implements and monitors plans when success gaps are apparent.

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

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Success gap statement:

2. Cultural Responsiveness

Probing questions for Indicator 2a: Use these questions to research and develop answers and ratings for Indicator 2a. Answer the questions based on your success gap statement.

- What evidence indicates that our staff are prepared to work with children from diverse cultural backgrounds?

- To what degree does our teaching staff reflect the cultural makeup of our district's or school's population?

- How do we know that staff understand and value each individual child's and each unique group of children's cultural values and needs, especially those of the groups experiencing success gaps?

- Are teachers familiar with the beliefs, values, cultural practices, and other features of children's lives that may have an impact on classroom participation and success, and are they prepared to use this information in designing instruction?

- Is the district or school using research-based interventions that account for the cultural context of the district or school and the cultural context of the group experiencing the success gap? Please describe the implementation of the intervention(s).

- How do we know our universal screening, referral, and assessment practices, procedures, and tools are unbiased and nondiscriminatory?

- How do we know our staff understand that it is our job to be culturally responsive to all children?

- How have we examined, with our stakeholders, the structures and systems of our district or school to ensure that no implicit or explicit bias (related to race/ethnicity, culture, gender, sexual orientation, economic status, etc.) exists in our policies, procedures, and practices?

IDC

Select your rating for this indicator:

Indicator 2a	Planning ☐	Partially implemented ☐	Implemented ☐	Exemplary ☐
Staff use culturally responsive instructional interventions and teaching strategies to support children throughout the district or school, including the group experiencing the success gap.	Staff practices and attitudes about culture and race prevent the district or school from addressing success gaps for the group experiencing the success gap. Many teachers are unable to effectively teach some groups of children in the district or school, including the group experiencing the success gap.	Some staff practices and attitudes about culture and race are barriers to addressing success gaps of the group experiencing the success gap. Many teachers are unable to effectively teach children in the group experiencing the success gap in the district or school. Staff have received training in culturally responsive practices, specific to the group experiencing the success gap.	Staff receive ongoing training in culturally responsive practices specific to the group experiencing the success gap. The practices and attitudes of most staff are responsive to cultural and racial diversity of the group experiencing the success gap. Staff occasionally use children's culture and experiences to enhance the curriculum and instruction. Many teachers are able to effectively teach the groups of children in the district or school, especially the group experiencing the success gap.	Staff receive ongoing training in culturally responsive practices specific to the group experiencing the success gap. The practices and attitudes of all staff are responsive to cultural and racial diversity, especially for the group experiencing the success gap. The district or school recognizes and celebrates the diversity and richness of children' and families' backgrounds. Children' culture, historical backgrounds, and experiences are integral to the curriculum and instruction. Teachers can effectively teach all groups of children in the district or school, including the group experiencing the success gap. The district or school has examined its policies, practices, and procedures and revised them to promote equity for all, including the group experiencing the success gap.

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

IDC

Success gap statement:

Probing questions for Indicator 2b: Use these questions to research and develop answers and ratings for Indicator 2b. Answer the questions based on your success gap statement.

- What evidence indicates that staff are prepared to work with children from diverse language or linguistic backgrounds?

- How do we know and ensure that our culture is responsive and welcoming to children from linguistically diverse groups?

- To what degree does our teaching staff reflect the language or linguistic makeup of our population?

- How do we know we are linguistically competent to communicate with our children and their families?

- How do we know that our teachers are familiar with the communication styles (e.g., conversation style, dialect, mode of communication) of our children that may have an impact on classroom participation and success, and how do we know they are prepared to use this information in designing instruction?

- How have we examined, with our stakeholders, the structures and systems of our district or school to ensure that no implicit or explicit bias related to language exists in our policies, procedures, and practices?

- How do we know our staff are aware that linguistic bias is possible even among English speakers (e.g., disrespect for Black English or local dialects)?

Select your rating for this indicator:

Indicator 2b	Planning ☐	Partially implemented ☐	Implemented ☐	Exemplary ☐
Faculty and staff are prepared for language diversity among children and families, including those in the group experiencing the success gap.	Most teachers are unprepared to meet the linguistic needs of many children in the school, including the group experiencing the success gap.	Some teachers are prepared to meet the linguistic needs of all children. Few staff are linguistically competent to communicate with its children and their families, especially those in the group experiencing the success gap. When this is not the case, they almost always provide other supports for children in the group experiencing the success gap.	Most teachers are prepared to meet the linguistic needs of all children. When this is not the case, they always provide other supports for the group experiencing the success gap. Most staff are linguistically competent to communicate with the children in the group experiencing the success gap and their families.	All teachers are prepared to meet the linguistic needs of all children, including the group experiencing the success gap. All staff are linguistically competent to communicate with the children in the group experiencing the success gap and their families.

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

Success gap statement:

Probing questions for Indicator 2c: Use these questions to research and develop answers and ratings for Indicator 2c. Answer the questions based on your success gap statement.

- How do we know our culture is responsive and welcoming to families from culturally/linguistically diverse groups?

- How do we ensure that we have active engagement that represents the diversity of our families (especially those of the group experiencing the success gap) in both district or school and extracurricular activities?

- How do we include the diversity of our community in our stakeholder and advisory committees?

- How do we get input on school policy and practice from our school community, including from the group experiencing the success gap?

- How do we know that culturally responsive practices inform our outreach to the community, including outreach to families and community partners?

- How do we know that staff understand and value the cultural values and needs, including discourse styles, of each unique group of children and families?

- When and where do we publicly state our intentions to promote equity? How do we provide a safe way for school community members to voice concerns? If community members do report concerns, how do we respond?

Select your rating for this indicator:

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

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

IDC

Success gap statement:

3. Core Instructional Program

Probing questions for Indicator 3a: Use these questions to research and develop answers and ratings for Indicator 3a. Answer the questions based on your success gap statement.

- How do we ensure children in the group experiencing the success gap receive high-quality instruction based on the principles of Universal Design for Learning (UDL) that use different methods of engagement, representation, as well as action and expression?

- How do we support our teachers to utilize principles of UDL for all children?

- How do we ensure our teachers are skilled in teaching a classroom filled with learners who are diverse culturally, linguistically, and in learning needs? How do we support those teachers who need to improve their skills?

- How do we ensure that we have equally high expectations for all groups of children, especially those experiencing the success gap?

Select your rating for this indicator:

Indicator 3a	Planning ☐	Partially implemented ☐	Implemented ☐	Exemplary ☐
A consistent, well-articulated, bias-free, and fully representative curriculum is in place and implemented with fidelity, and the district and schools incorporate the principles of Universal Design for Learning (UDL) for all children, including those in the group experiencing the success gap.	Some children do not have access to a rigorous core curriculum taught by effective content teachers, nor does the district or school incorporate the principles of UDL effectively. The core curriculum does not include representation of all children in the district or school.	Inconsistent curriculum planning prevents most children from experiencing a rigorous curriculum that is horizontally and vertically aligned and that demands depth of understanding. The curriculum reflects consistent representation of the majority population across core content areas, but not representation of the children in the group experiencing the success gap. Effective teachers who incorporate some UDL strategies teach some children experiencing the success gap.	Most children in the group experiencing the success gap 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. The curriculum reflects some representation of all groups of children, including children in the group experiencing the success gap, across core content areas. Effective teachers who incorporate UDL strategies teach all children, including those experiencing the success gap.	All children, including those in the group experiencing the success gap, participate in a curriculum that is rigorous and demands depth of understanding that has been horizontally and vertically aligned and implemented with fidelity. The curriculum reflects consistent representation of all children, including children in the group experiencing the success gap, across core content areas. All children experiencing success gaps are taught by effective teachers who effectively incorporate UDL strategies.
What is the evidence to support your rating? What data do you still need?				

Success gap statement:

Probing questions for Indicator 3b: Use these questions to research and develop answers and ratings for Indicator 3b. Answer the questions based on your success gap statement.

- How do we implement a system of positive behavioral interventions and supports?

- How do we know that we implement the discipline procedures and interventions consistently across groups of children, especially the group of children experiencing the success gap?

- How do we measure the fidelity with which we implement the discipline procedures and interventions, especially for the group of children experiencing the success gap?

- How often do we analyze discipline data to determine if groups of children are experiencing a success gap due to disciplinary policies or practices?

Select your rating for this indicator:

Indicator 3b	Planning ☐	Partially implemented ☐	Implemented ☐	Exemplary ☐
A comprehensive, well-articulated, district-level school discipline policy that is culturally appropriate for all children in the district, including those in the group experiencing the success gap, is in place and implemented.	The district or school currently has a zero-tolerance policy, one that contributes to disproportionate disciplinary actions, or the district or school lacks a cohesive discipline policy altogether.	The district or school leaders are drafting a formal discipline policy, informed by best practice and reviewed by community stakeholders representing the group experiencing the success gap for cultural appropriateness and equity.	The district or school has a formal discipline policy in place. The policy is culturally sensitive to the diversity of the district or school, including the group experiencing the success gap, and favors tiered responses to child misconduct based on the nature and severity of the infraction. The policy requires positive, proactive, and restorative strategies focused on keeping children engaged and in school. The district or school understands and implements the policy with some degree of fidelity.	The district or school has a formal discipline policy in place. The policy is culturally sensitive to the diversity of the district or school, including the group experiencing the success gap, and favors tiered responses to child misconduct based on the nature and severity of the infraction. The policy requires positive, proactive, and restorative strategies focused on keeping children engaged and in school. Any emerging patterns suggesting disproportionate disciplinary actions for the group experiencing the success gap trigger a review of the policy, procedures, and practices by a team that includes stakeholders representing the group experiencing the success gap. All schools in the district 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?

Success gap statement:

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Probing questions for Indicator 3c: Use these questions to research and develop answers and ratings for Indicator 3c. Answer the questions based on your success gap statement.

- Do we have expectations that instructional strategies and methods are research-based and how do we ensure that staff implement them?

- How do we support instructional staff well to use research-based strategies?

- How do we provide instructional feedback to teachers that promotes development of higher order thinking skills for all groups of children, including the group experiencing the success gap?

- How do we ensure technology is fully integrated into the instructional process?

- How do we ensure that we use a variety of instructional groupings based on student need, including the needs of the group experiencing the success gap?

Select your rating for this indicator:

Indicator 3c	Planning ☐	Partially implemented ☐	Implemented ☐	Exemplary ☐
The instructional program and strategies staff use for children in the school, including the group experiencing the success gap, are research-based practices.	Few children in the group experiencing the success gap receive high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	Some children in the group experiencing the success gap receive high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	Many children in the group experiencing the success gap receive high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	All children in the group experiencing the success gap receive high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.

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

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Success gap statement:

Probing questions for Indicator 3d: Use these questions to research and develop answers and ratings for Indicator 3d. Answer the questions based on your success gap statement.

- How do teachers differentiate instruction and support for a variety of learners, especially for the group experiencing the success gap?

- How does differentiation look different for individual children or groups of children experiencing the success gap?

- How are teachers prepared for differentiating instruction, including for the group experiencing the success gap?

- What supports are available to teachers for differentiating?

- How do teachers and leaders verify that instruction is differentiated, including for the group experiencing the success gap?

- How do we know that teachers consistently understand and act accordingly when learners need differentiation?

Select your rating for this indicator:

Indicator 3d	Planning ☐	Partially implemented ☐	Implemented ☐	Exemplary ☐
For the core instructional program, teachers 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.	Few children in the group experiencing the success gap have their differing learning needs effectively met.	Some children in the group experiencing the success gap have their differing learning needs effectively met.	Most children in the group experiencing the success gap have their differing learning needs effectively met.	All children in the group experiencing the success gap have their differing learning needs effectively met.

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

Success gap statement:

Probing questions for Indicator 3e: Use these questions to research and develop answers and ratings for Indicator 3e. Answer the questions based on your success gap statement.

- How do we ensure families are informed about the discipline policy in a language they can understand?

- How do we ensure families are aware of the core curriculum and of the differentiations/accommodations/modifications we provide to children?

- How do we ensure that families, particularly the families of children in the group experiencing the success gap, understand the core curriculum we use?

- How do families receive information about any specific differentiation that we are using for their child?

- How do families, particularly the families of children in the group experiencing the success gap, provide information to our district or school about their child and what their observations of learning needs or strategies are? How do we receive and act on this information?

Select your rating for this indicator:

Indicator 3e	Planning ☐	Partially implemented ☐	Implemented ☐	Exemplary ☐
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 is meeting the differentiated needs of their child.	The district or school rarely informs families, in language they understand, about the school's core instructional program or the ways in which it supports equity and how it differentiates the program or support for their child.	The district or school sometimes informs families of children in the group experiencing the success gap, in language they understand, about the school's core instructional program and the ways in which it supports equity and how it differentiates the program and support for their child.	The district or school usually welcomes families of children in the group experiencing the success gap in the school and informs them, in language they understand, about the school's core instructional program and the ways in which it supports equity and how it differentiates the program and support for their child.	The district or school always welcomes all families, including those of children in the group experiencing the success gap, and informs them, in language they understand, about the school's core instructional program and the ways in which it supports equity and how it differentiates the program and support for their child. The district or school includes families to gain additional insights or suggestions for meeting the needs of their child.

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

IDC

Success gap statement:

4. Assessment – Universal Screening and Progress Monitoring

Probing questions for Indicator 4a: Use these questions to research and develop answers and ratings for Indicator 4a. Answer the questions based on your success gap statement.

- What evidence indicates that we have a system that routinely and regularly assesses all children for risk factors that might require early intervention?

- Are the tools we are using for universal screening intended to be used for that purpose? How do we know the tools are appropriate for diverse populations?

- What additional practices or procedures do we employ to ensure that we efficiently and effectively identify children in the group experiencing the success gap who may need differentiated support?

- How and with what frequency do we train teachers to review, use, and apply information the data provide from the universal screening tools?

- How do we inform families about the results of universal screening and/or progress monitoring for their child?

- How do we include families in the decisions we are making about their child?

Select your rating for this indicator:

Indicator 4a	Planning ☐	Partially implemented ☐	Implemented ☐	Exemplary ☐
District or school uses universal screening to identify needs for early intervention or targeted supports for children in the group experiencing the success gap.	The district or school does not use schoolwide universal screening for children to identify academic or behavioral risk factors that may require early intervention or other targeted supports.	The district or school assesses some groups of children each year with valid, reliable, and culturally appropriate tools to identify academic or behavioral risk factors that may require early intervention or other targeted supports.	The district or school assesses all children, including those experiencing the success gap, at least once a year, with valid, reliable, and culturally appropriate tools to identify developmental, academic, and behavioral risk factors that may require early intervention or other targeted supports.	The district or school assesses all children, including children in the group experiencing the success gap, at multiple points during the school year, using valid, reliable, and culturally appropriate tools to identify developmental, academic, and behavioral risk factors that may require early intervention or other targeted supports.
What is the evidence to support your rating? What data do you still need?				

IDC

Success gap statement:

Box

Probing questions for Indicator 4b: Use these questions to research and develop answers and ratings for Indicator 4b. Answer the questions based on your success gap statement.

- Do we expect teachers to use progress monitoring for all children including those experiencing the success gap? What evidence indicates that they are using it for all children?

- What evidence indicates that all teachers regularly monitor child performance and progress and adjust instruction for individual children, including the children in the group experiencing the success gap, based upon the results?

- How do we support teachers to use a wide variety of monitoring methods, including written tests, computer-based tests, and observation of children as they engage in productive and culturally appropriate learning activities?

- How do we support teachers to implement developmental, academic, and/or behavior interventions in the general education setting?

Select your rating for this indicator:

Indicator 4b	Planning ☐	Partially implemented ☐	Implemented ☐	Exemplary ☐
District or school plans and implements progress monitoring to support the culturally sound developmental, academic, or behavioral progress of each child in the group experiencing the success gap.	There is no districtwide or schoolwide plan for teachers to review child performance data at regular intervals and adjust classroom instruction and instructional interventions to support progress.	The district or school has a plan so that all teachers review performance data for children, including those in the group experiencing the success gap, at regular intervals and adjust classroom instruction and instructional interventions to support child academic or behavioral progress. Some teachers are implementing this plan.	The district or school has a plan so that all teachers review performance data for children, including those in the group experiencing the success gap, at regular intervals and adjust classroom instruction and instructional interventions to support child academic or behavioral progress. Most teachers are implementing this plan.	All teachers review performance data 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. All teachers base performance data on a variety of monitoring methods.

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

IDC

Success gap statement:

Probing questions for Indicator 4c: Use these questions to research and develop answers and ratings for Indicator 4c. Answer the questions based on your success gap statement.

- How do we inform families about the results of universal screening or other assessment processes to identify developmental, academic, or behavioral needs?

- How do we inform families, especially those in the group experiencing the success gap, about the results of regular progress monitoring?

- How do we ensure families are able to understand and interpret the results?

- How do we discuss with families the next steps or actions as a result of the universal screening or progress monitoring?

- How we include families in the decisionmaking about their child?

Select your rating for this indicator:

Indicator 4c	Planning ☐	Partially implemented ☐	Implemented ☐	Exemplary ☐
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.	The district or school rarely informs families, especially those of the group experiencing the success gap, in language they can understand, of their child's universal screening and progress-monitoring results for developmental, academic, and behavioral skills.	The district or school sometimes informs families, especially those of the group experiencing the success gap, in language they can understand, of their child's universal screening and progress-monitoring results for developmental, academic, and behavioral skills.	The district or school usually informs families of all groups of children, including those experiencing the success gap, 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; and how the supports are working for their child.	The district or school always informs all families, including those of children in the group experiencing the success gap, 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; and how the supports are working for their child.

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

IDC

Success gap statement:

5. Interventions and Supports

Probing questions for Indicator 5a: Use these questions to research and develop answers and ratings for Indicator 5a. Answer the questions based on your success gap statement.

- How is our plan for a tiered system of support for developmental, behavioral, and academic needs designed to promote equity? How do we ensure implementation of the plan?

- How do we know that the tiered system is culturally appropriate for the diversity of our children/population, including the group experiencing the success gap?

- How does the leadership support and participate in the tiered system of behavioral and academic supports?

- What evidence indicates that we implement a system of positive behavioral interventions and supports with fidelity?

- How do we provide the children with behavioral challenges, including those in the group experiencing the success gap, with instructional interventions?

- How do we ensure these interventions are evidence-based?

- How do we ensure the interventions are culturally appropriate for all groups including the group experiencing the success gap?

- How do we know we are implementing the interventions with fidelity?

- How do we know teachers are effective in use of the interventions with diverse groups of children, including those in the group experiencing the success gap? How do we support those teachers who are not effective?

- How do we use data to determine the effectiveness of the interventions?

Select your rating for this indicator:

Indicator 5a	Planning ☐	Partially implemented ☐	Implemented ☐	Exemplary ☐
District or school embeds evidence-based, culturally sound behavioral 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.	The district or school does not have a plan to provide all children with behavioral needs supplemental evidence-based interventions designed to promote and sustain equity.	The district or school has a plan to provide all children with behavioral needs, including those in the group experiencing the success gap, supplemental evidence-based interventions designed to promote and sustain equity. Some teachers already are implementing this plan.	The district or school has a plan to provide all children with behavioral needs, including those in the group experiencing the success gap, supplemental evidence-based interventions designed to promote and sustain equity. Most teachers already are implementing interventions with fidelity according to the plan.	The district or school has a plan to provide all children with behavioral needs, including those in the group experiencing the success gap, supplemental evidence-based interventions designed to promote and sustain equity. All teachers identify children in the group experiencing the success gap with behavioral or academic challenges and provide supplemental evidence-based interventions with fidelity.

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

IDC

Success gap statement:

Probing questions for Indicator 5b: Use these questions to research and develop answers and ratings for Indicator 5b. Answer the questions based on your success gap statement.

- What is our plan for a tiered system of support for both academics and behavior?

- Do we identify children with academic challenges in the group experiencing the success gap? How do we identify their needs and provide them with instructional interventions?

- How do we ensure these interventions are evidence-based?

- How do we ensure the interventions are culturally appropriate for our children?

- How do we ensure we implement interventions with fidelity?

- How do we use data to determine the effectiveness of the interventions?

- How do we know teachers are effective in use of the academic interventions with all groups of children, including those in the group experiencing the success gap?

Select your rating for this indicator:

Indicator 5b	Planning ☐	Partially implemented ☐	Implemented ☐	Exemplary ☐
District or school embeds evidence-based, culturally sound 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.	The district or school has no schoolwide, multi-tiered system of academic supports or, if it has one, it is ineffective and disjointed, or teachers and staff are implementing it inconsistently, or the system does not consider equitable support for all children.	The district or school has a plan to implement a schoolwide, multi-tiered system of academic supports and interventions, in all classrooms, designed to promote and sustain equity. Some teachers and staff already are implementing elements of the support system in some classrooms, including those of the group experiencing the success gap.	The district or school has a plan and is implementing a schoolwide, multi-tiered system of academic supports and interventions, in all classrooms, designed to promote and sustain equity. Teachers and staff are implementing the plan and supports across most school environments and in most classrooms with high fidelity, including in those of the group experiencing the success gap.	The district or school has a plan and is implementing a schoolwide, multi-tiered system of academic and behavioral supports and interventions, in all classrooms, designed to promote and sustain equity. Teachers and staff are implementing the system that is culturally responsive to the school population, including the group experiencing the success gap, 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?				

IDC

Success gap statement:

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Probing questions for Indicator 5c: Use these questions to research and develop answers and ratings for Indicator 5c. Answer the questions based on your success gap statement.

- How do we inform families about our tiered plan for support for children?

- How do we inform families about the interventions and supports we provide to their child, including those in the group experiencing the success gap?

- How and how often do we inform families about the outcomes of the interventions and supports we provide to their child, including those in the group experiencing the success gap?

- How do we include families in the discussion about next steps or alternative strategies for their child, including those in the group experiencing the success gap?

- How do we communicate with families, including families of children in the group experiencing the success gap, in their native language?

Select your rating for this indicator:

Indicator 5c	Planning ☐	Partially implemented ☐	Implemented ☐	Exemplary ☐
District or school regularly consults and informs families, in their native or home language, about evidence-based, culturally appropriate 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.	The district or school rarely consults or informs families of children with more intensive academic or behavioral needs, in language they can understand, about the evidence-based, culturally appropriate interventions their child is receiving and the progress or lack of progress their child is making.	The district or school sometimes consults and informs families of children with more intensive academic or behavioral needs, in language they can understand, about the evidence-based, culturally appropriate interventions their child is receiving and the progress or lack of progress their child is making.	The district or school regularly consults and informs families of children, including those in the group experiencing the success gap, with more intensive academic or behavioral needs, in language they can understand, about the evidence-based, culturally appropriate interventions their child is receiving and the progress or lack of progress their child is making.	The district or school always consults and informs families of children, including those in the group experiencing the success gap, with more intensive academic or behavioral needs, in language they can understand, about the evidence-based, culturally appropriate interventions their child is receiving and the progress or lack of progress their child is making.
What is the evidence to support your rating? What data do you still need?				

Indicator 1a (continuation page)	Planning	Partially implemented	Implemented	Exemplary

Indicator 1b (continuation page)	Planning	Partially implemented	Implemented	Exemplary

Indicator 2a (continuation page)	Planning	Partially implemented	Implemented	Exemplary

Indicator 2b (continuation page)	Planning	Partially implemented	Implemented	Exemplary

IDC

Indicator 2c (continuation page)	Planning	Partially implemented	Implemented	Exemplary

IDC

Indicator 3a (continuation page)	Planning	Partially implemented	Implemented	Exemplary

Indicator 3b (continuation page)	Planning	Partially implemented	Implemented	Exemplary

Indicator 3c (continuation page)	Planning	Partially implemented	Implemented	Exemplary

Indicator 3d (continuation page)	Planning	Partially implemented	Implemented	Exemplary

Indicator 3e (continuation page)	Planning	Partially implemented	Implemented	Exemplary

Indicator 4a (continuation page)	Planning	Partially implemented	Implemented	Exemplary

IDC

Indicator 4b (continuation page)	Planning	Partially implemented	Implemented	Exemplary

Indicator 4c (continuation page)	Planning	Partially implemented	Implemented	Exemplary

Indicator 5a (continuation page)	Planning	Partially implemented	Implemented	Exemplary

IDC

Indicator 5b (continuation page)	Planning	Partially implemented	Implemented	Exemplary

Indicator 5c (continuation page)	Planning	Partially implemented	Implemented	Exemplary