Self-Assessment Programmatic Monitoring

PEAs are expected to conduct genuine, thorough reviews of documentation and to provide evidence of the correction of self-identified noncompliance.

➢ In Year 3 (the preparatory year), the PSM specialist and PEA director will review the Risk Analysis Tool (see Appendix B). When the data indicate, the PEA will conduct a Self-Assessment programmatic monitoring in Year 4.

➢ In Year 4, the PSM specialist will provide the PEA with the required electronic Self-Assessment forms to document activities and to use for student file reviews that are specific to the PEA's outcome area(s).

➢ The Self-Assessment programmatic monitoring process begins on **August 2, 2021**.

➢ No later than **August 27, 2021**, the PEA to be monitored will select student files to be reviewed that are a representative sample of the district/charter. Using the SAM-2 and SAM-3, the PEA will then submit the list of students to the PSM specialist.

➢ It is highly recommended that PEAs select files that are reflective of the current systems that are in place.

➢ No later than **September 3, 2021,** the PSM specialist will review SAM-3 to verify that it reflects a representative sample.

➢ The PEA will conduct student file reviews using the forms provided by the PSM specialist.

➢ Throughout the programmatic monitoring process, the PEA will consult with the PSM specialist on using the Guide Steps to ensure that accurate calls are made on the student forms

➢ The PEA will submit to the PSM specialist no later than **November 26, 2021** the completed:
   o Self- Assessment Student Forms
   o Child Find Worksheet(s)
   o In-by-3 Worksheet(s)
   o Required outcome area action plan and analysis

➢ Information on the student forms must be specific enough to determine the calls made by the PEA and the reasons for any "out" call on the line item of the Self-Assessment Student Forms. See Appendix K for more information on how to complete a student form. **Note** that each individual instance of PEA-identified noncompliance will require evidence of correction before the programmatic

monitoring process is complete. The evidence of correction must be included with the final submission.

- ➢ **No later than December 3, 2021** the PSM specialist will request:
    - ○ Copies of representative sample of student files with enough information provided to validate the PEA's calls
    - ○ A sample of supporting documentation to validate calls made on the Child Find and In-by-3 worksheets
    - ○ Documentation to support components on Agency Form including: local school board-approved policy and procedures, evidence of child find procedures presented to parents, PEA invitation list and agenda for private/home schooled students (districts only), evidence of referral system for birth–2 years 9 months, and evidence of referral system for 2 years 10 months to 5 (charters only)

- ➢ The PEA will **submit** the requested documentation by **December 17, 2021**.

- ➢ The PSM specialist will complete a sample validation of the compliance calls and provide feedback on the accuracy of calls made by the PEA no later than **February 11, 2022**.

- ➢ Validation will result in one of the following: in compliance, individual level of correction (ILC), or systemic level of correction (SLC).
    - ○ In Compliance—all line items are 100% compliant. No further action is required. Monitoring is complete.
    - ○ Individual Level of Correction (ILC)—all line items are 90% compliant or better. PEA will submit individual student corrections. Subsequent file review is not required.
    - ○ Systemic Level of Correction (SLC)—results include line items that are less than 90% compliant. PEA will be required to correct all individual instances of noncompliance. Subsequent file review will be required.

- ➢ **When the PEA falls into SLC**, the PSM specialist and the PEA will consider the following factors in determining the necessary subsequent documentation to be reviewed: the pervasiveness of the noncompliance from the initial review (noncompliance related to each section) and whether noncompliance was extensive (noncompliance related to student files); they will also consider the frequency of out-of-compliance items that affect FAPE (which are shown on the Student Form as 60-day items). **Note: compliance must be demonstrated in subsequent documentation in order to finalize and complete the monitoring.**

- ➢ The PEA will submit the final documentation, including subsequent documentation files (SLC only) and corrected noncompliance (ILC and SLC) **on or before April 1, 2022**.

- The PEA will submit final progress and status on outcome focus area activities and analysis no later than **April 1, 2022**.

- PSM Specialist will request a sample for verification no later than **April 8, 2022**.

- The PEA will submit requested student documentation no later than **April 15, 2022.**

- PSM Specialist will verify the correction of all individual instances of noncompliance from the initial review (ILC and SLC) and verify compliance in subsequent documentation (SLC only) by **April 29, 2022**.

- If there is no evidence of noncompliance, ESS will issue a successful completion letter to the PEA on **May 13, 2022**.

- If there is evidence of any noncompliance, ESS will issue a written notification of findings (WNOF) to the PEA on **May 13, 2022**.
    - PSM specialist, in collaboration with the PEA, will discuss the Summary of Findings (SOF), determine strengths and concerns, and develop a draft corrective action plan (CAP) **prior to May 13, 2022.**

    - The PEA and PSM specialist will finalize the PEA's CAP **within 30 calendar days**.

- Items that are considered detrimental to the PEA's ability to provide FAPE to students require that a PEA correct the student file within 60 calendar days of the Written Notification of Findings letter; enforcement activities will apply if the timeline is not met.

- There is a one-year timeline for correction of all individual instances of noncompliance and completion of the CAP; enforcement activities will apply if the timeline is not met (OSEP 09-02 memo, DMS 2.0).

August 2, 2021

- Process begins

August 27, 2021

- Initial file sample list submitted for review by PSM specialist (utilizing SAM-3)
- SSIP PEAs submit completed Success Gaps Rubric and Action Plan to PSM Specialist

September 3, 2021

- Feedback provided by PSM specialist on initial file sample (SAM-3)

November 26, 2021

- Completed initial file review forms and Child Find and In-by-3 worksheets submitted to PSM specialist for validation
- Completed outcome focus area analysis and action plan submitted to specialist

December 3, 2021

- PSM specialist requests documentation needed for validation from PEA
- SSIP PEAs complete SSIP Survey

December 17, 2021

- PEA provides requested documentation to PSM specialist for validation

February 11, 2022

- Validation feedback provided to PEA by PSM specialist to include next steps in the Self-Assessment process: individual student corrections needed and what subsequent documentation may be needed
- PSM specialist will provide feedback on outcome focus area and action plan

April 1, 2022

- PEA submits evidence of corrections from initial review and completed subsequent documentation (if needed)
- PEA submits updated outcome focus area analysis and action plan, including SSIP PEAs

April 8, 2022

- PSM specialist requests a sample of documentation for verification from PEA

April 15, 2022

- PEA submits requested documentation to the PSM specialist

April 29, 2022

- PSM specialist completes verification

May 13, 2022

- PEA receives successful completion letter or WNOF and completes a CAP (if applicable)

Self-Assessment Required Forms

Agency Form—Required for all PEAs in monitoring. Reviews policies and procedures as well as child find processes.

Child Find Worksheet—Required for all PEAs in monitoring. Reviews 45-day screening process of the PEA.

In-by-3 Worksheet—Required for all PEAs in monitoring. Reviews the in-by-3 process of the PEA.

Outcome Focus Area Analysis—Specifically created for each of the outcome focus areas, to include SSIP (initial rubric, action plan, and any needed updates)

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

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

Self-Assessment Tracking Form—Specifically created multipurpose document to be used by specialists as a communication tool throughout the Self-Assessment process. The PEA and the PSM specialist will use this tool to track and document progress.

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

Key Points to Successful Completion of Self-Assessment Programmatic Monitoring

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➢ **It is strongly recommended that PEAs submit documents *before* required timelines. This allows the PEA more opportunity to receive additional feedback from the PSM specialist in an effort to ensure accurate and timely completion of each activity.**

➢ PEAs **must** address **all** items on the Outcome Focus Area analysis and action plan for the identified focus area. This analysis needs to be unique to the individual PEA.

➢ Each document submitted during the Self-Assessment process must be individualized, both for each PEA and for the PEA's identified Self-Assessment focus area.

➢ The Self-Assessment timeline officially begins on **August 2, 2021**.

➢ Updates and progress for the PEA's outcome focus area will be electronically submitted to the PSM specialist on or before the required dates utilizing the tools associated with the specific outcome focus area, to include SSIP.

➢ PSM specialists will validate calls related to the compliance component of the Self-Assessment to ensure that calls have been made in accordance with the Guide Steps in the Programmatic Monitoring Manual.

➢ The PEA should consider all elements of the process when developing outcome focus area analysis. Statements to the effect of "No problems noted," would not be considered genuine or thorough. It is possible that the process may take a PEA above and beyond addressing only the required items, and it is expected that such progressions would be explored and documented.

➢ The final Self-Assessment outcome focus area analysis update (including SSIP updates) and supporting documentation must be submitted on or before **April 1, 2022**. The supporting documentation must include evidence that each individual instance of noncompliance (ILC and SLC) from the initial review and the subsequent reviews has been corrected (SLC). This subsequent review (SLC) and correction (ILC and SLC) will show that the improvements are sustainable.

➢ The PSM specialist will verify the correction of all noncompliance (ILC and SLC) and review a representative sample of the subsequent reviews (SLC) to ensure compliance and sustainability.

➢ After the PEA submits the Self-Assessment outcome focus area analysis (including SSIP) and supporting documentation, ESS will evaluate the analysis and action plan.

➢ If there are any findings of noncompliance identified at the conclusion of the programmatic monitoring activities, ESS will issue a written notification of findings and the PEA will develop a corrective action plan, if applicable, in collaboration with the PSM specialist.

➢ There is a one-year timeline for correction of noncompliance and completion of associated CAP activities; enforcement activities may apply if the timeline is not met.

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

PEAs are encouraged to engage in **frequent communication** with their PSM specialist to ensure the **accuracy** of their calls throughout the self-assessment process.

Special Education Self-Assessment
File Sample Selection

PEA: _____

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

Note: Total files reviewed will increase based on number of eligible students/representative sample.

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

- Each school site

- Initial placements

- All disability categories

- All service delivery models within the PEA

- English learners (ELs)

- Students who are 16 years of age or older (Indicator 13—Secondary Transition)

- Students in dropout recovery programs

- Students from an elementary-only district that are tuitioned (not open enrolled) to a neighboring unified or high school district

- Out-of-district placements (ASDB, private day school, and residential placement)

- Students phased out of special education services

- Students who have been suspended, been expelled, or moved to an Interim Aleternative Educational Setting (IAES) for longer than 10 days

- Students initially evaluated and found not eligible (Indicator 11—Child Find)

- Preschool students

Additional items needed for the monitoring:

- List of student files to be reviewed (please use the SAM-3 form)

- Copy of the self-assessment section of the Arizona Programmatic Monitoring
  Manual (available online)

- Guide Steps for each PEA team member

- Copy of current SPED72 report from AzEDS

- Home language surveys (if not maintained in student files)

- Current progress reports

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

Service Delivery Options	A	ED	EDP	OI	MD	MDSSI	MID	MOID	SID	OHI	TBI	HI	VI	SLD	SLI	DD	PSD
Included in general education class 80% or more of the day (SC-A)																	
Included in general education classroom between 40% and 79% of the school day (SC-B)																	
Included in general education classroom for less than 40% of the school day (SC-C)																	
PEA-operated special school (SC-D)																	
Tuitioned to other public school (SC-D)																	
Private day school (SC-D)																	
Private residential (SC-E, EA, EB, or EC)																	
Homebound/hospital/institutional settings (SC-H)																	
ASDB/PDSD (SC-D)																	

Self-Assessment Programmatic Monitoring File Sample

PEA: _____   **Date of Review:** _____

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

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

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Self-Assessment Tracking Form

Required Completion Date	Performance Task	Actual Completion Date
No Later Than 8/27/2021	• PEA selects student files to be reviewed that are a representative sample of the district/charter • PEA submits the list of students to the PSM specialist (using SAM-2 and SAM-3) • SSIP PEAs submit completed Success Gaps Rubric and Action Plan	
No Later Than 9/3/2021	• PSM specialist provides feedback to PEA on the SAM-3 • SSIP PEAs receive feedback from PSM specialists for the Success Gaps Rubric and Action Plan Feedback Form	
No Later Than 10/1/2021	• SSIP PEAs submit the Literacy Screener Data Form—Fall to PSM Specialist	

June 2021

Self-Assessment Tracking Form

Required Completion Date	Performance Task	Actual Completion Date
No Later Than 11/26/2021	• PEA submits copies of completed documentation to PSM specialist to include: child find worksheet(s), agency forms, in-by-3 worksheet(s), and student forms • PEA submits completed outcome focus area and action plan to PSM specialist electronically (does not include SSIP PEAs)	
No Later Than 12/3/2021	• PSM specialist will request documentation needed for validation • SSIP PEAs will complete survey	
No Later Than 12/17/2021	• PEA sends requested documentation to PSM specialist	
No Later Than 2/1/2022	• SSIP PEAs submit the Literacy Screener Data Form—Spring to PSM Specialist	

Self-Assessment Tracking Form

Required Completion Date	Performance Task	Actual Completion Date
No Later Than 2/11/2022	• PSM specialist will provide feedback on validation of accuracy of calls made in initial review and next steps in Self-Assessment process for PEA (ILC and/or SLC, as outlined in the Self-Assessment overview) • PSM specialist will provide feedback on outcome focus area and action plan	
No Later Than 4/1/2022	• PEA submits subsequent review forms (SLC)—all line items must meet regulatory requirements • PEA submits forms from the initial file (ILC and SLC) review noting corrections made based on validation feedback from PSM specialist and self-identified noncompliance • PEA submits updated outcome focus area analysis and action plan to include tasks completed related to the outcome focus area analysis, including link to file review results (includes SSIP)	

June 2021

Self-Assessment Tracking Form

Required Completion Date	Performance Task	Actual Completion Date
No Later Than 4/8/2022	• PSM specialist will request a sample of documentation for verification (sample will include items from initial review, both validated and not validated, and subsequent files for SLC) • SSIP PEAs receive feedback from PSM specialists for the Success Gaps Rubric and Action Plan Feedback Form	
No Later Than 4/15/2022	• PEA submits requested documentation for verification to PSM specialist	
No Later Than 4/29/2022	• PSM specialist completes verification process	
No Later Than 5/13/2022	• PEA receives successful completion letter or written notification of findings (WNOF) based on PSM verification (CAP development may be needed, dependent on findings)	
No Later Than 06/1/2022	• SSIP PEAs submit the Literacy Screener Data Form—Fall to PSM Specialist	

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June 2021

Agency Form

Date: _____   **Specialist**: _____

PEA: _____

PEA ✓	Line Item	I-O-U	Description
☐	I.A.1	___	PEA has board-approved policies and procedures for child find.
☐	I.A.1	___	Child find procedures are disseminated to parents.
☐	I.A.1	___	Child find procedures for birth to 2.10 1/2 years were followed.
☐	I.A.1	___	Child find procedures for ages 2.10 1/2–5 years were followed.
☐	I.A.1	___	PEA maintains invitation list and agenda for private school/home schooled involvement.

COMMENTS: _____

_____

_____

_____

In by 3 Worksheet
Includes all AzEIP transition after June 30, 2021

	PEA/District					
	Campus					
	Name	DOB	SSID	Date of eligibility determination	Date of IEP (if eligible)	**I.A.2** Child was in by 3 (if eligible) (I,O or U if not eligible)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

	PEA/District					
	Campus					
	Name	DOB	SSID	Date of eligibility determination	Date of IEP (if eligible)	**I.A.2** Child was in by 3 (if eligible) (I,O or U if not eligible)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Child Find Worksheet
Sample based on overall population and number of sites/campuses

	PEA/District						
	Campus						
	Name	DOB	SSID	Entry date (record date)	Date screened or records reviewed (record date)	**I.A.2** Child find for K–12 grades occurs within 45 days of entry (I O)	**I.A.2** Follow-up occurred if concerns were noted on the screening (I O U)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

	PEA/District						
	Campus						
	Name	DOB	SSID	Entry date (record date)	Date screened or records reviewed (record date)	**I.A.2** Child find for K–12 grades occurs within 45 days of entry (I O)	**I.A.2** Follow-up occurred if concerns were noted on the screening (I O U)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Graduation Self-Assessment Student Form

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

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

Primary home language indicated by the parent: _____

Evaluation/Reevaluation

PEA ✓	Line Item	I-O-U	Description
☐	II.A.1	_____	Current evaluation **60-Day**
☐	**II.A.5**	_____	**For initial evaluation, the student was evaluated within 60 calendar days** **# of days over:** _____ **Reason:** _____ **60-Day**

Individualized Education Program

PEA ✓	Line Item	I-O-U	Description
☐	III.A.1	_____	Current IEP (date: _____) **60-Day**
☐	III.A.2	_____	IEP review/revision and participants
☐		☐	IEP reviewed/revised annually (previous date: _____)
☐		☐	IEP team meeting included required participants **(if "no", indicate missing members)** ☐ Parent　　　☐ PEA Representative ☐ Gen Ed Teacher　☐ Test Results ☐ Special Ed Teacher　　Interpreter
☐	III.A.3	_____	General required components of IEP are included
☐		☐	IEP has PLAAFP (refer to guide steps)

Language in which the student is most proficient: _____

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

COMMENTS:_____

_____

_____

_____

Graduation Self-Assessment Student Form

PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
☐		☐	Consideration of supplementary aids, services, program modifications	☐		☐	The student's course of study supports the identified postsecondary goal(s)
☐		☐	Consideration of supports for school personnel	☐		☐	Documentation of annual IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s)
☐		☐	Location, frequency, and duration of services and modifications **(If "out", indicate the missing requirement)** ☐ Location ☐ Frequency ☐ Duration				
				☐		☐	Documentation that the student was invited to meeting
☐		☐	Extent to which student will not participate with nondisabled peers	☐		☐	Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting when parent consent is obtained
☐		☐	SPED72 matches LRE	☐	III.A.7	_____	Documentation of additional postsecondary transition components
	Secondary Transition Line Items (III.A.6 & III.A.7)						
☐	**III.A.6**	_____	**For students 16 years of age or older, documentation of required postsecondary components. 60-Day**	☐		☐	Progress reporting for services/activities
				☐		☐	By age 17, a statement of rights to transfer at age 18
☐		☐	Measurable postsecondary goals ☐ No evidence of goals ☐ Goal content not postsecondary ☐ Not measurable ☐ Required goal areas not addressed	☐	III.A.8	_____	IEP reflects student educational needs **60-Day**
☐		☐	Measurable postsecondary goals updated annually				
☐		☐	Documentation that the postsecondary goals were derived from age-appropriate assessment(s)				
☐		☐	Documentation of one or more transition services/activities that support the postsecondary goal(s)				

COMMENTS:_____

_____

_____

_____

June 2021

Summary of Performance Worksheet
All unified districts and high schools use this section

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

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

June 2021

Graduation Rate Analysis and Action Plan

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

June 2021

Findings						
Evidence						

Problem Statement(s):

Actionable Cause(s):

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Goal:

Analysis and Action Plan Feedback Guide

PEA:		Focus Area:	
Analysis Items	**Does Not Meet**	**Meets**	**Feedback/TA**
Review of Data ☐ Does Not Meet ☐ Meets	• No findings included • No evidence included • Evidence included does not address data	• Evidence of data findings and review • Evidence included addresses data	
Supports & Services ☐ Does Not Meet ☐ Meets	• No findings included • No evidence included • Evidence included does not address data	• Evidence of data findings and review • Evidence included addresses data	
Problem statement, actionable cause, and goal ☐ Does Not Meet ☐ Meets	• Analysis did not include problem statement(s), actionable cause(s), and at least one goal	• Analysis includes problem statement(s), actionable cause(s), and at least one goal	

Dropout Self-Assessment Student Form

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

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

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

PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
			Evaluation/Reevaluation	☐		☐	Measurable annual goals related to PLAAFP
☐	II.A.1	_____	Current evaluation 60-Day	☐		☐	Documentation of eligibility for alternate assessment, if appropriate **60-Day**
☐	**II.A.5**	_____	**For initial evaluation, the student was evaluated within 60 calendar days** **# of days over:** ____ **Reason:** _____ **60-Day**	☐		☐	For students eligible for alternate assessments only, short-term instructional objectives or benchmarks
				☐		☐	Current progress report includes progress toward goals **(If "out", indicate the missing requirement)** ☐ No description of timeline ☐ Goals not measurable ☐ Not done in accordance with timeline ☐ Not reflective of measurement criteria in goal
			Individualized Education Program				
☐	III.A.1	_____	Current IEP (date: _____) **60-Day**				
☐	III.A.2	_____	IEP review/revision and participants				
☐		☐	IEP reviewed/revised annually (previous date: _____)	☐	III.A.4	_____	Individualized services to be provided
☐		☐	IEP team meeting included required participants **(if "no", indicate missing members)** ☐ Parent ☐ PEA Representative ☐ Gen Ed Teacher ☐ Test Results ☐ Special Ed Teacher Interpreter	☐		☐	Special education services to be provided **(If "out", indicate missing requirement)** ☐ Not specially designed instruction (SDI) ☐ No documentation of why SDI is provided by other personnel ☐ No documentation of certified special education personnel in planning, progress monitoring, or delivery of SDI ☐ Special education teacher not certified ☐ Other provider not certified (**District Only**)
☐	III.A.3	_____	General required components of IEP are included				
☐		☐	IEP has PLAAFP (refer to guide steps)				
				☐		☐	Consideration of related services

COMMENTS: _____

_____

_____

_____

Dropout Self-Assessment Student Form

PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
☐		☐	Consideration of supplementary aids, services, program modifications	☐		☐	The student's course of study supports the identified postsecondary goal(s)
☐		☐	Consideration of supports for school personnel	☐		☐	Documentation of annual IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s)
☐		☐	Location, frequency, and duration of services and modifications **(If "out", indicate the missing requirement)** ☐ Location ☐ Frequency ☐ Duration	☐		☐	Documentation that the student was invited to meeting
☐		☐	Consideration of the need for extended school year	☐		☐	Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting when parent consent is obtained
☐		☐	Extent to which student will not participate with nondisabled peers	☐	III.A.7	_____	Documentation of additional postsecondary transition components
☐		☐	SPED72 matches LRE	☐		☐	Progress reporting for services/activities
	Secondary Transition Line Items (III.A.6 & III.A.7)			☐		☐	By age 17, a statement of rights to transfer at age 18
☐	**III.A.6**	_____	**For students 16 years of age or older, documentation of required postsecondary components. 60-Day**	☐	III.A.8	_____	IEP reflects student educational needs **60-Day**
☐		☐	Measurable postsecondary goals ☐ No evidence of goals ☐ Goal content not postsecondary ☐ Not measurable ☐ Required goal areas not addressed				
☐		☐	Measurable postsecondary goals updated annually				
☐		☐	Documentation that the postsecondary goals were derived from age-appropriate assessment(s)				
☐		☐	Documentation of one or more transition services/activities that support the postsecondary goal(s)				

COMMENTS:_____

_____

_____

_____

Summary of Performance Worksheet
All unified districts and high schools use this section

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

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

Dropout Rate Analysis and Action Plan

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

Problem Statement(s)

Actionable Cause(s):

Goal:

B10

Analysis and Action Plan Feedback Guide

PEA:		Focus Area:	
Analysis Items	Does Not Meet	Meets	Feedback/TA
Review of Data ☐ Does Not Meet ☐ Meets	• No findings included • No evidence included • Evidence included does not address data	• Evidence of data findings and review • Evidence included addresses data	
Supports & Services ☐ Does Not Meet ☐ Meets	• No findings included • No evidence included • Evidence included does not address data	• Evidence of data findings and review • Evidence included addresses data	
Problem statement, actionable cause, and goal ☐ Does Not Meet ☐ Meets	• Analysis did not include problem statement(s), actionable cause(s), and at least one goal	• Analysis includes problem statement(s), actionable cause(s), and at least one goal	

Reading Proficiency Self-Assessment Student Form

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

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

B11

Primary home language indicated by the parent: _____

Evaluation/Reevaluation

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

Language in which the student is most proficient: _____

PEA ✓	Line Item	I-O-U	Description
☐		☐	Team determined the student has a specific category of disability **60-Day**
☐		☐	Team determined the student needs special education and related services **60-Day**
☐		☐	Assessments and other evaluation materials are administered in a language and form most likely to yield accurate information **60-Day**
☐		☐	SPED72 matches eligibility
☐		☐	A—documents a developmental disability that significantly affects verbal and nonverbal communication and social interaction
☐		☐	DD—documents at least 1.5 SD and no more than 3.0 SD below the mean in two or more areas for a child who is at least 3 years of age but under 10 years of age
☐		☐	ED—verification by a qualified professional **60-Day**
☐		☐	HI—verification by a qualified professional **60-Day**
☐		☐	HI—documents the language proficiency of the student
☐		☐	MIID—documents performance on standard measures between 2 and 3 SD below the mean

COMMENTS: _____

_____

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Reading Proficiency Self-Assessment Student Form

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

COMMENTS: _____

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Reading Proficiency Self-Assessment Student Form

PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
☐		☐	Current progress report includes progress toward goals **(If "out," indicate the missing requirement)** ☐ No description of timeline ☐ Goals not measurable ☐ Not done in accordance with timeline ☐ Not reflective of measurement criteria in goal	☐		☐	Extent to which student will not participate with nondisabled peers
				☐		☐	SPED72 matches LRE
				☐	III.A.5	___	Other considerations
☐	III.A.4	___	Individualized services to be provided	☐		☐	Consideration of strategies/supports to address behavior that impedes student's learning or that of others
☐		☐	Special education services to be provided **(If "out," indicate missing requirement)** ☐ Not specially designed instruction (SDI) ☐ No documentation of why SDI is provided by other personnel ☐ No documentation of certified special education personnel in planning, progress monitoring, or delivery of SDI ☐ Special education teacher not certified ☐ Other provider not certified (**District Only**)	☐		☐	Consideration of individual accommodations in testing, if appropriate
				☐		☐	Consideration of communication needs of the student
				☐		☐	Consideration of assistive technology devices and service needs
				☐		☐	For ELL students, consideration of language needs related to the IEP
				☐		☐	For HI students, consideration of the child's language and communication needs
☐		☐	Consideration of related services				
☐		☐	Consideration of supplementary aids, services, program modifications				**Secondary Transition Line Items (III.A.6)**
☐		☐	Consideration of supports for school personnel	☐	III.A.6	___	**For students 16 years of age or older, documentation of required postsecondary components 60-Day**
☐		☐	Location, frequency, and duration of services and modifications **(If "out," indicate the missing requirement)** ☐ Location ☐ Frequency ☐ Duration	☐		☐	Measurable postsecondary goals ☐ No evidence of goals ☐ Goal content not postsecondary ☐ Not measurable ☐ Required goal areas not addressed
☐		☐	Consideration of the need for extended school year	☐		☐	Measurable postsecondary goals updated annually

COMMENTS: _____

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June 2021

Reading Proficiency Self-Assessment Student Form

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

COMMENTS:_____

_____

_____

_____

June 2021

Success Gaps Rubric

District: _____   **Revision Dates:** _____   _____   _____   _____

Team Leader:

Team Members:

_____	_____	_____
(name)	**(role)**	**(email contact)**
_____	_____	_____
(name)	**(role)**	**(email contact)**
_____	_____	_____
(name)	**(role)**	**(email contact)**
_____	_____	_____
(name)	**(role)**	**(email contact)**
_____	_____	_____
(name)	**(role)**	**(email contact)**
_____	_____	_____
(name)	**(role)**	**(email contact)**

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

Directions for completing the Success Gaps rubric:

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

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

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

1. Data-Based Decision Making

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

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

2. Cultural Responsiveness

Probing Questions:

Are school staff prepared to work with children/students from diverse cultural and linguistic backgrounds?

Is our school culture responsive and welcoming to children/students and families from culturally/linguistically diverse groups?

To what degree does our teaching staff reflect the cultural/linguistic makeup of our school's population?

Do school staff understand and value each individual child's and each group's unique cultural values and needs?

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

Do research-based interventions account for the schools' cultural context as a part of implementation?

Are screening, referral, and assessment practices, procedures, and tools unbiased and nondiscriminatory?

Does the staff at our school understand that it is our job to be culturally responsive to all their children/students?

Are we linguistically competent to communicate with our children/students and their families?

Do culturally responsive practices inform our outreach to the community including families and community partners?

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

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

3. Core Instructional Program

Probing Questions:

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

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

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

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

4. Assessment—Universal Screening and Progress Monitoring

Probing Questions:

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

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

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

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

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

5. Interventions and Supports

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

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

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

June 2021

Action Plan

Success Gaps Indicator Group to Target:

☐ Data-Based Decision-Making   ☐ Cultural Responsiveness   ☐ Core Instructional Program   ☐ Assessment   ☐ Interventions & Support

Indicator Targeted *Baseline*	Indicator Targeted *Goal*	Potential Barriers *To Your Goal*	Gap-Closing Strategies *Action Steps*	Measuring Progress & Effectiveness *Quantitative Data*	People Responsible *Throughout the Process*	Resources *Available & Needed*

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June 2021

Success Gaps Feedback Guide

	PEA:		Focus Area:	
Rubric Items	**Does Not Meet**		**Meets**	**Feedback/TA**
Data-Based Decision Making ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions		• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	
Cultural Responsiveness ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions		• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	
Core Instructional Program ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions		• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	

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Success Gaps Feedback Guide

Assessment ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	
Interventions and Supports ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	
Action Plan ☐ Does Not Meet ☐ Meets	• Area of focus is not supported by needs assessment • No action steps are included or action steps are not aligned to outcome of needs assessment • Action step(s) do not include any required sections	• Area of focus is supported by the outcome of the needs assessment • Action steps are aligned to the needs assessment data • Action step(s) include some or all required sections	

Math Proficiency Self-Assessment Student Form

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

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

Primary home language indicated by the parent: _____

Language in which the student is most proficient: _____

Evaluation/Reevaluation

PEA ✓	Line Item	I-O-U	Description
☐	II.A.1	____	Current evaluation **60-Day**
☐	II.A.4	____	Eligibility considerations
☐		☐	Student assessed in all areas related to the suspected disability (including academic, behavior, current vision and hearing status) and, for preschool, a CDA **(indicate areas that have not been assessed) 60-Day**

☐ Vision ☐ Social/behavioral
☐ Hearing ☐ Communications
☐ Academics ☐ Assistive technology
☐ Cognitive ☐ Motor skills
☐ Adaptive ☐ Other _____

PEA ✓	Line Item	I-O-U	Description
☐		☐	Performance in educational setting and progress in general curriculum
☐		☐	Educational needs to access the general curriculum, including assistive technology
☐		☐	For reevaluations, additions or modifications to the special education services are needed for the student to progress in the general curriculum
☐		☐	The impact of any educational disadvantage
☐		☐	The impact of English language learning on progress in general curriculum

PEA ✓	Line Item	I-O-U	Description
☐		☐	Team determined the student has a specific category of disability **60-Day**
☐		☐	Team determined the student needs special education and related services **60-Day**
☐		☐	Assessments and other evaluation materials are administered in a language and form most likely to yield accurate information **60-Day**
☐		☐	SPED72 matches eligibility
☐		☐	A—documents a developmental disability that significantly affects verbal and nonverbal communication and social interaction
☐		☐	DD—documents at least 1.5 SD and no more than 3.0 SD below the mean in two or more areas for a child who is at least 3 years of age but under 10 years of age
☐		☐	ED—verification by a qualified professional **60-Day**
☐		☐	HI—verification by a qualified professional **60-Day**
☐		☐	HI—documents the language proficiency of the student
☐		☐	MIID—documents performance on standard measures between 2 and 3 SD below the mean

COMMENTS: _____

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Math Proficiency Self-Assessment Student Form

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

COMMENTS: _____

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Math Proficiency Self-Assessment Student Form

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PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
☐		☐	Current progress report includes progress toward goals **(If "out," indicate the missing requirement)** ☐ No description of timeline ☐ Goals not measurable ☐ Not done in accordance with timeline ☐ Not reflective of measurement criteria in goal	☐		☐	Extent to which student will not participate with nondisabled peers
				☐		☐	SPED72 matches LRE
				☐	III.A.5	⎯⎯	Other considerations
☐	III.A.4	⎯⎯	Individualized services to be provided	☐		☐	Consideration of strategies/supports to address behavior that impedes student's learning or that of others
☐		☐	Special education services to be provided **(If "out," indicate missing requirement)** ☐ Not specially designed instruction (SDI) ☐ No documentation of why SDI is provided by other personnel ☐ No documentation of certified special education personnel in planning, progress monitoring, or delivery of SDI ☐ Special education teacher not certified ☐ Other provider not certified (**District Only**)	☐		☐	Consideration of individual accommodations in testing, if appropriate
				☐		☐	Consideration of communication needs of the student
				☐		☐	Consideration of assistive technology devices and service needs
				☐		☐	For ELL students, consideration of language needs related to the IEP
				☐		☐	For HI students, consideration of the child's language and communication needs
☐		☐	Consideration of related services				
☐		☐	Consideration of supplementary aids, services, program modifications				**Secondary Transition Line Items (III.A.6)**
☐		☐	Consideration of supports for school personnel	☐	III.A.6	⎯⎯	**For students 16 years of age or older, documentation of required postsecondary components 60-Day**
☐		☐	Location, frequency, and duration of services and modifications **(If "out," indicate the missing requirement)** ☐ Location ☐ Frequency ☐ Duration	☐		☐	Measurable postsecondary goals ☐ No evidence of goals ☐ Goal content not postsecondary ☐ Not measurable ☐ Required goal areas not addressed
☐		☐	Consideration of the need for extended school year	☐		☐	Measurable postsecondary goals updated annually

COMMENTS: _____

_____

_____

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Math Proficiency Self-Assessment Student Form

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

COMMENTS:_____

_____

_____

Success Gaps Rubric

District: _____   **Revision Dates:** _____   _____   _____   _____

Team Leader:

Team Members:

_____	_____	_____
(name)	**(role)**	**(email contact)**
_____	_____	_____
(name)	**(role)**	**(email contact)**
_____	_____	_____
(name)	**(role)**	**(email contact)**
_____	_____	_____
(name)	**(role)**	**(email contact)**
_____	_____	_____
(name)	**(role)**	**(email contact)**
_____	_____	_____
(name)	**(role)**	**(email contact)**

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

Directions for completing the Success Gaps rubric:

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

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

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

1. Data-Based Decision Making

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

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

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2. Cultural Responsiveness

Probing Questions:

Are school staff prepared to work with children/students from diverse cultural and linguistic backgrounds?

Is our school culture responsive and welcoming to children/students and families from culturally/linguistically diverse groups?

To what degree does our teaching staff reflect the cultural/linguistic makeup of our school's population?

Do school staff understand and value each individual child's and each group's unique cultural values and needs?

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

Do research-based interventions account for the schools' cultural context as a part of implementation?

Are screening, referral, and assessment practices, procedures, and tools unbiased and nondiscriminatory?

Does the staff at our school understand that it is our job to be culturally responsive to all their children/students?

Are we linguistically competent to communicate with our children/students and their families?

Do culturally responsive practices inform our outreach to the community including families and community partners?

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

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

3. Core Instructional Program

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

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

4. Assessment—Universal Screening and Progress Monitoring

Probing Questions:

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

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

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

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

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

5. Interventions and Supports

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

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

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

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Action Plan

Success Gaps Indicator Group to Target:

☐ Data-Based Decision-Making   ☐ Cultural Responsiveness   ☐ Core Instructional Program   ☐ Assessment   ☐ Interventions & Support

Indicator Targeted *Baseline*	Indicator Targeted *Goal*	Potential Barriers *To Your Goal*	Gap-Closing Strategies *Action Steps*	Measuring Progress & Effectiveness *Quantitative Data*	People Responsible *Throughout the Process*	Resources *Available & Needed*

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Success Gaps Feedback Guide

PEA:		Focus Area:	

Rubric Items	Does Not Meet	Meets	Feedback/TA
Data-Based Decision Making ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	
Cultural Responsiveness ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	
Core Instructional Program ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	

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Success Gaps Feedback Guide

Assessment ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	
Interventions and Supports ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	
Action Plan ☐ Does Not Meet ☐ Meets	• Area of focus is not supported by needs assessment • No action steps are included or action steps are not aligned to outcome of needs assessment • Action step(s) do not include any required sections	• Area of focus is supported by the outcome of the needs assessment • Action steps are aligned to the needs assessment data • Action step(s) include some or all required sections	

Suspension/Expulsion Self-Assessment Student Form

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

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

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

Evaluation/Reevaluation

PEA ✓	Line Item	I-O-U	Description
☐	II.A.1	_____	Current evaluation **60-Day**
☐	II.A.2	_____	Review of existing data
☐		☐	Parent request timeline
☐		☐	Current information provided by the parents
☐		☐	Current classroom-based assessments
☐		☐	Teachers' and related service providers' observation(s), including pre-referral interventions
☐		☐	Formal assessments
☐	II.A.3	_____	Team determination of need for additional data
☐		☐	Team determined that existing data were sufficient or determined that additional data were needed
☐		☐	For reevaluation only, parents were informed of reason and right to request data
☐		☐	Obtained informed parental consent or for reevaluation only, documented efforts to obtain consent

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

COMMENTS:_____

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June 2021

Suspension/Expulsion Self-Assessment Student Form

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PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
☐		☐	Team determined the student needs special education and related services **60-Day**	☐		☐	PSD—documents more than 3.0 SD below the mean in one or more areas
☐		☐	Assessments and other evaluation materials are administered in a language and form most likely to yield accurate information **60-Day**	☐		☐	SLI—documents a communication disorder
☐		☐	SPED72 matches eligibility	☐		☐	SLD—documents a significant discrepancy between achievement and ability in one of the identified areas or failure to respond to intervention (RTI)
☐		☐	A—documents a developmental disability that significantly affects verbal and nonverbal communication and social interaction	☐		☐	SLD—certifies that each team member agrees or disagrees
☐		☐	DD—documents at least 1.5 SD and no more than 3.0 SD below the mean in two or more areas for a child who is at least 3 years of age but under 10 years of age	☐		☐	SLD—documents determination of effects of environmental, cultural, or economic disadvantage
				☐		☐	SID—documents performance at least 4 SD below the mean
☐		☐	ED—verification by a qualified professional **60-Day**	☐		☐	TBI—verification by a qualified professional **60-Day**
☐		☐	HI—verification by a qualified professional **60-Day**	☐		☐	VI—verification by a qualified professional **60-Day**
☐		☐	HI—documents the language proficiency of the student	☐		☐	VI—documents the results of an individualized Braille assessment for a student who is considered blind
☐		☐	MIID—documents performance on standard measures between 2 and 3 SD below the mean	☐	II.A.5	_____	**For initial evaluation, the student was evaluated within 60 calendar days** **# of days over: _____** **Reason: _____** **60-Day**
☐		☐	MOID—documents performance on standard measures between 3 and 4 SD below the mean				
☐		☐	MD—documents a learning and developmental problem resulting from multiple disabilities **60-Day**				
☐		☐	MDSSI—documents multiple disabilities that include at least one of the following: VI or HI **60-Day**				
☐		☐	OHI—verification by a qualified professional **60-Day**				
☐		☐	OI—verification by a qualified professional **60-Day**				

COMMENTS:_____

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June 2021

Suspension/Expulsion Self-Assessment Student Form

Individualized Education Program

PEA ✓	Line Item	I-O-U	Description
☐	III.A.1	_____	Current IEP (date: _____) **60-Day**
☐	III.A.2	_____	IEP review/revision and participants
☐		☐	IEP reviewed/revised annually (previous date: _____)
☐		☐	IEP team meeting included required participants **(if "no," indicate missing members)** ☐ Parent ☐ PEA Representative ☐ Gen Ed Teacher ☐ Test Results ☐ Special Ed Teacher Interpreter
☐	III.A.3	_____	General required components of IEP are included
☐		☐	IEP has PLAAFP (refer to Guide Steps)
☐		☐	Measurable annual goals related to PLAAFP
☐		☐	Documentation of eligibility for alternate assessment, if appropriate **60-Day**
☐		☐	For students eligible for alternate assessments only, short-term instructional objectives or benchmarks
☐		☐	Current progress report includes progress toward goals **(If "out," indicate the missing requirement)** ☐ No description of timeline ☐ Goals not measurable ☐ Not done in accordance with timeline ☐ Not reflective of measurement criteria in goal

PEA ✓	Line Item	I-O-U	Description
☐	III.A.4	_____	Individualized services to be provided
☐		☐	Special education services to be provided **(If "out," indicate the missing requirement)** ☐ Not specially designed instruction (SDI) ☐ No documentation of why SDI is provided by other personnel ☐ No documentation of certified special education personnel in planning, progress monitoring, or delivery of SDI ☐ Special education teacher not certified ☐ Other provider not certified (**district only**)
☐		☐	Consideration of related services
☐		☐	Consideration of supplementary aids, services, program modifications
☐		☐	Consideration of supports for school personnel
☐		☐	Location, frequency, and duration of services and modifications **(If "out," indicate the missing requirement)** ☐ Location ☐ Frequency ☐ Duration
☐		☐	Consideration of the need for extended school year
☐		☐	Extent to which student will not participate with nondisabled peers
☐		☐	SPED72 matches LRE

COMMENTS:_____

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June 2021

Suspension/Expulsion Self-Assessment Student Form

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PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
☐	III.A.5	___	Other considerations	☐		☐	The student's course of study supports the identified postsecondary goal(s)
☐		☐	Consideration of strategies/supports to address behavior that impedes student's learning or that of others	☐		☐	Documentation of annual IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s)
☐		☐	Consideration of individual accommodations in testing, if appropriate	☐		☐	Documentation that the student was invited to the meeting
☐		☐	Consideration of communication needs of the student	☐		☐	Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting when parent consent has been obtained
☐		☐	Consideration of assistive technology devices and service needs				
☐		☐	For students who are ELL, consideration of language needs related to the IEP	☐	III.A.7	___	Documentation of additional postsecondary transition components
☐		☐	For students with HI, consideration of the child's language and communication needs	☐		☐	Progress reporting for services/activities
				☐		☐	By age 17, a statement of rights to transfer at age 18

Secondary Transition Line Items (III.A.6 & III.A.7)

PEA ✓	Line Item	I-O-U	Description
☐	**III.A.6**	___	**For students 16 years of age or older, documentation of required postsecondary components 60-Day**
☐		☐	Measurable postsecondary goals ☐ No evidence of goals ☐ Goal content not postsecondary ☐ Not measurable ☐ Required goal areas not addressed
☐		☐	Measurable postsecondary goals updated annually
☐		☐	Documentation that the postsecondary goals were derived from age-appropriate assessment(s)
☐		☐	Documentation of one or more transition services/activities that support the postsecondary goal(s)

PEA ✓	Line Item	I-O-U	Description
☐	III.A.8		IEP reflects student educational needs **60-Day**

Procedural Safeguards/Parental Participation

PEA ✓	Line Item	I-O-U	Description
☐	IV.A.1	___	Notices provided at required times and in a language and form that is understandable to the parent
☐		☐	Procedural safeguards notice provided to parents within the last 12 months **60-Day**
☐		☐	All required notices provided in a language that is: 1. the native language of the parent 2. understandable to public **60-Day**

COMMENTS: _____

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June 2021

Suspension/Expulsion Self-Assessment Student Form

PEA ✓	Line Item	I-O-U	Description
☐	IV.A.2	_____	PWN provided at required times and contains required components
☐		☐	PWN provided to parents at required times in the last 12 months
☐		☐	For PWN, a description of the action proposed or refused by the PEA
☐		☐	For PWN, explanation of why the agency proposed or refused to take the action
☐		☐	For PWN, description of any options considered and why these options were rejected
☐		☐	For PWN, description of evaluation procedures, tests, records used as a basis for the decision
☐		☐	For PWN, description of any other relevant factors
☐		☐	For PWN, if the notice is not an initial referral for evaluation, a statement of how a copy of the procedural safeguards can be obtained
☐		☐	For PWN, sources to obtain assistance in understanding the notice

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

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COMMENTS: _____

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June 2021

Suspension/Expulsion Self-Assessment Student Form

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

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COMMENTS:

June 2021

Success Gaps Rubric

District: _____   **Revision Dates:** _____   _____   _____   _____

Team Leader:

Team Members:

_____ **(name)**	_____ **(role)**	_____ **(email contact)**
_____ **(name)**	_____ **(role)**	_____ **(email contact)**
_____ **(name)**	_____ **(role)**	_____ **(email contact)**
_____ **(name)**	_____ **(role)**	_____ **(email contact)**
_____ **(name)**	_____ **(role)**	_____ **(email contact)**
_____ **(name)**	_____ **(role)**	_____ **(email contact)**

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

Directions for completing the Success Gaps rubric:

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

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

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

1. Data-Based Decision Making

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

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

2. Cultural Responsiveness

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

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

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

3. Core Instructional Program

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

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

4. Assessment—Universal Screening and Progress Monitoring

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

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

5. Interventions and Supports

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

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

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

Action Plan

Success Gaps Indicator Group to Target:

☐ Data-Based Decision-Making   ☐ Cultural Responsiveness   ☐ Core Instructional Program   ☐ Assessment   ☐ Interventions & Support

Indicator Targeted *Baseline*	Indicator Targeted *Goal*	Potential Barriers *To Your Goal*	Gap-Closing Strategies *Action Steps*	Measuring Progress & Effectiveness *Quantitative Data*	People Responsible *Throughout the Process*	Resources *Available & Needed*

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Success Gaps Feedback Guide

PEA:		Focus Area:	
Rubric Items	Does Not Meet	Meets	Feedback/TA
Data-Based Decision Making ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	
Cultural Responsiveness ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	
Core Instructional Program ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	

Success Gaps Feedback Guide

Assessment ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	
Interventions and Supports ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	
Action Plan ☐ Does Not Meet ☐ Meets	• Area of focus is not supported by needs assessment • No action steps are included or action steps are not aligned to outcome of needs assessment • Action step(s) do not include any required sections	• Area of focus is supported by the outcome of the needs assessment • Action steps are aligned to the needs assessment data • Action step(s) include some or all required sections	

LRE Self-Assessment Student Form

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

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

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

Evaluation/Reevaluation

PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
☐	II.A.1	_____	Current evaluation **60-Day**	☐		☐	Documentation of eligibility for alternate assessment, if appropriate **60-Day**
☐	**II.A.5**	_____	**For initial evaluation, the student was evaluated within 60 calendar days # of days over: _____ Reason: _____ 60-Day**	☐		☐	For students eligible for alternate assessments only, short-term instructional objectives or benchmarks

Individualized Education Program

PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
☐	III.A.1	_____	Current IEP (date: _____) **60-Day**	☐		☐	Current progress report includes progress toward goals **(If "out," indicate the missing requirement)** ☐ No description of timeline ☐ Goals not measurable ☐ Not done in accordance with timeline ☐ Not reflective of measurement criteria in goal
☐	III.A.2	_____	IEP review/revision and participants				
☐		☐	IEP reviewed/revised annually (previous date: _____)				
☐		☐	IEP team meeting included required participants **(if "no," indicate missing members)** ☐ Parent ☐ PEA Representative ☐ Gen Ed Teacher ☐ Test Results ☐ Special Ed Teacher Interpreter	☐	III.A.4	_____	Individualized services to be provided
☐	III.A.3	_____	General required components of IEP are included	☐		☐	Special education services to be provided **(If "out," indicate missing requirement)** ☐ Not specially designed instruction (SDI) ☐ No documentation of why SDI is provided by other personnel ☐ No documentation of certified special education personnel in planning, progress monitoring, or delivery of SDI ☐ Special education teacher not certified ☐ Other provider not certified (**District Only**)
☐		☐	IEP has PLAAFP (refer to guide steps)				
☐		☐	Measurable annual goals related to PLAAFP				
				☐		☐	Consideration of related services

COMMENTS:_____

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June 2021

LRE Self-Assessment Student Form

PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
☐		☐	Consideration of supplementary aids, services, program modifications		**Secondary Transition Line Items (III.A.6 & III.A.7)**		
☐		☐	Consideration of supports for school personnel	☐	III.A.6	_____	**For students 16 years of age or older, documentation of required postsecondary components. 60-Day**
☐		☐	Location, frequency, and duration of services and modifications **(If "out," indicate the missing requirement)** ☐ Location ☐ Frequency ☐ Duration	☐		☐	Measurable postsecondary goals ☐ No evidence of goals ☐ Goal content not postsecondary ☐ Not measurable ☐ Required goal areas not addressed
☐		☐	Consideration of the need for extended school year	☐		☐	Measurable postsecondary goals updated annually
☐		☐	Extent to which student will not participate with nondisabled peers	☐		☐	Documentation that the postsecondary goals were derived from age-appropriate assessment(s)
☐		☐	SPED72 matches LRE	☐		☐	Documentation of one or more transition services/activities that support the postsecondary goal(s)
☐	III.A.5	_____	Other considerations				
☐		☐	Consideration of strategies/supports to address behavior that impedes student's learning or that of others	☐		☐	The student's course of study supports the identified postsecondary goal(s)
☐		☐	Consideration of individual accommodations in testing, if appropriate	☐		☐	Documentation of annual IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s)
☐		☐	Consideration of communication needs of the student	☐		☐	Documentation that the student was invited to meeting
☐		☐	Consideration of assistive technology devices and service needs	☐		☐	Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting when parent consent is obtained
☐		☐	For students who are ELL, consideration of language needs related to the IEP				
☐		☐	For students with HI, consideration of the child's language and communication needs				

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COMMENTS:_____

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June 2021

LRE Self-Assessment Student Form

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

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COMMENTS:_____

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June 2021

Success Gaps Rubric

District: _____   **Revision Dates:** _____   _____   _____   _____

Team Leader:

Team Members:

_____	_____	_____
(name)	**(role)**	**(email contact)**
(name)	**(role)**	**(email contact)**
(name)	**(role)**	**(email contact)**
(name)	**(role)**	**(email contact)**
(name)	**(role)**	**(email contact)**
(name)	**(role)**	**(email contact)**

B14

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

Directions for completing the Success Gaps rubric:

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

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

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

1. Data-Based Decision Making

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

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

2. Cultural Responsiveness

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

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

June 2021

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

3. Core Instructional Program

Probing Questions:

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

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

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

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

4. Assessment—Universal Screening and Progress Monitoring

Probing Questions:

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

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

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

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

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

5. Interventions and Supports

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

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

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

Action Plan

Success Gaps Indicator Group to Target:

☐ Data-Based Decision-Making ☐ Cultural Responsiveness ☐ Core Instructional Program ☐ Assessment ☐ Interventions & Support

Indicator Targeted *Baseline*	Indicator Targeted *Goal*	Potential Barriers *To Your Goal*	Gap-Closing Strategies *Action Steps*	Measuring Progress & Effectiveness *Quantitative Data*	People Responsible *Throughout the Process*	Resources *Available & Needed*

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Success Gaps Feedback Guide

PEA:		Focus Area:	
Rubric Items	Does Not Meet	Meets	Feedback/TA
Data-Based Decision Making ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	
Cultural Responsiveness ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	
Core Instructional Program ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	

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June 2021

Success Gaps Feedback Guide

Assessment ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	
Interventions and Supports ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	
Action Plan ☐ Does Not Meet ☐ Meets	• Area of focus is not supported by needs assessment • No action steps are included or action steps are not aligned to outcome of needs assessment • Action step(s) do not include any required sections	• Area of focus is supported by the outcome of the needs assessment • Action steps are aligned to the needs assessment data • Action step(s) include some or all required sections	

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June 2021

Disproportionality Self-Assessment Student Form

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

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

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

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

COMMENTS:_____

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June 2021

Disproportionality Self-Assessment Student Form

PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
☐		☐	Team determined the student has a specific category of disability **60-Day**	☐		☐	OHI—verification by a qualified professional **60-Day**
				☐		☐	OI—verification by a qualified professional **60-Day**
☐		☐	Team determined the student needs special education and related services **60-Day**	☐		☐	PSD—documents more than 3.0 SD below the mean in one or more areas
☐		☐	Assessments and other evaluation materials are administered in a language and form most likely to yield accurate information **60-Day**	☐		☐	SLI—documents a communication disorder
				☐		☐	SLD—documents a significant discrepancy between achievement and ability in one of the identified areas or failure to respond to intervention (RTI)
☐		☐	SPED72 matches eligibility				
☐		☐	A—documents a developmental disability that significantly affects verbal and nonverbal communication and social interaction	☐		☐	SLD—certifies that each team member agrees or disagrees
☐		☐	DD—documents at least 1.5 SD and no more than 3.0 SD below the mean in two or more areas for a child who is at least 3 years of age but under 10 years of age	☐		☐	SLD—documents determination of effects of environmental, cultural, or economic disadvantage
				☐		☐	SID—documents performance at least 4 SD below the mean
☐		☐	ED—verification by a qualified professional **60-Day**	☐		☐	TBI—verification by a qualified professional **60-Day**
☐		☐	HI—verification by a qualified professional **60-Day**	☐		☐	VI—verification by a qualified professional **60-Day**
☐		☐	HI—documents the language proficiency of the student	☐		☐	VI—documents the results of an individualized Braille assessment for a student who is considered blind
☐		☐	MIID—documents performance on standard measures between 2 and 3 SD below the mean				
☐		☐	MOID—documents performance on standard measures between 3 and 4 SD below the mean	☐	II.A.5	_____	**For initial evaluation, the student was evaluated within 60 calendar days.** **# of days over:** _____ **Reason:** _____ **60-Day**
☐		☐	MD—documents a learning and developmental problem resulting from multiple disabilities **60-Day**				
☐		☐	MDSSI—documents multiple disabilities that include at least one of the following: VI or HI **60-Day**				

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COMMENTS:_____

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June 2021

Disproportionality Self-Assessment Student Form

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

COMMENTS: _____

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Success Gaps Rubric

District: _____   **Revision Dates:** _____   _____   _____   _____

Team Leader:

Team Members:

_____	_____	_____
(name)	(role)	(email contact)
_____	_____	_____
(name)	(role)	(email contact)
_____	_____	_____
(name)	(role)	(email contact)
_____	_____	_____
(name)	(role)	(email contact)
_____	_____	_____
(name)	(role)	(email contact)
_____	_____	_____
(name)	(role)	(email contact)

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1. Data-Based Decision Making

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

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

2. Cultural Responsiveness

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

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

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

3. Core Instructional Program

Probing Questions:

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

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

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

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

4. Assessment—Universal Screening and Progress Monitoring

Probing Questions:

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

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

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

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

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

5. Interventions and Supports

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

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

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

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Action Plan

Success Gaps Indicator Group to Target:

☐ Data-Based Decision-Making   ☐ Cultural Responsiveness   ☐ Core Instructional Program   ☐ Assessment   ☐ Interventions & Support

Indicator Targeted *Baseline*	Indicator Targeted *Goal*	Potential Barriers *To Your Goal*	Gap-Closing Strategies *Action Steps*	Measuring Progress & Effectiveness *Quantitative Data*	People Responsible *Throughout the Process*	Resources *Available & Needed*

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Success Gaps Feedback Guide

		PEA:		Focus Area:		

Rubric Items	Does Not Meet	Meets	Feedback/TA
Data-Based Decision Making ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	
Cultural Responsiveness ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	
Core Instructional Program ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	

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Success Gaps Feedback Guide

Assessment ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	
Interventions and Supports ☐ Does Not Meet ☐ Meets	• No indication of performance or level of implementation for all areas included • No evidence included • Evidence included does not address any of the probing questions	• Evidence of performance level or level of implementation for each area included • Evidence section is completed and aligned to probing questions	
Action Plan ☐ Does Not Meet ☐ Meets	• Area of focus is not supported by needs assessment • No action steps are included or action steps are not aligned to outcome of needs assessment • Action step(s) do not include any required sections	• Area of focus is supported by the outcome of the needs assessment • Action steps are aligned to the needs assessment data • Action step(s) include some or all required sections	

Child Find Evaluation Timeline Self-Assessment Student Form

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

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

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

Evaluation/Reevaluation

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

COMMENTS:_____

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Child Find Evaluation Timeline Self-Assessment Student Form

PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
☐		☐	Assessments and other evaluation materials are administered in a language and form most likely to yield accurate information **60-Day**	☐		☐	PSD—documents more than 3.0 SD below the mean in one or more areas
☐		☐	SPED72 matches eligibility	☐		☐	SLI—documents a communication disorder
☐		☐	A—documents a developmental disability that significantly affects verbal and nonverbal communication and social interaction	☐		☐	SLD—documents a significant discrepancy between achievement and ability in one of the identified areas or failure to respond to intervention (RTI)
☐		☐	DD—documents at least 1.5 SD and no more than 3.0 SD below the mean in two or more areas for a child who is at least 3 years of age but under 10 years of age	☐		☐	SLD—certifies that each team member agrees or disagrees
☐		☐	ED—verification by a qualified professional **60-Day**	☐		☐	SLD—documents determination of effects of environmental, cultural, or economic disadvantage
☐		☐	HI—verification by a qualified professional **60-Day**	☐		☐	SID—documents performance at least 4 SD below the mean
☐		☐	HI—documents the language proficiency of the student	☐		☐	TBI—verification by a qualified professional **60-Day**
☐		☐	MIID—documents performance on standard measures between 2 and 3 SD below the mean	☐		☐	VI—verification by a qualified professional **60-Day**
☐		☐	MOID—documents performance on standard measures between 3 and 4 SD below the mean	☐		☐	VI—documents the results of an individualized Braille assessment for a student who is considered blind
☐		☐	MD—documents a learning and developmental problem resulting from multiple disabilities **60-Day**	☐	II.A.5	_____	**For initial evaluation, the student was evaluated within 60 calendar days.** **# of days over: _____** **Reason: _____** **60-Day**
☐		☐	MDSSI—documents multiple disabilities that include at least one of the following: VI or HI **60-Day**				
☐		☐	OHI—verification by a qualified professional **60-Day**				
☐		☐	OI—verification by a qualified professional **60-Day**				

COMMENTS:_____

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June 2021

Child Find Evaluation Timeline Self-Assessment Student Form

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

COMMENTS:_____

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June 2021

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

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

Problem Statement(s):

Actionable Cause(s):

Goal:

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Analysis and Action Plan Feedback Guide

PEA:		Focus Area:	
Analysis Items	Does Not Meet	Meets	Feedback/TA
Review of Data and Paperwork & Process (Ind. 11) ☐ Does Not Meet ☐ Meets	• No findings included • No evidence included • Evidence included does not address data	• Evidence of data findings and review • Evidence included addresses data	
Supports & Services **and** Staffing & Personnel Review (Ind. 11) ☐ Does Not Meet ☐ Meets	• No findings included • No evidence included • Evidence included does not address data	• Evidence of data findings and review • Evidence included addresses data	
Problem statement, actionable cause, and goal ☐ Does Not Meet ☐ Meets	• Analysis did not include problem statement(s), actionable cause(s), and at least one goal	• Analysis includes problem statement(s), actionable cause(s), and at least one goal	

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June 2021

Secondary Transition Self-Assessment Student Form

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

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

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

Evaluation/Reevaluation

PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
☐	II.A.1	_____	Current evaluation **60-Day**	☐		☐	Documentation of eligibility for alternate assessment, if appropriate **60-Day**
☐	**II.A.5**	_____	**For initial evaluation, the student was evaluated within 60 calendar days** **# of days over: _____** **Reason: _____** **60-Day**	☐		☐	For students eligible for alternate assessments only, short-term instructional objectives or benchmarks
				☐		☐	Current progress report includes progress toward goals **(If "out," indicate the missing requirement)** ☐ No description of timeline ☐ Goals not measurable ☐ Not done in accordance with timeline ☐ Not reflective of measurement criteria in goal

Individualized Education Program

PEA ✓	Line Item	I-O-U	Description
☐	III.A.1	_____	Current IEP (date: _____) **60-Day**
☐	III.A.2	_____	IEP review/revision and participants
☐		☐	IEP reviewed/revised annually (previous date: _____)
☐		☐	IEP team meeting included required participants **(if "no," indicate missing members)** ☐ Parent ☐ PEA Representative ☐ Gen Ed Teacher ☐ Test Results ☐ Special Ed Teacher Interpreter
☐	III.A.3	_____	General required components of IEP are included
☐		☐	IEP has PLAAFP (refer to guide steps)
☐		☐	Measurable annual goals related to PLAAFP

PEA ✓	Line Item	I-O-U	Description
☐	III.A.4	_____	Individualized services to be provided
☐		☐	Special education services to be provided **(If "out," indicate missing requirement)** ☐ Not specially designed instruction (SDI) ☐ No documentation of why SDI is provided by other personnel ☐ No documentation of certified special education personnel in planning, progress monitoring, or delivery of SDI ☐ Special education teacher not certified ☐ Other provider not certified (**District Only**)
☐		☐	Consideration of related services

COMMENTS:_____

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June 2021

Secondary Transition Self-Assessment Student Form

PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
☐		☐	Consideration of supplementary aids, services, program modifications	☐		☐	The student's course of study supports the identified postsecondary goal(s)
☐		☐	Consideration of supports for school personnel	☐		☐	Documentation of annual IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s)
☐		☐	Location, frequency, and duration of services and modifications **(If "out," indicate the missing requirement)** ☐ Location ☐ Frequency ☐ Duration	☐		☐	Documentation that the student was invited to meeting
☐		☐	Consideration of the need for extended school year	☐		☐	Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting when parent consent is obtained
☐		☐	Extent to which student will not participate with nondisabled peers	☐	III.A.7	_____	Documentation of additional postsecondary transition components
☐		☐	SPED72 matches LRE	☐		☐	Progress reporting for services/activities
	Secondary Transition Line Items (III.A.6 & III.A.7)			☐		☐	By age 17, a statement of rights to transfer at age 18
☐	**III.A.6**	_____	**For students 16 years of age or older, documentation of required postsecondary components. 60-Day**	☐	III.A.8	_____	IEP reflects student educational needs **60-Day**
☐		☐	Measurable postsecondary goals ☐ No evidence of goals ☐ Goal content not postsecondary ☐ Not measurable ☐ Required goal areas not addressed				
☐		☐	Measurable postsecondary goals updated annually				
☐		☐	Documentation that the postsecondary goals were derived from age-appropriate assessment(s)				
☐		☐	Documentation of one or more transition services/activities that support the postsecondary goal(s)				

COMMENTS:_____

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June 2021

Summary of Performance Worksheet
All unified districts and high schools use this section

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

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

Secondary Transition (Indicator 13) Analysis and Action Plan

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

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Analysis and Action Plan Feedback Guide

PEA:		Focus Area:	
Analysis Items	Does Not Meet	Meets	Feedback/TA
Review of Data (Ind. 13) ☐ Does Not Meet ☐ Meets	• No findings included • No evidence included • Evidence included does not address data	• Evidence of data findings and review • Evidence included addresses data	
Supports & Services (Ind. 13 ☐ Does Not Meet ☐ Meets	• No findings included • No evidence included • Evidence included does not address data	• Evidence of data findings and review • Evidence included addresses data	
Problem statement, actionable cause, and goal ☐ Does Not Meet ☐ Meets	• Analysis did not include problem statement(s), actionable cause(s), and at least one goal	• Analysis includes problem statement(s), actionable cause(s), and at least one goal	

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