
SUCCESS GAPS RUBRIC GUIDING QUESTIONS

This tool supports PEA teams in determining current levels of implementation aligned to the Success Gaps Rubric. Guiding questions are designed for team discussion, reflection, and rating.

For each section: After the team discussion, consider these key questions for reflection on rating:

- Based on your responses, where does your current practice align on the rubric (Planning, Partially Implemented, Implemented, Exemplary)?
- What evidence supports this rating?
- What additional data or improvements are needed?

Indicator 1: Data-based Decision Making

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

- ✓ What systems and structures do we currently use to collect, organize, and review data related to curriculum, instruction, and support?
- ✓ How consistently are teams using data to make decisions, and where do we see variation across classrooms, teams, or schools?
- ✓ To what extent is the data we are using accurate, relevant, and aligned to identified student needs?
- ✓ How are data used to inform instructional decisions, supports, and system-level actions?
- ✓ How regularly and effectively do teams engage in structured data review processes?
- ✓ How are we ensuring that data use leads to improved access, participation, and progress for all learners, including those experiencing the success gap?
- ✓ What structures are in place to monitor, support, and sustain effective data use practices across staff?

1b Data Disaggregation:

- ✓ What systems and processes are in place to disaggregate data across relevant student groups?
- ✓ How consistently are teams disaggregating and analyzing data across classrooms, teams, and schools?
- ✓ Which student groups are routinely included in our analysis, and where might gaps in visibility exist?
- ✓ How do we ensure that disaggregated data are accurate, meaningful, and aligned to identified needs?
- ✓ How are teams using disaggregated data to inform decisions that improve access, participation, and progress for learners experiencing the success gap?
- ✓ What structures are in place to monitor, refine, and sustain effective disaggregation and analysis practices over time?

Indicator 2: Responsive and Inclusive Educational Practices

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

- ✓ To what extent do our systems communicate and reinforce the belief that all learners can access, participate in, and make progress toward grade-level standards?
- ✓ How clearly and consistently are expectations for access, participation, and progress defined and implemented across classrooms, schools, and teams?
- ✓ How do we ensure that learners experiencing the success gap are consistently accessing grade-level standards with appropriate supports (e.g., scaffolds, strategies, instructional technologies)?
- ✓ In what ways do educators demonstrate shared responsibility for ensuring access and progress for all learners, including those experiencing the success gap?
- ✓ How are professional learning and collaborative structures (e.g., PLCs, coaching, planning) used to strengthen access to rigorous, grade-level learning for all students?
- ✓ What evidence do we use to determine whether high expectations are reflected in instructional planning, practice, and student outcomes—and how do we respond when inconsistencies are identified?

2b Staff Collaboration for Instructional Design and Implementation:

- ✓ How do teams use collaboration time to design instruction that responds to learner variability?
- ✓ How are student strengths, needs, and barriers identified and used to inform instructional planning?

- ✓ How are scaffolds, grouping, and supports intentionally planned to ensure access, participation, and progress?
- ✓ To what extent do collaborative plans consistently translate into classroom practice?
- ✓ How do teams anticipate barriers and design supports proactively rather than reacting after students struggle?
- ✓ How is collaboration used across teams or the system to ensure consistency and coherence in instructional design?
- ✓ What evidence shows that collaboration is improving instructional practice and student outcomes?

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

- ✓ How do we ensure all families feel welcomed, included, and able to participate in school activities?
- ✓ How do we know which families are and are not engaging, and what patterns do we see?
- ✓ How well do our outreach and engagement efforts reflect the experiences, needs, and preferences of our families?
- ✓ In what ways are families actively involved beyond attendance (e.g., planning, decision-making, feedback)?
- ✓ How do we gather and use family perspectives to inform decisions and improve practices?
- ✓ What systems or structures are in place to ensure family engagement is consistent, not dependent on individuals?
- ✓ How do we monitor the impact of family engagement on student access, participation, and progress?

Indicator 3: Core Instructional Program

3a Guaranteed and Viable Curriculum and Essential Standards:

- ✓ How clearly are essential standards defined, prioritized, and aligned across grade levels and content areas?
- ✓ To what extent is instruction consistently aligned to essential standards across classrooms?
- ✓ How do we ensure all students—including those experiencing the success gap—have access to grade-level, rigorous curriculum?
- ✓ How do teams work together to plan, deliver, and take collective responsibility for student learning?

- ✓ How do we know the curriculum is being implemented as intended, and how do we respond when it is not?
- ✓ What evidence shows alignment between curriculum, instruction, and student outcomes?
- ✓ How are systems maintained and improved over time to ensure consistent, high-quality implementation?

3b Discipline Policy and Procedures:

- ✓ What system-wide expectations and processes are in place to support proactive, positive student behavior?
- ✓ How consistently are discipline policies and responses implemented across classrooms, staff, and schools?
- ✓ How are proactive and restorative approaches used to support student behavior and reduce exclusionary practices?
- ✓ How are staff supported to understand and apply discipline policies effectively in daily practice?
- ✓ How is discipline data used to identify patterns, monitor impact, and guide decision-making?
- ✓ What patterns (including variation or disproportionality) are evident in discipline outcomes, and how are they being addressed?
- ✓ How are stakeholders (staff, students, families) engaged in reviewing and improving discipline policies and practices?

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

- ✓ What systems are in place to ensure evidence-based instructional practices and HLPs are clearly defined, supported, and expected across all classrooms?
- ✓ How consistently are evidence-based practices implemented across classrooms, and where do we see variation in practice?
- ✓ How are teachers using instructional strategies (e.g., scaffolds, flexible grouping, cognitive and metacognitive strategies, instructional technologies) to support engagement and learning?
- ✓ In what ways do instructional practices ensure access, participation, and progress for students experiencing the identified success gap?
- ✓ What evidence do we use to determine the impact of instructional practices on student engagement and learning outcomes?
- ✓ How do leaders and teams use formative assessment data to monitor, refine, and strengthen instructional practices?

3d Differentiated Instruction:

- ✓ How are expectations for differentiated instruction clearly defined and consistently understood across the system (PEAs, schools, and classrooms)?
- ✓ How do educators use student data to plan differentiation that responds to learner variability (content, process, product, and environment)?
- ✓ To what extent is differentiation consistently implemented across classrooms to ensure access, participation, and engagement for all learners?
- ✓ How do instructional decisions (grouping, scaffolds, strategies, supports) reflect ongoing use of data to adjust instruction in real time?
- ✓ How does differentiation specifically support students experiencing the identified success gap? What evidence shows impact?
- ✓ How do teams (teachers, specialists, leaders) monitor and refine differentiation practices over time?
- ✓ What systems (coaching, planning structures, walkthroughs, feedback loops) ensure differentiation is sustained and improved across classrooms?

3e Family Engagement in Curriculum and Instruction:

- ✓ How are families informed about curriculum, instruction, and behavioral supports that help their child access learning?
- ✓ How do families understand how instruction and behavior supports are connected to their child's learning needs?
- ✓ How are families invited to share information about their child's strengths, needs, routines, and behavior patterns across settings?
- ✓ How are communication strategies adapted so families clearly understand academic and behavioral support?
- ✓ How do educators partner with families to support learning and positive behavior at home and school?
- ✓ What evidence shows that family input is used to strengthen instructional and behavioral support?
- ✓ How are family engagement practices monitored and improved to support student access, participation, and progress over time?

Indicator 4: Assessment-Universal Screening and Progress Monitoring

4a Universal Screening:

- ✓ What system is in place to ensure all students are screened (academic, behavioral, developmental), and how does it ensure access and participation for every learner?

- ✓ How do we ensure our screening tools are valid, reliable, and appropriate for the students we serve?
- ✓ How consistently are screening practices implemented across grades, schools, and student groups—and where do inconsistencies exist?
- ✓ How are screening data used to identify students who may need additional support, including patterns across groups of students?
- ✓ How do teams use screening data to inform early intervention, targeted supports, and instructional decisions?
- ✓ How is screening data used beyond individual students to guide system-level planning, resource allocation, and continuous improvement?
- ✓ How do we know our screening system is working, and how do we refine it over time to improve outcomes?

4b Progress Monitoring:

- ✓ What system is in place to ensure consistent progress monitoring across academic, behavioral, and developmental areas? How are expectations for frequency, tools, and methods clearly defined?
- ✓ How consistently are teams collecting, reviewing, and using progress monitoring data across classrooms and schools? Where do inconsistencies exist, and what might be contributing to them?
- ✓ To what extent is progress monitoring data used to adjust instruction and interventions for students? How do we know adjustments are timely and responsive?
- ✓ How are multiple sources of data used to understand student progress over time, especially for students experiencing the success gap?
- ✓ How do teams ensure instructional decisions are directly aligned to progress monitoring data? What structures support this (e.g., team meetings, protocols)?
- ✓ How is progress monitoring implemented consistently at defined intervals across classrooms, schools, and the system? What role do leaders play in ensuring this consistency?
- ✓ What evidence shows that progress monitoring practices are improving student outcomes and informing continuous improvement efforts?

4c Family Engagement in Data Informed Decision Making:

- ✓ How are families informed about their child's screening and progress monitoring data in ways they can understand?
- ✓ What systems and routines are in place to ensure consistent communication with families across classrooms and schools?
- ✓ How are families supported to understand how data connects to instruction, support, and next steps for their child?

- ✓ In what ways are families invited to participate in conversations and decisions about support and interventions?
- ✓ How do we know families are understanding and using the information provided to support their child's learning?
- ✓ How are communication and engagement practices adapted to respond to the needs of the school community?

Indicator 5: Intervention Support

5a Behavior Interventions and Supports:

- ✓ How is a multi-tiered system of behavioral support defined and communicated across the school or district?
- ✓ To what extent are proactive, preventative, and restorative practices consistently implemented across classrooms and settings?
- ✓ How are behavioral supports selected and matched to student needs, including those experiencing the greatest barriers to engagement and participation?
- ✓ How are behavioral supports integrated into daily instruction and learning environments, rather than implemented as separate or reactive practices?
- ✓ How do teams use behavioral data to monitor effectiveness, identify trends, and adjust supports over time?
- ✓ Where do variations in implementation occur, and how are leaders supporting increased consistency and quality across settings?
- ✓ How is the system addressing patterns of disproportionate outcomes to ensure access, participation, and progress for all students?

5b Academic Interventions and Supports:

- ✓ How does the tiered system of support (MTSS) ensure that all students are identified for academic support early and accurately using multiple sources of data?
- ✓ To what extent are evidence-based interventions consistently implemented across classrooms and settings?
- ✓ How are interventions intentionally matched to student needs and aligned with core instruction to support access, participation, and progress?
- ✓ How do teams use data (e.g., progress monitoring, screening, outcome data) to evaluate and adjust interventions over time?
- ✓ What systems are in place to ensure interventions are implemented as designed (fidelity) and supported through coaching or collaboration?
- ✓ How are intervention efforts coordinated across tiers to create a cohesive, multi-tiered system of support?

- ✓ How does the system ensure equitable access to high-quality interventions across all student groups?

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

- ✓ How are families informed about their child's academic and behavior interventions, including purpose, goals, and progress, in ways that are clear and understandable?
- ✓ What systems ensure consistent, ongoing communication with families across schools, teams, and intervention levels?
- ✓ In what ways are families engaged as partners in intervention planning, decision-making, and progress monitoring?
- ✓ How do families demonstrate understanding of their child's interventions and know how to support learning and behavior at home?
- ✓ How is communication designed to ensure access, participation, and responsiveness to family needs (e.g., language, format, timing)?
- ✓ What data or evidence is used to monitor the effectiveness of family engagement in supporting student outcomes?
- ✓ How do leaders and teams identify gaps in family engagement and adjust systems and practices to strengthen partnerships over time?