

Multi-Tiered System of Support Implementation Rubric  Section 4, 3.3

1. **DATA-BASED DECISION MAKING:** Decisions about curriculum, instruction, academic and behavioral supports and interventions, and school improvement are based on multiple sources of data.

GUIDING QUESTIONS:

- Which data does our school or district identify, in addition to the CA School Dashboard data, to measure school/program effectiveness?
- Are data disaggregated by student demographics such as race, ethnicity, gender, disability, or language proficiency to identify gaps and trends in achievement and performance?
- Are data reviewed regularly and is progress monitored to determine any changes in planned interventions?
- Are data used to make policy, procedure, and practice decisions? How regularly is data used to inform decisions?

BEGINNING

Data is rarely used in a systematic way to make decisions about curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives.

EMERGING

Some teachers and programs use data in a systematic way to make decisions about curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives.

PROFICIENT

A school-wide, systematic process for using valid and reliable data to make decisions about curriculum, instruction, academic and behavioral supports and school improvement initiatives is in place. This process is also used to monitor and support the continuous growth of individuals and subgroups of learners within the school. Most, but not all staff, implement data based decision-making processes.

EXEMPLARY

All teachers implement a consistent school-wide process for decision-making, using valid and reliable data. Data guides decisions about school initiatives and programs for all students and subgroups, in all classrooms.

Notes:

2. **CULTURALLY RESPONSIVE PRACTICES:** Culturally and linguistically appropriate and responsive instructional practices and interventions are used throughout the school or district.

GUIDING QUESTIONS:

- Is school staff prepared to support and understand the unique needs of students from diverse cultural and linguistic backgrounds?
- Are teachers familiar with students' beliefs, values, cultural practices and discourse that may impact classroom participation, engagement and success? Do they use this information in designing culturally responsive instruction?
- Are screening tools, referrals, assessments, instructional practices and procedures unbiased? Are they culturally relevant and linguistically appropriate?
- Does all staff recognize the importance of being culturally responsive to all students?

BEGINNING

Staff practices and perspectives about culture, race, and linguistic background impede many teachers from effectively teaching some groups of students in the school.

EMERGING

Some staff practices and perspectives about culture, race, and linguistic background interfere with their ability to address gaps in learning.
Staff receive some training in culturally responsive practices.

PROFICIENT

Most staff practices and perspectives are responsive to cultural, racial, and linguistic diversity.
Staff receive ongoing training in culturally responsive practices

EXEMPLARY

All staff practices and perspectives are responsive to cultural, racial, and linguistic diversity. All teachers use a variety of culturally responsive instructional strategies and practices to address identified gaps in learning.
All Staff receive training in culturally responsive practices.

Notes:

3. **CORE INSTRUCTIONAL PROGRAM:** A consistent, well-articulated curriculum that includes evidence-based instructional practices, differentiated instruction, and Universal Design for Learning is in place and is implemented with fidelity to address the needs of all learners in the school.

GUIDING QUESTIONS:

- Does the school have a consistent, evidence-based, standards-aligned, core instructional program in language arts and math at all grade levels?
- Do all groups of children receive high-quality instruction based on the principles of Universal Design for Learning (UDL)?
- Do all teachers receive training and have confidence providing appropriate instruction for learners who are diverse culturally, linguistically, and in learning styles?
- Do all learners have differentiated curriculum provided?

BEGINNING

Few students have access to a rigorous core instructional program that utilizes evidence-based practices and is taught by effective content teachers.

Very few teachers differentiate the core curriculum to effectively address learning needs and the cultural and linguistic backgrounds of students.

EMERGING

Some students have access to a rigorous core instructional program and receive high-quality instruction that utilizes evidence-based practices.

Some teachers differentiate the core curriculum and utilize UDL practices to address the needs of some learners, effectively supporting students' cultural and linguistic backgrounds. Some students with identified gaps in learning receive effective, targeted instruction to address their needs.

PROFICIENT

Many students participate in a rigorous core instructional program that is implemented with fidelity and receive high quality, evidence- based instruction.

Most teachers differentiate the core curriculum and utilize UDL practices to address the needs of all learners effectively addressing and supporting students' cultural and linguistic backgrounds.

Most students with identified gaps in learning receive effective, targeted instruction to address their needs.

EXEMPLARY

All students participate in a rigorous core instructional program that is implemented with fidelity and receive high quality, evidence- based instruction.

All teachers differentiate the core curriculum and utilize UDL practices to address the needs of all learners and support students' cultural and linguistic backgrounds.

All students with identified gaps in learning receive effective, targeted instruction to address their needs.

Notes:

4. **ASSESSMENT – UNIVERSAL SCREENING AND PROGRESS MONITORING:** Universal screening is used to identify students for early intervention or targeted supports. Progress monitoring is used and implemented to support the academic and/or behavioral progress of each student.

GUIDING QUESTIONS:

- Does the school have a system to regularly screen all students using valid, reliable tools to identify risk factors that require early intervention?
- Does every classroom teacher regularly screen or monitor student performance/progress and adjust instruction for individual students based upon the results?
- Are teachers provided support to implement developmental, academic, and/or behavioral interventions in the general education setting?
- How often is progress monitoring data collected?
- Do teachers adjust instruction based on progress monitoring?
- How often is progress monitoring data collected? Do teachers adjust instruction based on progress monitoring?

BEGINNING

School-wide screenings to identify academic or behavioral needs that require early intervention (or additional targeted supports) are not yet in place.
 There is no school-wide plan for teachers to regularly review students and adjust classroom instruction/interventions to support academic or behavioral progress.
 The school is beginning to explore universal screening tools, progress monitoring tools and systems to organize school-wide data.

EMERGING

The school screens some students each year to identify academic or behavioral needs that may require early intervention or other targeted supports.
 Many teachers review student performance data regularly and adjust classroom instruction/interventions to support student academic or behavioral progress.
 The school often supports teachers in understanding and utilizing universal screening tools, progress monitoring and data.

PROFICIENT

The school screens all students at least once a year to identify academic or behavioral needs that require early intervention or other targeted supports.
 The school has a plan in place to regularly review student performance data. Most teachers use the data to adjust classroom instruction/interventions and support student progress.
 The school frequently reviews academic outcome data (classroom, grade level, and subgroups) to evaluate the effectiveness of instruction and interventions.

EXEMPLARY

The school screens all students at many points during the school year to identify academic or behavioral needs that may require early intervention or other targeted supports.
 All teachers review student performance data regularly and adjust classroom instruction/interventions to support student progress.
 The school reviews academic outcome data systematically and consistently (classroom, grade level, and subgroups) to evaluate the effectiveness of instruction and interventions.

Notes:

5. **INTERVENTIONS AND SUPPORTS:** Evidence-based academic and behavioral interventions and supports are utilized at the school, implemented with fidelity, and embedded within a multi-tiered system of supports (MTSS).

GUIDING QUESTIONS:

- How are students with academic challenges identified? When and how are they provided with instructional interventions? Are interventions evidence-based? Are interventions 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 MTSS implemented with fidelity? Is the system culturally appropriate for the diversity of the student population? Is data used to determine its effectiveness?

BEGINNING

There is not a plan in place to provide supplemental, evidence-based interventions for all students with academic or behavioral needs.

EMERGING

The school has developed a plan to provide supplemental, evidence-based interventions for all students with academic or behavioral needs.

Some teachers are already implementing supplemental, evidence-based interventions as part of this plan.

PROFICIENT

The school has implemented a plan to provide supplemental evidence-based interventions for all students with academic or behavioral needs.

Most teachers are already implementing evidence-based interventions with fidelity.

EXEMPLARY

There is a school-wide plan in place to provide all students with academic or behavioral needs supplemental evidence-based interventions. All teachers identify students with behavioral or academic challenges based on data and provide supplemental, evidence-based interventions with fidelity. This support is culturally responsive to the school population and is implemented across the school and in all classrooms with fidelity.

Notes:

6. **LEADERSHIP:** The Principal and School Leadership Team encourage open communication and support all educators and families to contribute to core school decisions. The School Leadership Team works collaboratively to implement and sustain system transformation that continuously improves teaching and learning.

GUIDING QUESTIONS:

- Are school and district leaders/leadership teams committed to supporting inclusive practices and removing barriers to implementing these practices? Is a multi-tiered system in place to support these practices?
- Does the master schedule provide time for planning and teaching for school staff to collaborate?
- Do the school (and district) leadership support the data-based initiatives with necessary fiscal resources, professional learning opportunities, best practices guidance, ongoing implementation supports, and accountability procedures?

BEGINNING

The school is exploring how a School Leadership Team can function and who will be on the team. The current School Leadership Team meets with members of the staff to review student and/or school performance (academic and behavioral) data once or twice a year. The team is learning how to use data to guide instruction and overall school structures. Administrators are the ones who primarily make leadership decisions.

EMERGING

The School Leadership Team is determining needed members, designing roles for members of the team, and setting up a regular schedule for meeting at least monthly. The School Leadership Team reviews school-wide student and/or school performance (academic and behavioral) data once or twice a year. The team is learning how to use data to guide instruction and school-wide decisions. There is greater communication and exchange of ideas in the school.

PROFICIENT

A School Leadership Team is in place and meets frequently. The Leadership Team reviews school-wide student and/or school performance (academic and behavioral) data and uses data to monitor progress, guide instructional practices, and make school-wide decisions. Educators and other stakeholders review data and provide input on a regular basis.

EXEMPLARY

A School Leadership Team is in place and meets on a consistent basis. The Leadership Team reviews school-wide student and/or school performance data and uses data to monitor school progress, guide instructional practices, and make school-wide decisions. The School Leadership Team functions well, has plans to continue, and to monitor the team's overall effectiveness.

Notes:

7. **COACHING/PROFESSIONAL LEARNING:** The school provides professional learning and instructional coaching to improve teaching and learning.

GUIDING QUESTIONS:

- Is the teacher evaluation process supportive and useful for educators to build instructional knowledge/skills and continue to improve practices?
- Does our school provide sufficient professional learning and instructional coaching to improve teaching and learning?
- Does the school utilize a data-driven system for continuous professional learning to support high quality instruction and implementation of evidence-based practices with fidelity?

BEGINNING

The school is exploring instructional coaching practices and how they can best support teachers/staff. Administrators are the primary decision makers regarding professional learning activities and instructional coaching supports.

EMERGING

The school is developing a plan to provide instructional coaching to all teachers/staff. This plan includes a mentoring system for new teachers in their first 2 years.
The school is developing a system to gather data to help determine the professional learning and support needs of staff.

PROFICIENT

Teachers in the school receive instructional coaching related to evidence-based practices within their first 2 years of teaching and ongoing coaching as needed after review of data or teacher/staff request. The school provides professional learning within 2 –3 months of request or data-identified need.

EXEMPLARY

Teachers in the school receive instructional coaching related to evidence-based practices within their first 2 years and ongoing coaching as needed after review of data or teacher/staff request. Coaching includes modeling of teaching, support, and feedback in the classroom. The school provides professional learning within 2 –3 months of a request or data-identified need. The School Leadership Team reviews for continuous improvement.

Notes:

8. **INCLUSIVE PRACTICES:** All students, including those with IEPs and 504 plans, in our school have equal access to the general education curriculum and extracurricular learning activities with appropriate support. All students, even those with the most extensive support needs, will be more successful when they are given meaningful opportunities to learn in the general education classroom with their grade level peers.

GUIDING QUESTIONS:

- Do all students have an equal opportunity to participate in core instruction and extracurricular activities?
- Are staff collaborating and sharing responsibility for these inclusive opportunities and practices?
- Does the school have a multi-tiered system of supports with a quality school-wide system for promoting academic and behavioral success for all students? Does it respond with additional support, for students who do not demonstrate success, based on multiple sources of data?
- Are students with disabilities considered a part of their grade level classrooms/schools?

BEGINNING

Many students with disabilities are removed from the general education classroom for some of the school day for primary instruction.
Staff is exploring inclusive education practices where the grade-level class is the primary placement for all students to access their grade level core curriculum.
Staff is reviewing a model where teachers are primary instructors and para-educators provide support to any student who needs it, under the teacher's direction.

EMERGING

Some students with disabilities are removed from the general education classroom for a part of the school day for primary instruction.
The school has a clear plan and procedure to bring students with disabilities who are placed in another setting into general education in the school (unless they have serious physical safety concerns or strong family opposition to the inclusive placement).
Teachers are learning how para-educators can work with all students in grade level classrooms.

PROFICIENT

Few students with disabilities are removed from the general education classroom for a part of the school day for primary instruction.
Most students' primary placement is a grade level general ed. classroom. Most students (including students with IEPs, 504 plans, and English learners) participate in a meaningful way in the general ed. curriculum with their grade level peers.
Para-educators support most students in grade-level classrooms with general educators.

EXEMPLARY

All students who live in the school's boundaries attend the school. No student is sent to a special school (except extreme cases such as physical safety/psychiatric concerns family placement against school wishes).
All students' primary placement is a grade level general ed. classroom. All students (including students with IEPs, 504 plans, and English learners) participate in a meaningful way in the general education curriculum with their grade level peers.
Para-educators support all students in grade-level classrooms with general educators.

Notes:

9. **FAMILY AND COMMUNITY ENGAGEMENT:** The school facilitates the participation of all the families that make up the diversity of the school. The school collaborates with a variety of community partners to match resources and services in the community with identified school needs.

GUIDING QUESTIONS:

- Is the school culturally responsive and a welcoming place for families and community members?
- Do culturally responsive practices inform our outreach to the community including families and community partners? Do we intentionally review community needs and connect school stakeholders to community resources?
- Are we linguistically competent to communicate with our students and their families?
- Are all families aware of the core curriculum and of the differentiations/accommodations/modifications provided for their child? Are families informed about the results of universal screening and/or progress monitoring as well as interventions and supports for their child in the language they understand?
- Does all school staff understand the importance of building positive partnerships with students' families?

BEGINNING

Family members who typically attend school activities, functions, or parent/teacher meetings do not represent the full diversity of the school. Families are rarely informed, in language they understand, about the school's core instructional program, ways in which it is differentiated for their child or their child's screening and progress monitoring results for academics/behavioral skills.

The school does not yet have any community partners or has community partners but does not collaborate well.

There is no formal assessment to identify needs in the community or an evaluation of the overall effectiveness of community partnerships.

EMERGING

Family members who typically attend school activities, functions, or parent/teacher meetings represent some of the diversity of the school. Families are sometimes informed, in language they understand, about the school's core instructional program, ways in which it is differentiated for their child or their child's screening and progress monitoring results for academics/behavioral skills.

The school is working on building a better connection between community partners and school stakeholders.

Staff are working on a process to identify needs as well as indicators to monitor the effectiveness of community partnerships

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PROFICIENT

Family members of the groups that experience gaps in learning feel welcomed and are engaged in school activities, meetings, or other functions. Some of the diversity of the school, but not all groups that are experiencing learning gaps, are represented on planning groups.

School staff is intentional about learning about the culture of the diverse groups they serve in the school.

Families are welcomed at the school and usually informed, in language they understand, about the school's core instructional program and the ways in which it is differentiated for their child, of their child's screening and progress monitoring results for academics/behavioral skills, and as appropriate, of the interventions their children are receiving and the progress or lack of progress their children are making.

The school has community partners to help address identified needs and partnerships are evaluated regularly. According to evaluations, the quality of community partnerships has improved to address needs.

EXEMPLARY

Family members of the groups that experience gaps in learning feel welcomed and are consistently engaged in school activities, meetings, or other functions. All groups that are experiencing gaps in learning are represented on planning groups. On a regular basis school staff learn about the culture of the diverse groups within the school.

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, of their child's screening and progress monitoring results for academics/behavioral skills; and as appropriate, of the interventions their children are receiving and the progress or lack of progress their children are making.

The school has community partners to help address identified needs and partnerships are evaluated twice a year. According to the evaluations, the quality of community partnerships has improved to benefit school needs. The Leadership Team monitors quality, frequency and use of community resources and partnerships and reviews the results for continuous improvement.

Notes:

Adapted from: Equity, Inclusion, and Opportunity Addressing Success Gaps Indicators of Success Rubric May 2016 (IDEA Data Center) and SWIFT Fidelity Integrity Assessment (SWIFT-FIA) Version 1.3 (2016) and Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships (2013)