NCCRESt Rubric for Looking at Division Practices (Full Rubric: NCCREST.org)
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Standard	Beginning	Developing	At Standard	Evidence
Goal 1: To ensure that the educational system is providing equitable educational opportunities to all students, including those from diverse cultural, linguistic, or ability backgrounds.				
1. Comprehensive needs assessment for District Improvement Plan Needs assessment addresses unique needs of culturally/linguistically diverse students	Needs assessment disaggregates data on student attendance, behavior, suspension, expulsion, academic and placement in special programs such as Title I, Reading First, Bilingual and Special Education.	Also, needs assessment: - provides performance data at building level - data is shared with stakeholders from all program areas, levels of the system, communities, and families - provides data from families on quality of support and service provided at school level.	Cycle for review/evaluation of needs assessment is identified. Stakeholders from all program areas, levels of the system, communities and families involved in continuous improvement cycle Clear evidence of changes in policy and practice resulting from continuous evaluation cycle	Past 2 yrs of needs assessment that: - Identifies areas impacting AYP or being rated o effective or o excellent; and - Aligns all programs, plans & funding sources; - Involves key stakeholders; and - Engages planners in continuous evaluation.
2. Compliance with federal/state requirements re: educational environment, discipline, and school completion Frequent process & effectively identifies & corrects noncompliance.	Compliance checklists completed and data reported by race and ethnicity.	Personnel review compliance checklists and identify noncompliance areas for intervention. Data analyzed over time for trends in placement, discipline & graduation and to show progress/slippage. Reports include clear & specific goals to address problem areas and thoughtful analysis of progress/slippage	Evaluates compliance annually & gives technical assistance and professional development to identified schools earliest onset of potential problem. Uses tiered model of giving resources/supports to schools to prevent noncompliance.	- Compliance checklists - Interrater reliability tools. - EMIS reports: o Educational placement by setting (two years); o Discipline (all occurrences) by: ▪ disability category; ▪ race/ethnicity; and ▪ gender. - Graduation rates. - Report card information (start 1998)
3. Method used to analyze disciplinary data for each school Trends & patterns found when data disaggregated by ethnicity/race, gender, disability and educational environment?	Disciplinary data reported, & disaggregated by race/ethnicity, gender, disability, and educational environment.	Trend data reported - and shows progress and slippage. - to individual schools for use in reviewing/revising discipline policies - to teachers, students and families who are included in reviewing and revising discipline policies.	Discipline policies designed/developed equitably & fairly to eliminate source of bias or distortion. Community, family, and student input used to develop behavioral policies School personnel given ongoing PD to support knowledge of cultural differences. Behavioral expectations explicitly taught & whole school community understands and implements behavioral plans coherently.	Discipline records disaggregated by: - building - gender - race - type of incident - location of incident and - disability category
4. Methods/strategies to reduce risk factors associated with dropping out of school Methods and strategies in IEPs.	Deficit model methods used re: attendance, behavior, achievement and parent involvement. Use strategies minimally & do not involve collecting input from families, communities and students.	Some methods/strategies in place related to drop out prevention and reflected in IEPs. On going PD given to school leaders and personnel re: increasing resiliency and promoting family involvement.	Working team of school/district staff, community members & families to identify challenges & devise solutions to concerns through strength-based approach. IEP strategies reflect active understanding of complex factors influencing each student & gives supports.	Report local risk factors re: - Dropping out (reports to the board/community, comities, and principal-led activities. - Attendance rate (disaggregated) for 3 yrs (review attendance/discipline & academic performance for those dropping out in past 2 years.

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Goal 2: To ensure students with disabilities and other at risk learners are provided opportunities to learn in the general education environment				
5. District's curriculum is "self-developed" or commercially available Curriculum accommodates cultural and linguistic issues within community? How does curriculum increase likelihood of improved performance for culturally & linguistically diverse populations?	Identifies curriculum & areas incorporating diversity. Diversity reflected in choice of literature, celebration of holidays & recognition of cultural artifacts, e.g., food, clothing & music	Through curriculum: - Cultural responsivity is more than recognition of student diversity & reflects coherent understanding of diversity - Differentiated instruction & variation of learning styles emphasized Community & family input into curriculum is solicited	Continuously assess & improve curriculum in response to student/community needs. Good to excellent achievement is evident with each and every student. Personnel demonstrate understanding of dominant culture of school and alignment with or divergence from cultures of students and/or families.	Evidence of: - Locally developed curriculum (board minutes/policies) - Support for review, revision & implementation of curriculum (meetings, staff job descriptions with roles and responsibilities). - Supplemental resources, to accompany curriculum addressing culturally responsive needs and practices.
6. School personnel understand how communication patterns can influence learning & achievement Lesson plans differentiate and accommodate needs of culturally/linguistically diverse learners.	Written materials sent home in languages other than English. Some curricular materials include information about diverse populations.	Lesson plans required to address needs of culturally/linguistically diverse learners.	On going PD & resources for school personnel on communication patterns, using research, e.g., Shirley Brice-Heath, Lisa Delpit, etc. Supports idea of multiple intelligences & requires curriculum/lesson plans specifically address varying learning styles, communication patterns & needs of diverse learners.	- Lesson plan format/content. - Address language differences at school-wide/targeted level - Analyze language requirements of: o Curriculum materials o Classroom-based assessments & o Large-scale assessments - Training(s) list & follow-up (e.g., agendas, participants, etc.) - Topics: Differentiated Instruction & Communication Strategies
7. School rules consider student cultural and linguistic characteristics Rules articulated to ensure understood & embedded in student's social and behavioral repertoire.	Discipline policies rigid (zero tolerance) & don't allow for adjustment based on diverse expectations.	District developed social & behavioral policies that are explicitly - taught to staff and students - communicated to families in understandable language & formats.	Supports & provides training on effective implementation of strength based behavioral plans supported across school community. Community members, families & students active participants in determining school rules. PD & resources provided to assist explicitly stating and teaching behavioral expectations.	- Building/district rules. - Structure to review/revise rules. - Analysis of infractions by disability, race, gender, point of referral, location of act - Structure for dissemination & instruction of rules.
8. Access community resources to address culturally/linguistically diverse student needs What resources available, which resources used & how utilized?	Report listing community resources.	Community resources analyzed for contact frequency & shared with schools. Updates resources with input from families/community stakeholders & disseminates list annually.	Comprehensive resource guide provided to schools & updated at least annually, listing resources (advocacy, social service, community & cultural groups.) Community/families & students involved to identify potential resources. Active, positive partnerships with local community groups, youth service organizations, businesses, law enforcement, & advocacy.	- List of community resources with frequency of contact during past year. - Process for generating, revising & disseminating list to district staff.

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9. All students represented in range of district programs Steps taken to reduce/ eliminate obstacles to ensure balanced representations in programs.	List of programs with data about participation by race/ethnicity, gender, and disability. Staffing levels & qualifications reported.	Program participation analysis by race/ethnicity, gender & disability with gaps in participation, recruitment, location & admission shown. Describes process used by each program to identify, recruit & select participants.	Comprehensive list of all in/out of school programs/activities & enrollment by race/ethnicity, gender, and disability. Participation disparities noted & plans made/ implemented Communities, families & students involved to identify needs & encourage participation	- Identify program options & participation/enrollment by race, gender and disability. - Report staffing level & staff qualifications & participation.
10. Intervention options available to respond to learning difficulties before/in lieu of referral for special education services Evidence indicates intervention options effective.	List of recommended interventions & some methods for collecting data re: effectiveness...	List of interventions & instructions re: evidence effectiveness. Analyzes effectiveness, frequency & duration of interventions for equity. General education documents interventions & effectiveness.	Comprehensive list of intervention options across levels of interventions with family & community input. Ongoing PD & support to school staff to maximize utilization & effectiveness Data analyzed re: interventions impact.	- List intervention options at o School wide (primary); o Targeted (secondary); and o Intensive (tertiary). - Evidence of interventions impact on academic/behavioral performances (improved results for those participating in the intervention).
11. Training & support for teachers to address individual learning needs through differentiated instruction aligned to academic grade-level content	List of one-time training re: differentiation, instruction & grade level content. LRE, accommodations & performance data shared.	Trainings given & data analyzed re: LRE, accommodations & performance. Analysis used to determine further training needs.	Ongoing, supported PD/coaching for teachers & resources for in-classroom supports to ensure implementation of differentiated instruction and alignment with grade level content. Data analysis shows improvement in LRE, accommodations & performance for students with disabilities.	- Curriculum Mapping. - Assessment Mapping. - LRE data analysis over 3 yrs - IEP accommodations provided to students - Performance rate compared to educational setting.

Goal 3: Access to, participation in, and progress in the general curriculum for children with disabilities.

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12. Procedures for location, referral & identification	Written procedures for location, referral & identification of students ages 3 through 21 who may be disabled.	Process to evaluate degree to which service providers & schools comply with procedures.	Based on continuous monitoring data, TA & PD to service providers and schools not meeting procedures.	
13. Info/training to educate families re: individual learning needs, grade level standards, achievement & referral process.	Print materials include information about issues for families.	Every building & service provider has access to informational brochures for families regarding issues.	Regular schedule of information sessions, web information & print materials in more than one language so families have multiple access points for information.	
14. Methods, measures & frequency used to review referral & eligibility for special education services	Identifies measures used to collect & record data re: referral & eligibility by disability, race/ ethnicity & gender.	Samples school data by race/ethnicity & gender at least annually to ensure schools using appropriate procedures to refer & determine eligibility.	Provides TA & PD to schools appearing to be over-referring students.	

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15. Methods/measures used to evaluate students for special education service progress (e.g. at the IEP level, academic content standards). How are the results used?	Measures used to collect & record student progress data & reports achievement/retention data & IEP goals by disability, race/ethnicity & gender.	Sampling methodology used to review individual student record data annually to monitor state assessment performance, retention & progress towards IEP goals. Assessment results used to drive decision making re: curriculum/instruction, programs/services & IEP review.	Examines data comprehensive in scope & sets learning goals and standards together. Learning goals/standards address whole person & support post-graduation success. Efforts to exceed student achievement expectations. PD embedded in daily life of school & supports ongoing improvement of practice tied to target learning goals/standards of students & adults.	- Students with disabilities performance on state assessments by disability, race/ethnicity & gender. - Grade retention for students with disabilities. - Data collection re: % students meeting IEP goals within one academic year.

16. Analyze LRE data for each school Trends and patterns observed when disaggregated by ethnicity/race.	LRE data reported by disability, gender & race/ethnicity.	Reports annual analysis of trends, patterns & progress/slippage.	On going TA & PD for inclusive practices
			
			Student support teams actively work to ensure access to general curriculum.
			
			Schools have adequate resources & PD for collaborative planning and co-teaching. Differentiation of instruction is norm.
				- Compliance checklists.
				- Inter-rater reliability tools.
				- EMIS reports:
				  o 2 yrs of LRE data
				  o Discipline (all occurrences) by disability, race/ethnicity/gender
				  o Graduation rates
				- Report card information-1998.

17. Methods/strategies to plan educational/ behavioral interventions & implemented in culturally appropriate manner	Information available re: educational/behavioral interventions in IEPs & reports data by race/ethnicity, gender & disability	Analyzes intervention data for number of referrals due to behavioral concerns & examines data by race/ethnicity, gender & disability. Requires evidence of early academic & behavioral interventions.	Provides ongoing training/support to school staff re: impact of culture on learning & behavior. Families/communities involved in development of understanding influences. Behavior interventions & plans reflect knowledge.	- Functional behavior assessments completed over last two years. - No. IEPs with behavior plans. - No. IEPs with behavior goals. - Above by race, gender & disability. - Analyze intervention data for all students (% initiated for behavior.)
18. Collaboration among general and special educators at prevention/intervention levels Promotes collaboration among general/special educators.	All departments function independently with minimal involvement across departments on planning & work teams.	Collaboration between general/special educators encouraged & supported at district/school levels. PD provided: collaboration/co-teaching.	All district level working/planning teams include representation across departments. Student support teams include multiple general ed members. General educators take responsibility for prevention/early intervention. Variety of tools/resources available for general educators to provide early intervening services. Schools structured to allow for close collaboration between general/special educators so most accommodations occur in gen. ed. classrooms, and special educators used as resource by general educators.	- In-service days (agendas with content, planned follow-up activities). - Structure of intervention team in each school. - Process for reporting student progress for students receiving services in both general & special education setting. - Building schedules (highlighting collaborative planning opportunities).

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Goal 4: Performance of children with disabilities and those with limited English proficiency (LEP) on state and local assessments; Increase the percentage of gifted children scoring at advanced level on state assessment.				
19. Methods/strategies to help students from diverse, racial, ethnic and cultural backgrounds meet state standards/mandated requirements Evidence available to indicate effectiveness.	Reports strategies that don't actively focus on needs of culturally & linguistically diverse learners.	Recognizes need to focus on needs of culturally/linguistically diverse learners & developing resources. Beginning conversations with community stakeholders re: tracking & analyzing student needs, learning approaches & achievement trends.	Practitioners' teaching designs and activities differentiated & include multiple student performance measures on individual & collaborative processes. School staffs have ongoing PD supporting knowledge of cultural differences. Community, family & student input used to deepen practitioners understanding of student needs. Continuum of learning evident & no student fails to achieve.	- Intervention strategies for all students - Targeted strategies - Documented evaluations of effectiveness of intervention impacting performance of students
20. Methods/strategies to identify achievement discrepancies Examine & address performance discrepancies on state/district assessments.	Report state/district achievement data by race/ethnicity, gender & disability.	Analyze state/district achievement data & actively identify & plan strategies to address gaps.	Data examination is comprehensive in scope and identifies discrepancies between state/district measures. Explains & uses discrepancies to modify/adjust curriculum, instruction & assessment. Efforts to exceed student achievement expectations. PD embedded in daily life of school & ongoing improvement of practice tied to targeted learning goals & standards of students/adults.	- State performance results by race, gender, LRE & disability. - District assessments include % of participation of students with disabilities on these measures. - Disaggregate data by race, gender, LRE and disability.

21. Tests/instruments used to conduct individual special education eligibility assessments Instruments chosen to minimize bias for culturally/linguistically diverse students.	List of tests used with some explanation for choices made.	Detailed explanation of tests uses, reasons for selection of particular tests & evidence developed to minimize bias for culturally/linguistically diverse students.	Comprehensive testing process requiring multiple measures, including formal testing, observation & family/teacher input.
			
			Ongoing PD/support for appropriate usage of tests & ensures availability of qualified testers for English language learners.
				- List of tests used.
				- Evidence required (class observations, benchmark assessments, class assessments, classroom work).
				- Procedure for selecting & administering assessments in language/form most likely to yield accurate information on what child knows/can do academically, developmentally & functionally.
				- Assessments used for relevant
				  o Functional information
				  o Developmental information and
				  d Academic information

22. Help teachers understand ways race, ethnicity, culture, poverty & language influence learning & achievement Impact measured for all students; Follow-up measures to evaluate efforts.	Some PD, information or resources on influence of culture on learning and achievement.	PD, information or resources given on influence of culture on learning & achievement & use knowledge base as tool for analysis of change over time in performance on state/district wide tests. District collects/analyzes some data on classroom based measures.	Forum for ongoing conversations with communities, families, students & school staff to uncover & understand varying perspectives/impacts of culture on achievement & learning. PD ongoing & job embedded; Issues of culture incorporated into all conversations &decision making processes.	- Compliance checklists - Performance: state/district assessments (data by race, gender & disability) - Classroom-based measures (by race, gender & disability) - PD opportunities (e.g. recognizing language and communication differences - - culturally responsive educators addressing diversity
23. Methods/measures to evaluate progress of students receiving special ed services (e.g. IEPs, academic content standards).	Describes methods & measures used.	Detailed explanation of methods & measures used, menu of possible actions based on results, & explanations of development/implementation of actions.	Reviews methods/measures/results & annually develops actions to correct areas of concerns, including families, communities & other stakeholders in evaluation of results/actions & makes necessary adjustments to correct course	- IEP goals and progress reports - Curriculum-based assessments - Benchmarks - Short-cycle assessments - Procedures for analyzing assessments - Supports for interpreting assessments