### NCCREST Rubric for Looking at Division Practices (Full Rubric: NCCREST.org)
Summary by Sue Gamm, Public Consulting Group

<table>
<thead>
<tr>
<th>Standard</th>
<th>Beginning</th>
<th>Developing</th>
<th>At Standard</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> To ensure that the educational system is providing equitable educational opportunities to all students, including those from diverse cultural, linguistic, or ability backgrounds.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 1. Comprehensive needs assessment for District Improvement Plan
- 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
  - effective or
  - 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
- 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:
  - Educational placement by setting (two years);
  - 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
- 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
- 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.)
### Goal 2: To ensure students with disabilities and other at risk learners are provided opportunities to learn in the general education environment

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

<table>
<thead>
<tr>
<th>12. Procedures for location, referral &amp; identification</th>
<th>Written procedures for location, referral &amp; identification of students ages 3 through 21 who may be disabled.</th>
<th>Process to evaluate degree to which service providers &amp; schools comply with procedures.</th>
<th>Based on continuous monitoring data, TA &amp; PD to service providers and schools not meeting procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Info/training to educate families re: individual learning needs, grade level standards, achievement &amp; referral process.</td>
<td>Print materials include information about issues for families.</td>
<td>Every building &amp; service provider has access to informational brochures for families regarding issues.</td>
<td>Regular schedule of information sessions, web information &amp; print materials in more than one language so families have multiple access points for information.</td>
</tr>
<tr>
<td>14. Methods, measures &amp; frequency used to review referral &amp; eligibility for special education services</td>
<td>Identifies measures used to collect &amp; record data re: referral &amp; eligibility by disability, race/ethnicity &amp; gender.</td>
<td>Samples school data by race/ethnicity &amp; gender at least annually to ensure schools using appropriate procedures to refer &amp; determine eligibility.</td>
<td>Provides TA &amp; PD to schools appearing to be over-referring students.</td>
</tr>
<tr>
<td>Standard</td>
<td>Beginning</td>
<td>Developing</td>
<td>At Standard</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>15. Methods/measures used to evaluate students for special education service progress</strong> (e.g. at the IEP level, academic content standards). How are the results used?</td>
<td>Measures used to collect &amp; record student progress data &amp; reports achievement/retention data &amp; IEP goals by disability, race/ethnicity &amp; gender.</td>
<td>Sampling methodology used to review individual student record data annually to monitor state assessment performance, retention &amp; progress towards IEP goals. Assessment results used to drive decision making re: curriculum/instruction, programs/services &amp; IEP review.</td>
<td>Examines data comprehensive in scope &amp; sets learning goals and standards together. Learning goals/standards address whole person &amp; support post-graduation success. Efforts to exceed student achievement expectations. PD embedded in daily life of school &amp; supports ongoing improvement of practice tied to target learning goals/standards of students &amp; adults.</td>
</tr>
</tbody>
</table>
| **16. Analyze LRE data for each school**                                  | LRE data reported by disability, gender & race/ethnicity.                  | Reports annual analysis of trends, patterns & progress/slippage.                                  | On going TA & PD for inclusive practices                                                            | **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  
| **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** | 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). |
### 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.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Beginning</th>
<th>Developing</th>
<th>At Standard</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. <strong>Methods/strategies to help students from diverse, racial, ethnic and cultural backgrounds meet state standards/mandated requirements</strong>&lt;br&gt;Evidence available to indicate effectiveness.</td>
<td>Reports strategies that don’t actively focus on needs of culturally &amp; linguistically diverse learners.</td>
<td>Recognizes need to focus on needs of culturally/linguistically diverse learners &amp; developing resources.</td>
<td>Practitioners’ teaching designs and activities differentiated &amp; include multiple student performance measures on individual &amp; collaborative processes.</td>
<td>- Intervention strategies for all students&lt;br&gt;- Targeted strategies&lt;br&gt;- Documented evaluations of effectiveness of intervention impacting performance of students</td>
</tr>
<tr>
<td>20. <strong>Methods/strategies to identify achievement discrepancies</strong>&lt;br&gt;Examine &amp; address performance discrepancies on state/district assessments.</td>
<td>Report state/district achievement data by race/ethnicity, gender &amp; disability.</td>
<td>Analyze state/district achievement data &amp; actively identify &amp; plan strategies to address gaps.</td>
<td>Data examination is comprehensive in scope and identifies discrepancies between state/district measures. Explains &amp; uses discrepancies to modify/adjust curriculum, instruction &amp; assessment. Efforts to exceed student achievement expectations. PD embedded in daily life of school &amp; ongoing improvement of practice tied to targeted learning goals &amp; standards of students/ adults.</td>
<td>- State performance results by race, gender, LRE &amp; disability.&lt;br&gt;- District assessments include % of participation of students with disabilities on these measures.&lt;br&gt;- Disaggregate data by race, gender, LRE and disability.</td>
</tr>
<tr>
<td>21. <strong>Tests/instruments used to conduct individual special education eligibility assessments</strong>&lt;br&gt;Instruments chosen to minimize bias for culturally/linguistically diverse students.</td>
<td>List of tests used with some explanation for choices made.</td>
<td>Detailed explanation of tests uses, reasons for selection of particular tests &amp; evidence developed to minimize bias for culturally/linguistically diverse students.</td>
<td>Comprehensive testing process requiring multiple measures, including formal testing, observation &amp; family/teacher input. Ongoing PD/support for appropriate usage of tests &amp; ensures availability of qualified testers for English language learners.</td>
<td>- List of tests used.&lt;br&gt;- Evidence required (class observations, benchmark assessments, class assessments, classroom work).&lt;br&gt;- Procedure for selecting &amp; administering assessments in language/form most likely to yield accurate information on what child knows/can do academically, developmentally &amp; functionally.&lt;br&gt;- Assessments used for relevant &amp; culturally responsive educators addressing diversity</td>
</tr>
<tr>
<td>22. <strong>Help teachers understand ways race, ethnicity, culture, poverty &amp; language influence learning &amp; achievement</strong>&lt;br&gt;Impact measured for all students; follow-up measures to evaluate efforts.</td>
<td>Some PD, information or resources on influence of culture on learning and achievement.</td>
<td>PD, information or resources given on influence of culture on learning &amp; achievement &amp; 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.</td>
<td>Forum for ongoing conversations with communities, families, students &amp; school staff to uncover &amp; understand varying perspectives/impacts of culture on achievement &amp; learning. PD ongoing &amp; job embedded; issues of culture incorporated into all conversations &amp; decision making processes.</td>
<td>- Compliance checklists&lt;br&gt;- Performance: state/district assessments (data by race, gender &amp; disability)&lt;br&gt;- Classroom-based measures (by race, gender &amp; disability)&lt;br&gt;- PD opportunities (e.g. recognizing language and communication differences, culturally responsive educators addressing diversity)</td>
</tr>
<tr>
<td>23. <strong>Methods/measures to evaluate progress of students receiving special ed services</strong> (e.g. IEPs, academic content standards).</td>
<td>Describes methods &amp; measures used.</td>
<td>Detailed explanation of methods &amp; measures used, menu of possible actions based on results, &amp; explanations of development/implementation of actions.</td>
<td>Reviews methods/measures/results &amp; annually develops actions to correct areas of concerns, including families, communities &amp; other stakeholders in evaluation of results/actions &amp; makes necessary adjustments to correct course</td>
<td>- IEP goals and progress reports&lt;br&gt;- Curriculum-based assessments&lt;br&gt;- Benchmarks&lt;br&gt;- Short-cycle assessments&lt;br&gt;- Procedures for analyzing assessments&lt;br&gt;- Supports for interpreting assessments</td>
</tr>
</tbody>
</table>