

COST Rubric



	N/A 0	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
#1. COST team has representation from all of the support services at the site.		Team includes service.	All previous and: Team includes some service providers (for example, social/emotional) and school administration.	All previous and: Team includes some service providers, school administration and staff, and some academic supports.	All previous and: Team includes both academic and social service providers, school administration and staff (regular education, special education, counselors, ect.)	
#2. COST meetings are well run and address a broad range of student issues.		<ul style="list-style-type: none"> Team meets at a regularly scheduled time. A clear agenda is set. 	<ul style="list-style-type: none"> Meetings include follow-up from the last meeting. A range of issues for students are addressed. There is a sense of collaboration at the meetings. 	Meetings include a range of needs from early intervention to intense intervention (may include referrals for behavioral interventions, academic supports, health resources, SSTs, attendance, 504s, suspensions, etc.)	Meetings involve some discussion of themes arising from referrals (for example, a need for school climate work, issues of equity at the site, more writing support for 11 th graders, bullying issues, etc.)	
#3. COST process is understood and utilized by the school community.		<ul style="list-style-type: none"> Team members make referrals and understand the role of COST. COST is a point of entry for some support services. 	<ul style="list-style-type: none"> School staff understands COST and makes referrals. COST is the main point of entry for most ongoing (non-crisis) support services. 	<ul style="list-style-type: none"> Students and families utilize the COST process to access supports. COST is the point of entry for all academic and nonacademic support services. 	The community at large understands COST, makes referrals, and provides feedback on the process and team.	
#4. COST is an effective system		Some services get referrals through COST.	<ul style="list-style-type: none"> Academic, behavioral, and other health supports get referrals through COST. 	<ul style="list-style-type: none"> Clear criteria is set for referrals (for example, Tier I instruction is in place, two suspensions, SARB referral, 	Referrals for offsite services are strongly linked to COST.	

for referrals to support services.			<ul style="list-style-type: none"> • A point person is identified for each referral. • Referrals are generated by school staff in many roles (classified, teachers, administration, etc.) 	<p>outreach to family has been attempted, etc.)</p> <ul style="list-style-type: none"> • Referrals link to appropriate services with a strong loop for follow-up in place. • Referrals are tracked over a short and long term. • Referrals are generated by students and families. 		
#5. We have a system for tracking referrals and documenting student progress.		We have a running list of students referred.	We have a list of the interventions we are doing with students.	<ul style="list-style-type: none"> • Our documentation includes interventions over time and tracks progress related to our interventions. • Documentation is easily accessible for those who need it. 	What we are tracking relates to student, school, and district goals.	
#6. The whole school community knows the range of services available at our school.		We have an inventory of services onsite.	<ul style="list-style-type: none"> • Inventory includes a time/place for services. • Inventory is distributed to school staff. 	The inventory of services is distributed broadly to the school community and the community understands how to access it.	School community provides feedback on the services available and collaborates.	
#7. We regularly incorporate student data into our COST referral process, using student data to identify needs and track progress.		We include basic interventions or supports already in place that are related to the initial referral.	We incorporate baseline student data into our initial referral process (for example, attendance reports, discipline referrals, past grade reports, past SSTs, etc.)	We track the impact of the referrals made through COST in relation to the reason the referral was made (for example, behavior referral – the behavior improved. Need for 504 plan – 504 plan written and implemented).	<ul style="list-style-type: none"> • We track the impact of the referrals made through COST in relation to academic achievement (for example, behavior referral over time, improved attendance, fewer discipline referrals, improved academics). • We share COST data and outcomes regularly with our community (staff, parents, student groups, etc.) 	

#8. We utilize data from COST referrals to identify and increase the supports needed.		When we do not have needed services onsite we make referrals offsite.	We use COST data to identify gaps in resources.	<ul style="list-style-type: none"> • We reach out to additional resource providers to offer services at our site. • New providers understand our COST process and participate regularly. 	We monitor how our resources are meeting our school community needs in a standardized and regular way.	
#9. Community service providers are an integrated part of our school community.		<ul style="list-style-type: none"> • Service providers understand our basic school culture, how to sign in, where to go when they arrive, etc. • Service providers attend school-wide and other related events. 	<ul style="list-style-type: none"> • Service providers attend COST meetings and receive referrals. • Providers are included in SSTs, etc., when relevant and possible, and are made aware of cancellations. 	<ul style="list-style-type: none"> • Service providers actively participate in COST by offering suggestions, resources, and taking referrals. • Providers are given an orientation to our school/district goals and they understand how their work fits into our strategic plan. • Providers are regularly included in all staff communication. 	Service providers regularly check in on how they fit into the larger view for our site (school improvement plan, school climate work, academic achievement, etc.)	

Notes:

Each level builds on characteristics of the previous category:

- *“Developing” includes all characteristics of “Beginning” + “Developing.”*
- *“Accomplished” includes all characteristics of “Developing” + “Beginning” + “Accomplished.”*
- *“Exemplary” includes all characteristics of “Developing” + “Beginning” + “Accomplished” + “Exemplary.”*

Service providers/resources refers to all resources, both academic and nonacademic.