

**ATTACHMENT B**  
**Intervention Best Practices Rubric**

**Standard Review Criteria**

The following standard review criteria listed in the Rubric Reference Guide are used in scoring the application. Each competitive application is reviewed to determine the capability of the applicant to implement its proposed program. In reviewing the information submitted and in recommending competitive applications for funding, reviewers consider the following ratings:

**Clearly Outstanding, Exceeds Expectations, Meets Standard, or Needs Improvement.** When scoring each indicator, reviewers select a rating which has an appropriate point value assigned. The minimum threshold for grant award is 60 points in total.

Rubric Reference Guide		
Rubric Category	Total Points Possible	Proposed Activities
Quality of Program	32	<ul style="list-style-type: none"> <li>• Foundation of evidence-based practices</li> <li>• Professional development with plan for replicability, follow-up and ongoing support</li> <li>• Coordination and collaboration with networks who have overlapping or related goals</li> <li>• Responsive to stakeholder needs</li> </ul>
Essential Components	48	<ul style="list-style-type: none"> <li>• Comprehensive Multi-Tiered System of Support (MTSS) framework</li> <li>• Guidance and resources to support universal screening and data-driven decision making</li> <li>• Plan for professional development models that for all levels of educators which include coaching and/or opportunities for micro-credentialing and continuing professional education (CPE)</li> <li>• Development of accessible deliverables for ESC and LEA use</li> </ul>
Quality of Program Evaluation	10	<ul style="list-style-type: none"> <li>• Multiple measures of program evaluation, including qualitative and quantitative methods, and lag/lead measures and fidelity checks with stakeholders</li> </ul>
Quality of Program Management	5	<ul style="list-style-type: none"> <li>• Qualifications, knowledge, skills and experiences are commensurate with scope of proposed program</li> </ul>
Appropriateness of Budget	5	<ul style="list-style-type: none"> <li>• Costs reflected in the budget commensurate with expected results and do not supplant or duplicate services.</li> </ul>

**Quality of Program (Up to 32 Points)** Reviewers will consider the following information when evaluating an application for Quality of the Program.

	<b>Clearly Outstanding</b> <b>8-7 points</b>	<b>Exceeds Expectations</b> <b>6-5 points</b>	<b>Meets Expectations</b> <b>4-3 points</b>	<b>Needs Improvement</b> <b>2-0 points</b>	<b>Score</b>
<b>Evidence-based practices</b>	The proposed program introduces new and promising ideas for addressing the stated goal, includes all requirements at an exceptional level of quality, and describes an exemplary plan for the nation for evidence-based practices that support students with intensive academic and behavioral needs.	The proposed program includes all requirements at a very high level of quality and describes a strong plan for evidence-based practices that support students with intensive academic and behavioral needs.	The proposed program demonstrates an adequate plan for evidence-based practices that support students with intensive academic and behavioral needs.	The proposed program demonstrates a plan that is unlikely to yield adequate evidence-based practices that support students with intensive academic and behavioral needs.	/8
	<b>Clearly Outstanding</b> <b>10-9 points</b>	<b>Exceeds Expectations</b> <b>8-6 points</b>	<b>Meets Expectations</b> <b>5-3 points</b>	<b>Needs Improvement</b> <b>2-0 points</b>	<b>Score</b>
<b>Professional Development</b>	The proposed program introduces new and promising ideas for addressing the stated goal, includes all requirements at an exceptional level of quality, and describes an exemplary plan for the nation for professional development that includes follow-up and ongoing support. In addition, the program provides a plan for statewide replicability and utilizes a variety of delivery modalities.	The proposed program includes all requirements at a very high level of quality and describes a strong plan for professional development that includes follow-up and ongoing support. In addition, the program provides a plan for statewide replicability.	The proposed program demonstrates an adequate plan for professional development that includes follow-up and ongoing support and proposals for statewide replicability.	The proposed program demonstrates a plan that is unlikely to yield adequate professional development that includes follow-up or ongoing support.	/10
	<b>Clearly Outstanding</b> <b>7-6 Points</b>	<b>Exceeds Expectations</b> <b>5-4 Points</b>	<b>Meets Expectations</b> <b>3-2 Points</b>	<b>Needs Improvement</b> <b>1-0 Points</b>	<b>Score</b>

<p style="text-align: center;"><b>Coordination and Collaboration</b></p>	<p>Proposed program introduces new and promising ideas for addressing the stated goal, includes all requirements at an exceptional level of quality, and describes an exemplary plan for the nation for outreach, coordination and communication to ensure cooperative work and leveraging of resources including proposed partnerships with other grantees who are working on achieving overlapping or similar goals. The plan identifies several potential partner networks, barriers and offers multiple workable solutions.</p>	<p>Proposed program includes all requirements at a very high level of quality and describes a strong plan for outreach, coordination and communication to ensure cooperative work and leveraging of resources including proposed partnerships with other grantees who are working on achieving overlapping or similar goals. The plan identifies some potential partner networks, barriers, and some workable solutions.</p>	<p>Proposed program demonstrates an adequate plan for outreach, coordination and communication to ensure cooperative work and leveraging of resources including proposed partnerships with other grantees who are working on achieving overlapping or similar goals. The plan identifies at least one potential partner networks, barriers, and at least one workable solutions.</p>	<p>Proposed program demonstrates a plan that is unlikely to yield adequate coordination and collaboration with other networks.</p>	<p>/7</p>
<p style="text-align: center;"><b>Responsive to Stakeholders Needs</b></p>	<p>The proposed program introduces new and promising ideas for addressing the stated goal, includes all requirements at an exceptional level of quality, and describes an exemplary plan for the nation for regional and statewide stakeholder communication outreach and ongoing needs assessment. The plan includes timelines and ideas for gathering stakeholder input, plans to address potential barriers, and plans to incorporate and respond to stakeholder needs.</p>	<p>The proposed program includes all requirements at a very high level of quality and describes a strong plan for regional and statewide stakeholder communication outreach and ongoing needs assessment. The plan includes timelines and ideas for gathering stakeholder input, plans to address potential barriers, and plans to incorporate and respond to stakeholder needs.</p>	<p>The proposed program demonstrates an adequate plan for regional and statewide stakeholder communication outreach and timed needs assessment. The plan includes timelines and ideas for gathering stakeholder input and plans to incorporate and respond to stakeholder needs.</p>	<p>The proposed program demonstrates a plan that is unlikely to yield adequate stakeholder communication outreach and needs assessment.</p>	<p>/7</p>
				<p><b>TOTAL POINTS (sum of 4 components)</b></p>	<p>/32</p>

**Essential Components (Up to 48 points)** Reviewers will consider the following application information when evaluating for Essential Components.

	<b>Clearly Outstanding 12-10 points</b>	<b>Exceeds Expectations 9-6 points</b>	<b>Meets Expectations 5-3 points</b>	<b>Needs Improvement 2-0 points</b>	<b>Score</b>
<b>Comprehensive Multi-Tiered System of Support (MTSS)</b>	Proposed program introduces new and promising ideas for addressing the stated goal, includes all requirements at an exceptional level of quality, and describes an exemplary plan for the nation for a comprehensive MTSS framework which incorporate intersections/commonalities of Response to Intervention (RtI) and Positive Behavior Interventions and Supports (PBIS). The framework should also integrate components of Restorative Practices (RP), Culturally Responsive Pedagogy (CRP) and Trauma Informed Care (TIC). Proposed program provides clear guidance for problem-solving teams, all levels of administrators, general and special education teachers, interventionists, ESL, bilingual, or dual-language teachers and evaluation personnel and makes connections with outside agencies for added support for students with most intensive needs and their families. Special academic considerations for English Learners (ELs) is provided.	Proposed program includes all requirements at a very high level of quality and describes a strong plan for a comprehensive MTSS framework which incorporate intersections/commonalities of Response to Intervention (RtI) and Positive Behavior Interventions and Supports (PBIS). The framework should also integrate components of Restorative Practices (RP), Culturally Responsive Pedagogy (CRP) and Trauma Informed Care (TIC). Proposed program provides clear guidance for problem-solving teams, all levels of administrators, general and special education teachers, interventionists, ESL or dual-language teachers and evaluation personnel and makes connections with outside agencies for added support for students with most intensive needs. Special academic considerations for English Learners (ELs) is provided.	Proposed program includes all requirements at a high level of quality and describes an adequate plan for a comprehensive MTSS framework which incorporate intersections/commonalities of Response to Intervention (RtI) and Positive Behavior Interventions and Supports (PBIS). The framework should also integrate components of Restorative Practices (RP) and Culturally Responsive Pedagogy (CRP). Proposed program provides clear guidance for problem-solving teams, all levels of administrators, general and special education teachers, interventionists, ESL or dual-language teachers and evaluation personnel. Special academic considerations for English Learners (ELs) is provided.	Proposed program demonstrates a plan that is unlikely to yield adequate a comprehensive plan for MTSS that supports students with intensive academic and behavioral needs.	/12

<p style="text-align: center;"><b>Universal Screening and Data Driven Decision-Making</b></p>	<p>Proposed program introduces new and promising ideas for addressing the stated goal, includes all requirements at an exceptional level of quality, and describes an exemplary plan for the nation for guidance and replicable resources, using a variety of modalities for universal screenings and data-driven decision-making practices for teachers at all grade levels. The program provides explicit guidance for fidelity of implementation and the selection of specific tools while making considerations for cultural and linguistic differences of the students. In addition, the program includes high quality resources for collaboration with families.</p>	<p>Proposed program includes all requirements at a very high level of quality and describes a strong plan for guidance and replicable resources for universal screenings and data-driven decision-making practices for teachers at all grade levels. The program provides explicit guidance for fidelity and the selection of specific tools while making considerations for cultural and linguistic differences of the students. In addition, the program includes resources for collaboration with families.</p>	<p>Proposed program includes all requirements at a high level of quality and describes an adequate plan for guidance and replicable resources for universal screenings and data-driven decision-making practices for teachers at all grade levels. The program provides explicit guidance for fidelity and the selection of specific tools while making considerations for cultural and linguistic differences of the students.</p>	<p>Proposed program demonstrates a plan that is unlikely to yield adequate universal screening and data driven decision-making for students with intensive academic and behavioral needs.</p>	<p>/12</p>
<p style="text-align: center;"><b>Professional Development for All Levels of Educators</b></p>	<p>The proposed program introduces new and promising ideas for addressing the stated goal, includes all requirements at an exceptional level of quality, and describes an exemplary plan for the nation for professional development with all levels of educators who serve students with intensive academic and behavior needs. The plan includes follow-up for support and implementation. Other aspects include coaching and opportunities for micro-credentialing, as well as a specific plan for continuing professional development education modules. A variety of the professional development opportunities are available in hybrid format or fully online for increased access with a plan for statewide replicability.</p>	<p>The proposed program includes all requirements at a very high level of quality and describes a strong plan for professional development with all levels of educators who serve students with intensive academic and behavior needs. The plan includes follow-up for support and implementation. Other aspects include coaching and opportunities for micro-credentialing, as well as a specific plan for continuing professional development education modules. A variety of the professional development opportunities are available in hybrid format or fully online for increased access.</p>	<p>The proposed program includes all requirements at a high level of quality and describes an adequate plan for professional development with all levels of educators who serve students with intensive academic and behavioral needs. The plan includes follow-up for support and implementation. Other aspects include coaching and opportunities for micro-credentialing, as well as a specific plan for continuing professional development education modules.</p>	<p>The proposed program demonstrates a plan that is unlikely to yield adequate professional development for educators who serve students with intensive academic and behavioral needs.</p>	<p>/12</p>

<b>Development of Accessible Deliverables</b>	The proposed program introduces new and promising ideas for addressing the stated goal, includes all requirements at an exceptional level of quality, and describes an exemplary plan for the nation for the development of fully accessible and replicable deliverables for all levels of educators and families, which includes dissemination in a variety of modalities. Also, included is a plan to sustain access through ongoing revisions and an exceptional website which serves as a hub for all resources.	The proposed program includes all requirements at a very high level of quality and describes a strong plan for the development of fully accessible and replicable deliverables for all levels of educators and families, which includes dissemination in a variety of modalities. Also, included is a plan to sustain access through ongoing revisions.	The proposed program includes all requirements at a high level of quality and describes an adequate plan for the development of fully accessible and replicable deliverables for all levels of educators and families, which includes dissemination in a variety of modalities.	Proposed program demonstrates a plan that is unlikely to yield adequate development of fully accessible and replicable deliverables	/12
				<b>TOTAL POINTS (sum of 4 components)</b>	/48

**Quality of Program Evaluation (Up to 10 points)** Reviewers will consider the following application information when evaluating an application for Quality of Program Evaluation.

	<b>Clearly Outstanding 10-9 points</b>	<b>Exceeds Expectations 8-6 points</b>	<b>Meets Expectations 5-3 points</b>	<b>Needs Improvement 2-0 points</b>	<b>Score</b>
<b>Methods of evaluation</b>	The proposed program clearly identifies an exceptional comprehensive evaluation plan, utilizing rigorous evaluation methodology, to track overall outcomes and attainment of program goal(s). Evaluation plan includes collection of feedback from stakeholder groups representative of the state. Additionally, the evaluation plan details a method for periodic reporting to TEA leadership, interested stakeholders, and the public.	The proposed program clearly identifies a strong comprehensive evaluation plan, utilizing rigorous evaluation methodology, to track measures of effectiveness related to outcomes. Evaluation plan includes collection of feedback from stakeholder groups representative of the state. Additionally, the evaluation plan details a method for periodic reporting to TEA leadership, interested stakeholders, and the public.	The proposed program clearly identifies an adequate evaluation plan to track overall outcomes. Evaluation plan includes collection of feedback from stakeholder groups representative of the state. Additionally, the evaluation plan details a method for periodic reporting to TEA leadership and interested stakeholders.	The proposed program includes a plan that is unlikely to adequately provide methods of evaluation of program effectiveness.	/10
				<b>TOTAL POINTS (1 component)</b>	/10

**Quality of Program Management (Up to 5 points)** Reviewers will consider the following application information when evaluating an application for Quality of Program Management.

	<b>Clearly Outstanding</b> <b>5 points</b>	<b>Exceeds Expectations</b> <b>4-3 points</b>	<b>Meets Expectations</b> <b>2-1 point</b>	<b>Needs Improvement</b> <b>0 points</b>	<b>Score</b>
<b>Qualifications and Experience</b>	Proposed program plan clearly details the qualifications and experience of the program implementers and other personnel (as appropriate). Roles and responsibilities are designated; and individuals' knowledge, skills, abilities and experiences are strongly aligned with specified roles.	Proposed program plan clearly details the qualifications and experience of the program implementers and other personnel (as appropriate). Roles and responsibilities are designated; and individuals' knowledge, skills, abilities and experiences are closely aligned.	Proposed program plan provides qualifications and experience of implementers and other personnel (as appropriate). Roles and responsibilities are tentative.	Proposed program plan provides qualifications and experiences of implementers however, roles and responsibilities are not aligned with qualifications.	/5
				<b>TOTAL POINTS (1 component)</b>	/5

**Appropriateness of Budget (Up to 5 points)** Reviewers will consider the following application information when evaluating an application for Appropriateness of Budget.

	<b>Clearly Outstanding</b> <b>5 points</b>	<b>Exceeds Expectations</b> <b>4-3 points</b>	<b>Meets Expectations</b> <b>2-1 point</b>	<b>Needs Improvement</b> <b>0 points</b>	<b>Score</b>
<b>Cost Commensurate with Expected Results</b>	The costs detailed in the budget demonstrate an exceptional plan inclusive of all aspects of the program, including personnel, materials, and ongoing support. Additionally, program seeks to leverage existing networks/systems.	The costs detailed in the budget demonstrate a strong cohesive plan inclusive of all aspects of the program, including personnel, materials, and ongoing support and do not duplicate efforts.	The costs detailed in the budget adequately reflect a cohesive plan to achieve the scope of expected results and do not duplicate efforts.	The costs detailed in the budget are do not adequately reflect a cohesive plan to achieve the scope of expected results.	/5
				<b>TOTAL POINTS (1 component)</b>	/5