

**Attachment B**  
**Inclusive Services and Practices for Improved Student Outcomes Grant 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>• Solid foundation in evidence-based practices</li> <li>• Innovative use of technology</li> <li>• Coordination and collaboration with networks that have overlapping or related goals</li> <li>• Resources to address required federal and state statutes and commissioner’s rules</li> </ul>
Essential Components	48	<ul style="list-style-type: none"> <li>• Specially designed instruction to build a foundation in math and reading, including specific support for educators to address the unique needs of students identified with dyslexia and related disorders</li> <li>• Models of inclusion supports and practices, high yield instructional strategies, and universal design for learning to promote services to students</li> <li>• Technology for accommodations to achieve meaningful and full appropriate access and involvement</li> <li>• Student self-advocacy and self-determination</li> </ul>
Quality of Program Evaluation	10	<ul style="list-style-type: none"> <li>• Multiple measures of program evaluation based on outcomes; should include qualitative and quantitative measures</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 application information when evaluating an application for quality of the program.

	<b>Clearly Outstanding 8-7 points</b>	<b>Exceeds Expectations 6-5 points</b>	<b>Meets Expectations 4-3 points</b>	<b>Needs Improvement 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 support plan for the nation regarding evidenced-based practices for educator support.	The proposed program includes all requirements at a very high level of quality and describes a strong foundation of evidence-based practices for educator support.	The proposed program includes all requirements at a high level of quality and describes an adequate foundation of evidence-based practices for educator support.	The proposed program demonstrates a plan that is unlikely to yield an adequate foundation of evidence-based practices for educator support.	/8
	<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>Use of Technology</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 support plan for the nation to integrate the latest technologies that facilitate and promote engagement in best practice for technical assistance and facilitate models of instructional practice that improve student outcomes.	The proposed program includes all requirements at a very high level of quality and describes a strong plan to integrate technologies that facilitate and promote engagement in best practice for technical assistance and facilitate models of instructional practice that improve student outcomes.	The proposed program includes all requirements at a high level of quality and describes an adequate plan to integrate some technologies that facilitate and promote engagement in best practice for technical assistance and facilitate models of instructional practice that improve student outcomes.	The proposed program demonstrates a plan that is unlikely to yield adequate integration of technologies that facilitate and promote engagement in best practice for technical assistance and facilitate models of instructional practice that improve student outcomes.	/10

	<b>Clearly Outstanding 7-6 Points</b>	<b>Exceeds Expectations 5-4 Points</b>	<b>Meets Expectations 3-2 Points</b>	<b>Needs Improvement 1-0 Points</b>	
<b>Coordination and Collaboration</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 support 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 are related goals. The plan identifies several potential partner networks, barriers, and offers multiple possible solutions.	The proposed program includes all requirements at a very high level of quality and describes strong plans 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 are related goals. The plan identifies several potential partner networks, barriers, and offers multiple possible solutions.	The proposed program includes all requirements at a high level of quality and describes adequate plans for coordination and collaboration with networks that have overlapping or related goals.	The proposed program demonstrates a plan that is unlikely to yield adequate coordination and collaboration with networks that have overlapping or related goals.	/7
<b>Support of Statutory Requirements</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 support plan for the nation to improve access to and dissemination of new and/or existing resources that are user friendly and provide stakeholders with necessary information surrounding statutory and legal requirements.	The proposed program includes all requirements at a very high level of quality and describes a strong plan to disseminate information of new and/or existing resources that are user friendly and provide stakeholders with necessary information surrounding statutory and legal requirements.	The proposed program includes all requirements at a high level of quality and describes an adequate plan to disseminate information of new and/or existing resources that are user friendly and provide stakeholders with necessary information surrounding statutory and legal requirements.	The proposed program demonstrates a plan that is unlikely to yield adequate dissemination of new and/or existing resources that are user friendly and provide stakeholders with necessary information surrounding statutory and legal requirements.	/7
				<b>TOTAL POINTS (sum of 4 components)</b>	/32

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

	<b>Clearly Outstanding 12-10 points</b>	<b>Exceeds Expectations 9-7 points</b>	<b>Meets Expectations 6-4 points</b>	<b>Needs Improvement 3-0 points</b>	<b>Score</b>
<b>Specially Designed Instruction</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 support plan for the nation to develop resources and/or activities to support the provision of specially designed instruction and evidence-based strategies foundational to math and reading, including specific support for educators to address the unique needs of students identified with dyslexia and related disorders.	The proposed program includes all requirements at a very high level of quality and describes a strong plan to develop resources and/or activities to support the provision of specially designed instruction and evidence-based strategies foundational to math and reading, including specific support for educators to address the unique needs of students identified with dyslexia and related disorders.	The proposed program includes all requirements at a high level of quality and describes an adequate plan to develop resources and/or activities to support the provision of specially designed instruction and evidence-based strategies foundational to math and reading, including specific support for educators to address the unique needs of students identified with dyslexia and related disorders.	The proposed program demonstrates a plan that is unlikely to adequately develop resources and/or activities to support the provision of specially designed instruction and strategies foundational to math and reading, including specific support for educators to address the unique needs of students identified with dyslexia and related disorders.	<b>/12</b>
<b>Supports and Strategies</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 support plan for the nation that would develop resources and/or activities for training related to professional and paraprofessional inclusion support, co-teaching partnerships, and cross-collaborative relationships. The proposed plan would include practical resources for increased implementation of best practices and appropriate models of inclusion, high yield instructional strategies, and universal design for learning to increase meaningful access to and progress in the least restrictive environment that results in positive student outcomes.	The proposed program includes all requirements at a very high level of quality and describes a strong plan that would develop resources and/or activities for training related to professional and paraprofessional inclusion support, co-teaching partnerships, and cross-collaborative relationships. The proposed plan would include practical resources for increased implementation of best practices and appropriate models of inclusion, high yield instructional strategies, and universal design for learning to increase meaningful access to and progress in the least restrictive environment that results in positive student outcomes.	The proposed program includes all requirements at a high level of quality and describes an adequate plan that would develop resources and/or activities for training related to professional and paraprofessional inclusion support and co-teaching partnerships. The proposed plan would include resources for implementation of best practices and appropriate models of inclusion, high yield instructional strategies, and universal design for learning to improve student outcomes.	The proposed program demonstrates a plan that is unlikely to yield adequate development of resources and/or activities for training related to professional and paraprofessional inclusion support, co-teaching partnerships, or implementation of appropriate models of inclusion, high yield instructional strategies or universal design for learning.	<b>/12</b>

Assistive Technology	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 support plan for the nation that would provide administrators, educators, and parents multiple high-quality resources and increase implementation of best practices in programming and provision of assistive technology for students with disabilities in inclusive settings.	The proposed program includes all requirements at a very high level of quality and describes a strong plan that would provide administrators, educators, and parents multiple high-quality resources and increase implementation of best practices in programming and provision of assistive technology for students with disabilities in inclusive settings.	The proposed program includes all requirements at a high level of quality and describes an adequate plan that would provide administrators, educators, and parents multiple high-quality resources and increase implementation of best practices in programming and provision of assistive technology for students with disabilities in inclusive settings.	The proposed program demonstrates a plan that is unlikely to yield adequate provisions to administrators, educators, and parents for multiple high-quality resources and increase implementation of best practices in programming and provision of assistive technology for students with disabilities in inclusive settings.	/12
Self-advocacy and Self-determination	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 support plan for the nation to develop and provide curriculum and instruction that is accessible and appropriate for individuals with diverse backgrounds, learning preferences, abilities, and disabilities in a wide variety of learning contexts, with emphasis on student self-advocacy and self-determination.	The proposed program includes all requirements at a very high level of quality and describes a strong plan to develop and provide curriculum and instruction that is accessible and appropriate for individuals with diverse backgrounds, learning preferences, abilities, and disabilities in a wide variety of learning contexts, with emphasis on student self-advocacy and self-determination.	The proposed program includes all requirements at a high level of quality and describes an adequate plan to develop and provide curriculum and instruction that is accessible and appropriate for individuals with diverse backgrounds, learning preferences, abilities, and disabilities in a wide variety of learning contexts.	The proposed program demonstrates a plan that is unlikely to adequately develop and provide curriculum and instruction that is accessible and appropriate for individuals with diverse backgrounds, learning preferences, abilities, and disabilities.	/12
				<b>TOTAL POINTS (sum of 4 components)</b>	<b>/48</b>

**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 5 points</b>	<b>Exceeds Expectations 4-3 points</b>	<b>Meets Expectations 2-1 points</b>	<b>Needs Improvement 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 5 points</b>	<b>Exceeds Expectations 4-3 points</b>	<b>Meets Expectations 2-1 points</b>	<b>Needs Improvement 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