

Special Education and Behavior Pilot Program Application Rubric

Reviewer: _____ School District: _____ Total Score: _____

Significance	Description 3	Description 2	Description 1
Clearly identified the specific issues or challenges to be addressed	Clearly defines the problem using local data; identifies the specific student population and target behaviors; and demonstrates why current practices are insufficient.	Describes the problem and identifies target students or behaviors and includes some supporting evidence but lacks specificity or detail.	The problem is vague or broadly stated and target behaviors or student populations are unclear.
Clearly identified the magnitude of need	Multiple sources of recent data clearly demonstrate the extent of the need and data are specific to the district and aligned to the proposed pilot.	Some data are provided but are limited, outdated, or only partially aligned and the reviewer can generally understand the need but additional clarification would strengthen the application.	Little or no data provided to establish need.
Demonstrated a likelihood that the pilot program will result in systemic change	Clearly explains how practices will become integrated into district systems and identifies long-term implementation, staff capacity-building, and sustainability.	Discusses improvements beyond individual students but lacks a clear systems approach.	Focuses only on individual services with no evidence of district-wide impact.
Outlined the need for services/placement and alignment with previous or existing services/programs	Clearly explains how the pilot complements services and supports while addressing identified gaps.	References existing services but alignment is only partially explained	No clear relationship between the proposed pilot and existing programming.
Total Section Points			

Quality of the Project Design	Description 3	Description 2	Description 1
Demonstrated how leadership and infrastructure will be built to support the pilot program	Clearly identifies leadership roles, implementation teams, decision-making processes, timelines, and accountability structures.	Leadership responsibilities are identified but implementation structures are incomplete.	Leadership responsibilities are unclear or absent.
Identified how the universal tier will be met	Comprehensive Tier 1 supports are described including prevention, staff training, fidelity monitoring, and universal screening.	Tier 1 supports are identified but implementation details are limited.	Tier 1 supports are minimally described or missing.
Identified how supplemental-intensive tiers will be met	Clearly defines Tier 2 and Tier 3 interventions, eligibility criteria, progress monitoring, and staffing responsibilities.	Tiers are described but lack operational detail.	Limited description of interventions beyond Tier 1.
Identified evidence-based interventions or models to be used	Identifies specific evidence-based interventions with research support and explains why they were selected.	References evidence-based practices without explaining implementation or evidence.	Practices are not identified or lack evidence.
Outlined criteria for classroom referral, admission, monitoring, and exit, including comprehensive reintegration plans with embedded professional learning and coaching	Clear decision rules, timelines, responsible personnel, and objective criteria are provided. Comprehensive reintegration plans with embedded professional learning and coaching.	General procedures are described but decision rules are unclear. Reintegration plans are included but are general and do not include professional learning or coaching.	Referral process is incomplete or absent. No reintegration plans are included.
Total Section Points			

Quality of the Program Evaluation	Description 3	Description 2	Description 1
Uses assessment and data-based decision-making	Multiple valid data sources are identified and data collection schedule, review process, and decision rules are clearly defined.	Data collection is described but lacks frequency or decision rules.	Minimal explanation of assessment procedures.
Described the referral, enrollment and exit criteria and how it will be determined	Referral, enrollment, and exit criteria are objective, measurable and guide all decisions.	Referral, enrollment, and exit criteria are present but partially subjective.	Referral, enrollment, and exit criteria are vague or missing.
Outlined how it will be ensured that IEP services and supports, including related services, will be provided to students with IEPs	Clearly demonstrates how IDEA requirements, least restrictive environment, related services, and IEP implementation will be maintained.	Addresses IEP implementation generally but lacks operational detail.	Does not adequately address IEP implementation.
Demonstrated what success will look like for the pilot program	Success measures are measurable, time-bound, and aligned with the pilot program objectives.	Success measures are identified but are not fully measurable.	Success is described generally without measurable outcomes.
Described how progress of student behaviors will be measured	Identifies specific behavioral measures, progress-monitoring frequency, fidelity measures, and decision rules.	Behavioral measures are identified but monitoring procedures are incomplete.	Behavioral measurement is vague or absent.
Total Section Points			

Adequacy of Resources	Description 3	Description 2	Description 1
Demonstrated relevance and commitment of leadership in the proposed program to the implementation and success.	Leadership demonstrates strong commitment through staffing, policies, financial support, implementation oversight, and ongoing monitoring.	Leadership support is evident but lacks evidence of sustained commitment.	Limited evidence of leadership commitment.
Provided a budget that is adequate to support the pilot program and the costs are reasonable in relation to the objectives, design, and potential significance of the pilot program.	Budget is complete, clearly justified, aligned to project activities, and demonstrates efficient use of funds.	Budget is generally appropriate but includes limited justification or unclear expenditures.	Budget is incomplete, unrealistic, or poorly aligned to project activities.
Outlined sustainability of the pilot program past the repeal date of July 1, 2031.	Includes a detailed sustainability plan identifying future funding, staffing, policies, and district commitment beyond July 1, 2031.	Mentions sustainability but provides limited planning.	No meaningful sustainability plan is provided.
Total Section Points			

Area	Points
Significance	
Quality of the Project Design	
Quality of the Program Evaluation	
Adequacy of Resources	
Total Points	

Additional Comments: