

Targeted Support and Improvement (TSI) Year 2 Grant Application Scoring Rubric

Reviewer	
School District	
Total Score of Application	

A. Program Questions	Points	Descriptions		
1. Provide a description of the student achievement data for the targeted student group(s) at each school compared to the overall student achievement data at each school over the past two years. (The ISPP data review can and should be used to help identify areas of need.)		(3) Description of Data: Provides a clear, thorough, and data-rich description of student achievement for each targeted student group and each overall school over the past two years. Comparison and Analysis: Clearly compares each student group performance(s) to each overall school's data, identifying trends, gaps, and patterns over two years. Use of ISPP Data Review / Data Sources: Effectively integrates ISPP data review or	(2) Description of Data: Provides a general description of student achievement for each targeted student group(s) and each overall school's over the past two years, referencing key data points but with limited detail or analysis. OR Provides data for only <i>some</i> student groups or <i>some</i> schools. Comparison and Analysis: Includes some comparison between each student group and overall data for each school, but analysis of trends	(1) Description of Data: Provides minimal or incomplete description of student achievement data; may lack specific data points, comparison to overall performance, or two-year context. Comparison and Analysis: Comparison between student group and overall data is missing or unclear; no analysis of trends or achievement gaps. Use of ISPP Data Review / Data Sources: Limited or no

		other verified data sources to support findings; demonstrates strong alignment between data and identified areas of need.	or gaps is limited. OR compares only <i>some</i> student groups or <i>some</i> schools. Use of ISPP Data Review / Data Sources: References ISPP data review or other sources but not explicitly connected to areas of need.	reference to ISPP data review or credible data sources; unclear connection to identified needs.
2. Provide an overview of the action plans at each school, including the evidence based practices to be implemented and the professional learning to be provided.		(3) Evidence Based Practices: Clearly identifies specific evidence based practices to be implemented. Demonstrates strong alignment between EBPs, student needs, and intended outcomes. References ESSA tiers or relevant research. Professional Learning: Detailed plan for professional learning that supports implementation of evidence based practices. Demonstrates clear connection to improved instructional practice and student outcomes.	(2) Evidence Based Practices: Identifies evidence based practices to be implemented, but rationale, alignment, or connection to evidence is partial or unclear. Professional Learning: Describes planned professional learning, but details on implementation, alignment to evidence based practices, or expected outcomes are limited.	(1) Evidence Based Practices: Fails to identify or describe evidence based practices clearly; limited or no connection to student needs. Professional Learning: Provides minimal or vague information about professional learning; lacks connection to evidence based practices or intended outcomes.

3. Describe the content area(s) of focus and how the plan will align with current school and district initiatives.		(3) Content and Alignment with School and District Initiatives: Describes clearly articulated content focus that matches need. Demonstrates strong alignment and coherence with existing school and district improvement initiatives, goals, and priorities. Clarity and Consistency: Description is clear, well-organized, and demonstrates consistent alignment between content focus, action steps, and broader initiatives.	(2) Content and Alignment with School and District Initiatives: Content focus is somewhat clear but may be too broad or not match need. Shows partial alignment with school and district initiatives, but connections are not clearly articulated. Clarity and Consistency: Description is understandable but lacks clarity or consistency between content focus and initiatives.	(1) Content and Alignment with School and District Initiatives: No content focus listed. Shows little to no alignment with school or district initiatives. Clarity and Consistency: Description is unclear and is inconsistent or lacks connection between focus area and initiatives.
4. Describe and/or link the implementation monitoring tool(s) for the evidence based practices. If monitoring tools differ by school, please provide multiple descriptions and/or links.		(3) Monitoring tool components: Detailed descriptions and accessible links to tools (e.g., checklists, observation protocols, data trackers) that have a clear alignment to evidence based practice(s) and connection to each school's need. Plan for monitoring: Includes how data from the tools will be used to monitor	(2) Monitoring tool components: Partial description of monitoring tools, but details are limited. Links may be missing, or the connection between tools and evidence based practices is loosely connected. OR monitoring tools are only described/linked for <i>some</i> schools. Plan for monitoring:	(1) Monitoring tool components: Tool description is vague and / or tools are not linked. The tool is not connected to evidence based practice. Plan for monitoring: No indication on how data is used to inform next steps. Individual school needs are not mentioned.

		implementation and inform next steps specific to individual school needs.	Connection between data collection and actionable next steps is not clearly aligned or is unclearly linked to individual school needs.	
5. What are the specific improvement outcomes for students?		(3) Specific and measurable outcomes: Goals are quantifiable, time-bound and are aligned to the student group needs. Alignment to school / district goals: Intentional alignment to the school and district goal(s) and are clearly articulated.	(2) Specific and measurable outcomes: Outcomes are stated but lack measurable outcomes or specific timelines. Alignment to school / district goals: Partially aligned to the school and district goal(s) but are not clearly articulated.	(1) Specific and measurable outcomes: General statement but lacks measurable or time specific outcome. Alignment to school / district goals: Lack of alignment to school and district goal(s).
6. How will coaching and feedback be incorporated into the plan?		(3) Specific Coaching and Feedback Strategies: Coaching and feedback are explicitly included in the plan and describes how coaching supports evidence-based practices and how feedback will be used to improve instruction and student outcomes.	(2) Specific Coaching and Feedback Strategies: Coaching and feedback are mentioned, but details are unclear. Some connection to instructional improvement or evidence-based practices exists but is not fully developed.	(1) Specific Coaching and Feedback Strategies: Coaching and feedback are vague or missing from the plan. No clear connection to instructional improvement or student outcomes is described.
7. How will the district ensure sustained support?		(3) District Support: District clearly articulates sustained	(2) District Support: District provides some support, but	(1) District Support: District provides minimal or no

		support for the implementation of evidence based practices. Plans include ongoing resources, professional learning, coaching, and monitoring to ensure practices are maintained and continuously improved.	details about sustainability are partially unclear. Connections to long-term resources or structures may be mentioned but not fully developed.	evidence of sustained support. No clear plans for ongoing resources, professional learning, or monitoring are described.
8. What benchmarks or indicators will be used to measure student outcomes, and how will progress be monitored and shared?		(3) Benchmarks / Indicators: Benchmarks / indicators are clearly defined, relevant, and aligned to targeted outcomes. Progress Monitoring: Monitoring plan includes frequency, responsible personnel, and data collection methods. Communication: Clear communication with all stakeholders is identified and intentionally supported in plan.	(2) Benchmarks / Indicators: Benchmarks / indicators are somewhat specific but may lack alignment to all targeted outcomes. Progress Monitoring: A monitoring plan is mentioned but lacks details for solid implementation. Communication: Communication is mentioned but lacks details on specifics to ensure all stakeholders understand.	(1) Benchmarks / Indicators: Benchmarks / Indicators are general or absent from the plan. Progress Monitoring: A monitoring plan is not mentioned. Communication: Communication plan is not mentioned.
SUBTOTAL (24 points possible)		Comments		
B. Additional Point Categories				
District currently has a CSI designated school(s) - 3 points				
District currently has an IDEA-DA Level				

3 Designation - 3 points		
District / LEA has multiple TSI designated buildings - 3 points		
SUBTOTAL (9 points possible)		
Total Application Points /33		