

GRAD 701 Funding Opportunity Scoring Rubric

Name of Applying School Building _____

Name of Reviewer _____

| Section I Predetermined Scores | | |
|--|--|---|
| District Ranking List | | |
| 10 Points | The points awarded for this score are predetermined based on graduation and dropout risk factors reported on the ND District Ranking List. | |
| Reviewer – Enter the District Ranking List score for this applicant. | | |
| BARR (Building Assets, Reducing Risks) Experience | | |
| 5 Points | The points awarded for this section are determined by the building's current or prior engagement with the BARR training program. | |
| | Points Assigned | Experience |
| | 5 | The building has not engaged in BARR. |
| | 4 | The building is currently engaged in year one implementation of BARR. |
| | 3 | The building is currently engaged in year two implementation of BARR. |
| | 2 | The building is currently engaged in year three implementation of BARR. |
| | 1 | The building completed the BARR training program. |
| Reviewer-Enter the BARR Experience score for this applicant. | | |

| Section II Reviewer Determined Scores | | |
|--|--|--|
| Local Needs Narrative | | |
| <p>For the next section, to what level does the applicant present their readiness as a school building to improve graduation and student outcomes by:</p> <ul style="list-style-type: none"> • Describing current reality • Describing current need • Demonstrate the importance of improvement approaches to address the needs • Demonstrate school personnel’s capacity and willingness to engage in the work • Relate to how the BARR training program will increase student outcomes. | | |
| 10 Points | Attendance | |
| 10 Points | Academic Outcomes | |
| 10 Points | Behavioral Outcomes | |
| 10 Points | Graduation/Dropout Rate | |
| 10 Points | School Level Outcomes | |
| 10 Points | Family Engagement | |
| Reviewer-Enter individual score for each section to the right of the section. Then total the six sections to get a total score for the Local Needs Narrative. | | |
| Leadership Commitment and Authority Letter of Application | | |
| 10 Points | <p>To what level does the principal present their fitness as a building leader candidate for graduation improvement work by describing:</p> <ul style="list-style-type: none"> • Interest in the GRAD 701 grant and desire to improve student outcomes and graduation rates for students with disabilities, particularly those with an emotional disturbance and those who are Native American students with a disability. • Interest in implementing the BARR training program reflecting on the staff and student needs relating to data-driven improvement approaches. • Authority and autonomy to make leadership decisions about scheduling professional development selection, required grant participation, and budget expenditures. • Commitment to engage as the educational leader with the training sessions offered by BARR. | |
| Reviewer-Enter Principal Commitment and Authority Letter or Application score. | | |
| Goals and Evaluation | | |
| 5 Points | <p>What level do the goals provided align with the Grad 701 goals? The reviewer can understand how the district will collect data to monitor progress toward these goals. These goals are aligned to increase student engagement and graduation rates.</p> | |
| Reviewer-Enter Goals and Evaluation total score. | | |
| Superintendent’s Authorization | | |

| | | |
|--|---|--|
| 5 Points | Signed and uploaded Superintendent Authorization form. | |
| 5 Points | To what level does the principal describe how the school will provide the school's contribution to the BARR program over the three-year span? | |
| Reviewer-Enter Superintendent's Authorization score. | | |
| Total Score | | |
| Reviewer-Tally up sub scores to assign a final score for this applicant and enter the total score. | | |

*100 total points available.