

2020-21 RDGP Grant Application Scoring Rubric

Grant Assurances	Application will be considered	Application will <i>not</i> be considered
Assurances (Page 1)	<input type="checkbox"/> All assurances are acknowledged, and applicant has acknowledged agreement with name, title, and date.	<input type="checkbox"/> One or more assurances have not been agreed to.

Needs Assessment	Excellent 10 Points	Adequate 5 Points	Minimal 2 Points	Incomplete 0 Points
Racial Discipline Gap (Page 2, Part A)	Meets all criteria for <i>Adequate</i> AND Analyzed longitudinal and cross-tabulated data to identify disproportionate patterns by race/ethnicity within other student groups and across different levels of the system (e.g. district, building, classroom) using multiple measures based on the racial and ethnic composition of the student population within the district	The district identified student group(s) experiencing racial discipline gaps using valid methods for assessing racial/ethnic disproportionality AND Reviewed disaggregated data by discipline action, behavior type, and school	The district identified student group(s) experiencing racial discipline gaps using questionable methods OR Did not review disaggregated data by discipline action, behavior type, and school	Racial/ethnic student group(s) not identified or actual number and percentage enrollment not entered
Discipline Policies and Procedures (Page 2, Part B)	Meets all criteria for <i>Adequate</i> AND Includes an explicit district commitment to racial equity AND Provides additional due process protections, limitations on the use of exclusionary discipline, or tiered supports and best practices for behavior that exceed minimum requirements in state law	The district's discipline policies and procedures are updated to reflect changes to OSPI discipline rules that became effective July 1, 2019 AND Are consistent with WSSDA's model discipline policy and procedures	The district's discipline policies and procedures <i>have not</i> been updated to reflect changes to OSPI discipline rules that became effective July 1, 2019	Discipline policies and procedures not provided

Budget Needs Page 2, (Part C, 1) Complementary Activities (Page 2, Part C, 2) Program Management (Page 2, Part C, 3)	Meets all criteria for <i>Adequate</i> AND Describes existing district activities that provide for tiered supports for intervention, restorative approaches to behavior, and eliminating zero-tolerance policies that contribute to racial disparities.	The budget needs assessment and narrative describe specific funding needs AND Demonstrates how the program complements existing district activities AND Identifies who will be responsible for managing the program	The budget needs assessment and narrative does not describe specific funding needs OR Does not demonstrate how the program complements existing district activities OR Does not identify who will be responsible for managing the program	Budget needs assessment not provided or incomplete
--	--	---	--	--

Grant Activities	Excellent 15 points	Adequate 10 points	Minimal 5 points	Incomplete 0 points
Family Engagement (FE) (Page 3, Part A)	Meets all criteria for <i>Adequate</i> AND The FE narrative describes how the district will evaluate the fidelity and effectiveness of FE activities and the process for sharing FE outcome data with district staff, students, parents, families, and the community	The FE narrative includes actionable strategies AND Prioritizes FE activities with families of student groups experiencing racial discipline gaps AND Describes how FE activities align with the district's discipline policy decision-making processes	The FE narrative does not include actionable strategies OR Does not prioritize FE activities with families of student groups experiencing racial discipline gaps	No response provided OR Response does not answer the question/prompt
Data Use (DU) (Page 3, Part B)	Meets all criteria for <i>Adequate</i> AND Contextualizes racial discipline gaps using academic and non-academic outcomes data AND Demonstrates intentional use of quantitative and qualitative data, including strategies to address emergent local data needs and monitor progress towards eliminating racial discipline gaps	The DU narrative includes actionable strategies AND Describes how the district will use disaggregated discipline data in alignment with FE activities and discipline policy decision-making processes to address racial discipline gaps	The DU narrative does not include actionable strategies OR Does not describe how the district will use disaggregated discipline data in alignment with FE activities and discipline policy decision-making processes to address racial discipline gaps	No response provided OR Response does not answer the question/prompt

<p>Best Practices (BP) (Page 3, Part C)</p>	<p>Meets all criteria for <i>Adequate</i> AND Describes team decision-making processes for reviewing outcome and fidelity data related to the use of best practices and continuous improvement processes to address racial discipline gaps</p>	<p>The BP narrative <i>includes</i> actionable strategies AND Describes how the district supports implementation of existing best practices to address racial discipline gaps AND Addresses alignment of professional learning and building discipline standards with a focus on skill development</p>	<p>The BP narrative <i>does not include</i> actionable strategies OR Does not describe existing best practices to address racial discipline gaps OR Does not address alignment of professional learning and building discipline standards</p>	<p>No response provided OR Response does not answer the question/prompt</p>
<p>Policies and Procedures (PP) (Page 3, Part D)</p>	<p>Meets all criteria for <i>Adequate</i> AND Describes how the district's discipline policy work aligns with the district's values and mission, strategic plan, or policies on race and equity, family engagement, and civil rights</p>	<p>The PP narrative <i>includes</i> actionable strategies AND Addresses a) racial equity; b) reducing the use of exclusionary discipline practices; c) proactive or restorative approaches to behavior; and d) tiered supports AND Describes the district's policy adoption processes and the process principals and teachers use to develop and review building discipline standards</p>	<p>The PP narrative <i>does not include</i> actionable strategies OR Does not address a) racial equity; b) reducing the use of exclusionary discipline practices; c) proactive or restorative approaches to behavior; and d) tiered supports</p>	<p>No response provided OR Response does not answer the question/prompt</p>
<p>Staff Training (ST) (Page 3, Part E)</p>	<p>Meets all criteria for <i>Adequate</i> AND The ST narrative describes how the district will evaluate discipline training and provide follow-up to support ongoing implementation and sustainability</p>	<p>The ST narrative <i>includes</i> actionable strategies AND Describes how discipline training opportunities align with existing professional learning activities AND Addresses discipline training timelines, delivery methods, and learning objectives</p>	<p>The ST narrative <i>does not include</i> actionable strategies OR Does not describe how discipline training opportunities align with existing professional learning activities OR Does not address discipline training timelines, delivery methods, and learning objectives</p>	<p>No response provided OR Response does not answer the question/prompt</p>

2020-2021 RDGP Grant Application Scorecard

DISTRICT NAME	
GRANT AMOUNT REQUESTED	
REVIEWER ORGANIZATION	
REVIEWER NAME & TITLE	

	Max	Score	Comments
NEEDS ASSESSMENT	30		
Racial Discipline Gap (Page 2, A)	10		
Discipline Policies and Procedures (Page 2, B)	10		
Budget Needs, Complementary Activities, and Program Management (Page 2, C 1–3 and attachment)	10		

	Max	Score	Comments
GRANT ACTIVITIES	75		
Family Engagement (Page 3, A)	15		
Data Use (Page 3, B)	15		
Best Practices (Page 3, C)	15		
Policies and Procedures (Page 3, D)	15		
Staff Training (Page 3, E)	15		

	Max	Score
Grant Activities Total Score	75	
Needs Assessment Total Score	30	
TOTAL SCORE	105	

Additional Comments