

## 2008 NCLB-BRS Program CAPE Review Guidelines and Checklist

<School Name>, <City>, <State>

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### Reviewers

#### Phase 1 – Threshold Requirements

Yes No

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. (National Tests) Scores for the highest grade tested in the most recent year tested are at or above the cutoff scores published by the USDE. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. (State Tests) School provides evidence of being in top 10 percent of schools in the state.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Scores are disaggregated, if necessary, and disaggregated data are close to the same levels as aggregated data.                              |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Testing verification documentation is provided.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Testing tables are complete and properly formatted, using CAPE's format for nationally normed tests.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Testing data are presented in reading and math in all grades tested for past 3-5 years, and results are generally consistent.                |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. No scores reported for 9 or fewer students.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Two copies of application submitted.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Applications submitted to CAPE by deadline.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Part V, 1 indicates compliance with foreign language requirement in grades 7 and higher.  |

Comments and Explanations: \_\_\_\_\_  
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### **Phase 3—Narrative Answers**

#### **General**

1. Narrative answers should be clearly written with correct spelling, grammar, and punctuation. (Reviewers should identify problems in the comment section below.)
2. The NCLB-BRS program seeks to identify exemplary schools, not just good schools. These schools will be held up as models to others. Narratives should convey programs and practices that are above the ordinary.

#### **Part III – Summary**

1. The summary should be clear, coherent, and engaging. It should provide an overall picture of the school and should include at least a summary of the school’s mission or vision statement. (One page)

#### **Part IV – Indicators of Academic Success**

1. This answer should describe the meaning of the school’s assessment results in reading and math in such a way that someone not intimately familiar with the tests can easily understand them. If data are disaggregated and there are disparities among subgroups, the reasons for disparities must be explained. If the school participates in the state assessment system, the response should explain the state performance levels and the performance level that demonstrates meeting the standard. (One page)
2. The school shows through examples that teachers and administrators monitor and continually use assessment data to understand and to improve student and school performance. (One-half page; about 200 words)
3. The school regularly communicates student performance, including assessment data, to parents, students, and the community. (One-half page)
4. The school has shared and will continue to share its successes with other schools. (One-half page)

#### **Part V – Curriculum and Instruction**

1. The curriculum is comprehensive and rationally designed. An outline of the core of each curriculum area should be presented, and the narrative should show how all students are engaged with significant content, based on high standards. The narrative includes art and foreign language (if required) in the description. Compliance with foreign language requirements in grades 7 and higher is communicated. Foreign language must be taught to the same group of students for the entire year. CAPE considers foreign language to be part of the core curriculum in grades 7 and 8 if foreign language instruction is given throughout the year for at least 30 minutes per

