

2010 NCLB-BRS Program CAPE Review Guidelines and Checklist

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

Reviewers

Phase 1 – Threshold Requirements

Yes No

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Assessment verification (AV) documentation is provided; correct scores are reported on table, and AV matches reported scores. AV is provided for only the highest grade in most recent year. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. National test scores for the highest grade tested in the most recent year tested are at or above the cut scores published by the USDE. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. State test scores put the school in the top 10 percent of schools in the state for the highest grade tested in the most recent year tested. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Scores are disaggregated for any grade with 10 or more students in the target group, and disaggregated scores are similar to full group scores in the most recent year tested, and at least at the 60 th percentile. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Testing tables are complete with five years of results. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Student performance is generally consistent from year to year or on an upward trajectory. |
| <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 online application submitted with signed cover sheet. |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Entire application packet submitted to CAPE by deadline. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Part V, 1 indicates explicit compliance with foreign language requirement. |

Comments and Explanations: _____

Phase 3—Narrative Answers

General

1. Narrative answers should be clearly written with correct spelling, grammar, and punctuation. (Reviewers should mark application and 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 provide a brief, coherent narrative snapshot of the school in approximately 600 words. It should highlight the school’s mission or vision, its traditions and milestones, and the nature of the community and students served. It should summarize the school’s strengths and accomplishments, and should focus on what makes the school unique, successful, and worthy of Blue Ribbon School status.

Part IV – Indicators of Academic Success

1. This narrative describes, in approximately 600 words, the trends in test data found in the data tables. It summarizes significant gains and losses over the five-year period in math and reading (English language arts). It answers the question, What should a reader not intimately familiar with the test scores be noting about your school’s assessment results? It explains disparities among grade level and subgroup test scores if any. And if the school participates in the state assessment system, it briefly explains the state performance levels and the performance level that demonstrates “meeting the standard.” It also provides the Web site where information on the state assessment system may be found.
2. The narrative shows in approximately 300 words how the school uses assessment data to understand and improve student and school performance. It gives examples of how assessment data are used systematically in decision-making processes to improve teaching and learning.
3. The narrative describes in approximately 300 words how the school communicates student performance, including assessment data, to parents, students, and the community. It shows how the school ensures that students, parents, and the community are actively informed about the results of assessments and understand the meaning and use of the data.
4. The narrative describes in approximately 300 words how the school has shared and will continue to share its successes with other schools, especially in the event the school is awarded Blue Ribbon School status.

Part V – Curriculum and Instruction

1. The narrative describes in approximately 600 words the school's curriculum. It describes each core curriculum area, how instruction is delivered, and how all students are engaged with significant content based on high standards. It includes visual and performing arts and foreign languages in the descriptions. If the school includes grades 7 or higher, the narrative describes that the school has foreign language as a part of its curriculum and a significant number of students in grade 7 and higher take the course. (CAPE's standard: 20 percent or more of students must take foreign language during the regular school day for the equivalent of 30 minutes per week for a full year.)

2. (Elementary Schools) The narrative describes in approximately 300 words the school's reading curriculum, including a description of why the school chose this particular approach to reading. It provides specific examples of how students gain and persist in all skill/topic areas including reading comprehension.

(Secondary Schools) The narrative describes in approximately 300 words the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

3. The narrative describes in approximately 300 words one other curriculum area, such as math, science, social studies/history, or technology, and shows how it relates to essential skills and knowledge based on the school's mission.
4. The narrative describes in approximately 300 words how the school differentiates instruction, especially meeting the diverse needs of subgroup student groups. It provides examples about how the instruction is modified or supplemented to contribute to student learning and achievement.
5. The narrative describes in approximately 300 words the school's professional development program and shows its impact on improving student achievement. It provides specific examples of how professional development activities support student learning and are aligned with content standards.
6. The narrative describes in approximately 300 words the leadership structure in the school and the leadership role of the principal. It illustrates through specific examples how school leadership ensures that policies, programs, relationships, and resources focus on improving student achievement.

