

2012 BRS Program CAPE Review Guidelines and Checklist

Reviewers

Phase 1 – Threshold Requirements

Yes No

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|--------------------------|--------------------------|---|
| <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 most recent year. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. National test scores for all grades tested in the most recent year tested are at or above the cut scores. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. State test scores put the school in the top 15 percent of schools in the state for all grades tested in the most recent year tested or (for improving schools) put schools in the top 10 percent of improvement. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Scores are disaggregated for any grade with 10 or more students in a subgroup, and disaggregated scores are at least at the 60 th student 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 in language prescribed on CAPE's Web site. |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. In improving schools, 40 percent or more of students are from disadvantaged backgrounds. |

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 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 provides a brief, coherent narrative snapshot of the school in approximately 600-800 words. It covers the school's strengths and accomplishments; what makes the school worthy of Blue Ribbon status; the school's mission or vision statement; the school's traditions, milestones, and the nature of the community and students served.

Part IV – Indicators of Academic Success

1. Part A of the narrative explains, in approximately 200-300 words, the performance levels for the standardized assessments administered in the school and what levels of performance are considered to be acceptable/proficient/up to the school's standards. Part B describes, in approximately 500-600 words, the performance trends found in the data tables. It explains what factors contributed to significant gains and losses over the five-year period in math and reading (English language arts). In the most recent year's data, if there is an achievement gap of 10 or more percentage points between the test scores of all students and the test scores of subgroups, it describes what is being done to close this achievement gap.
2. The narrative shows, in approximately 600-800 words, how the school uses assessment data to analyze and improve student and school performance. It gives examples of how assessment data are used systematically to a) improve instruction and student learning and b) inform parents, students and the community of students' academic achievement.
3. The narrative describes, in approximately 300-400 words, how the school has shared successful strategies with other schools in the region or state or professional associations. It provides examples that describe topics and audiences.
4. The narrative describes, in approximately 300-400 words, the strategies the school has found most successful in working with family and community members for student success.

Part V – Curriculum and Instruction

1. The narrative provides, in approximately 500-600 words, an overview of how the school's core curriculum addresses the learning standards that apply to the school. It includes information on reading/English language arts, mathematics, science, social studies, visual and performing arts, physical education/health/nutrition, technology, and foreign language. If the school is a middle school or high school, it describes how the curriculum supports college and career readiness. If the school includes grade 7 or higher, the narrative includes an explicit statement of compliance with the foreign language requirement in language prescribed on CAPE's Web site (i.e., "[Name of School] is in compliance with the program's foreign language requirements."). (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 300-400 words, the school's reading curriculum, and instruction and instructional methods, including a description of why the school chose this particular approach to reading. It provides examples of how students acquire foundational reading skills, including comprehension, and describes the efforts the school makes to improve the reading skills of students performing below or above grade level.

(Secondary Schools) The narrative describes, in approximately 300-400 words, the school's English language arts curriculum, and instruction and instructional methods, including efforts the school makes to improve the reading skills of students who read below or above grade level.
3. The narrative describes, in approximately 300-400 words, the school's mathematics curriculum and instruction and instructional methods, including efforts the school makes to improve the mathematics skills of students who are performing below or above grade level.
4. The narrative describes, in approximately 300-400 words, one other curriculum area, such as science, social studies/history, visual and performing arts, or physical education/health/nutrition and shows how it relates to the students' acquisition of essential skills and knowledge based on the school's mission.
5. The narrative describes, in approximately 300-400 words, how the school provides and differentiates instruction, especially to meet the diverse needs of student subgroups. It provides examples of how the instruction is modified or supplemented to ensure high levels of student learning and achievement, including how technology is used to support instruction.
6. The narrative describes, in approximately 300-400 words, the school's professional development program and describes its impact on student achievement. It provide

examples of how the school's professional development activities support student learning and are aligned with academic standards.

7. The narrative describes, in approximately 300-400 words, the leadership philosophy and structure in the school, along with the role of the principal. It illustrates through examples how the school's leadership ensures that policies, programs, relationships, and resources focus on improving student achievement. It refers to school leaders by their roles, rather than by their names.

