

# 2017 BRS Program CAPE Review Guidelines and Checklist

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## Reviewers

### Phase 1 – Threshold Requirements

Yes No

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Assessment verification (AV) documentation is provided.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. AV is provided for only the most recent year.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Correct AV scores are reported on table.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. AV matches reported scores.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. National test scores for all grades tested (from 3 up) in the most recent year tested are at or above the cut scores.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. (For Schools Submitting State Test Results) 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. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Scores are disaggregated for any grade with 10 or more students in a subgroup, and disaggregated scores are at least at the 60 <sup>th</sup> student percentile.                 |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Testing tables are complete.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. No scores reported for 9 or fewer students in any grade or subgroup.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Two copies of online application submitted with signed cover sheet.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Entire application packet submitted to CAPE by deadline.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. Part IV, 2 indicates explicit compliance with foreign language requirement in language prescribed on CAPE's Web site.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. Explanation provided if 2 percent or more students are alternatively assessed.  |



### Phase 3—Narrative Answers

#### General

1. Narrative answers should be clearly written with correct spelling, grammar, and punctuation. (Reviewers should mark-up the application and identify problems in the comment section below.)
2. The NBRS 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.
3. The mission or vision statement presented in Part II, #15 is clear.

#### Part III – Summary

1. The summary provides a brief, coherent narrative snapshot of the school in no more than 800 words. Specifically, it presents the nature of the community and describes the students and families served; describes traditions, milestones, and/or the history of the school; describes the key strategies used within the school that have encouraged and challenged all students to develop their full potential academically, emotionally, physically, socially, and culturally. Strategies can include curriculum, programs, initiatives, student and school supports, and leadership.

If the school was a previous recipient of the National Blue Ribbon School award, the summary should briefly describe how the recognition has been leveraged to serve the school and its community. It should specifically address any changes that may have taken place with regard to curriculum and instruction, school climate and culture, professional development and capacity, school leadership philosophy, and family and community engagement.

#### Part IV – Curriculum and Instruction

1. **Core Curriculum:** In approximately 700 words, the narrative describes the school's core curriculum in reading/English language arts, mathematics, science, and social studies/history, including information on civic learning and engagement strategies. It includes an overview of how the school's core curriculum addresses the learning standards that apply to the school and why the school chose each curricular approach. For each core curriculum area, the narrative should provide examples of how students acquire foundational skills.

**Secondary schools** should use approximately 100 additional words to describe how the curriculum supports college and career readiness.

**Schools that offer preschool for three- and/or four-year-old students** should use approximately 100 additional words to describe 1) the core curriculum areas provided; 2) the alignment of early childhood and K-3 academic standards; and 3) any indicators of the impact of early education on school readiness and success in the primary grades.

2. **Other Curriculum Areas:** In approximately 700 words, the narrative describes the school's arts (visual and/or performing), physical education/health/nutrition, foreign language(s), technology, and any other curriculum programs offered to the general student population. For each "other curriculum area" the narrative should describe how the area supports students' acquisition of essential skills and knowledge, which grades participate, and how often. 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.)
  
3. **Instructional Methods, Interventions, and Assessments:** In approximately 700 words, the narrative presents an overview of the instructional approaches, methods, interventions, and assessments used to meet the diverse and individual needs of students and to achieve instructional goals. Responses should include:
  - instructional approaches such as tiered instructional process, differentiated instruction, problem-based learning, explicit instruction, technology-based support, etc.
  - examples of how instructional methods and interventions are used to ensure high levels of student learning and achievement including efforts/progress the school is making to improve the skills of students performing below and above grade level;
  - how the school uses a variety of assessment data to analyze and improve student and school performance;
  - examples of the types of assessments that are used and how assessment data are used;

If there is an achievement gap of 10 or more percentage points between the test scores of all students and the test scores of any subgroup, the narrative should describe what is being done to close this achievement gap.

If the school is high performing, the narrative should describe what is being done to maintain high levels of achievement.

## Part V – School Supports

1. **School Climate/Culture:** In approximately 400 words, the narrative describes how the school engages and motivates students and provides a positive environment that supports their academic, social, and emotional growth. In addition, it provides a description of how the school culture creates an environment where teachers feel valued and supported.
2. **Engaging Families and Community:** In approximately 400 words, the narrative describes the strategies the school has found most successful in working with family and community members for student success and school improvement. The narrative should include examples of engagement activities such as participation in school leadership or support systems, and how parents and the community are informed of students' academic achievements or challenges. (Community can include non-profits, businesses, institutes of higher education, etc.)
3. **Professional Development:** In approximately 400 words, the narrative describes the school's professional development approach and its impact on the capacity of teachers and administrators. It provides examples of how the school's professional development activities are aligned with academic standards and support student achievement and school improvement.
4. **School Leadership:** In approximately 400 words, the narrative describes the leadership philosophy and structure in the school, along with the roles of the principal, other school leaders, and stakeholders. It illustrates, through examples, how the school's leadership ensures that policies, programs, relationships, and resources focus on student achievement. It refers to school leaders by their roles, rather than by their names.

## Part VI – Indicators of Academic Success

1. **Assessment Success Narrative:** In approximately 400 words, the narrative summarizes the practice(s)—whether academic, assessment related, or socio-emotional—that the school uses that makes it so successful.

