

2021 BRS Program CAPE Review Guidelines and Checklist

Reviewers

Phase 1 – Threshold Requirements

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Assessment verification (AV) documentation is provided electronically. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. AV is provided for only the most recent year. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. National test scores for all grades tested (from 3 up) in the accepted years (due to COVID) are at or above the cut scores. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. (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. *Due to the impact of COVID-19 on Spring 2020 state testing, the requirement to submit state test results in addition to nationally normed test results will be waived for the 2021 application cycle. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. 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"/> | 6. No scores reported for 9 or fewer students in any grade or subgroup. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Two printed copies of online application submitted with original signed cover sheet. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Entire application packet submitted to CAPE by deadline. |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Explanation provided if 2 percent or more students are alternatively assessed. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. High Schools: 95 percent or higher graduation rate. |

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 above.)
2. The NBRS program seeks to identify exemplary 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 approximately 800 words. Specifically, it presents the nature of the community and describes the students and families served; 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. The summary should also include any creative or innovative techniques/programs the school has implemented which sets it apart and contributes to its unique character. These could be academic, socio-emotional, cultural or other.

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.

In light of COVID, a school may choose to provide a general overview of how the school has adapted during closures and related challenges.

Part IV –Curriculum and Instruction

1. **Core Curriculum, Instruction and Assessment:** The narrative describes the school’s core curriculum (e.g., the course content, scope, and sequence) as well as the instructional approaches, interventions, and assessments (formative and summative) used. It includes an overview of the school’s overall approach, which may include overarching philosophy or approaches common across subject areas. Responses should cover Reading/Language Arts, Mathematics, Science and Social Studies/History/Civic Learning and Engagement. Responses for each subject area should: explain how the learning standards are addressed and why the school chose

each curricular approach; describe any instructional approaches such as tiered instructional process, differentiated instruction, problem-based learning, explicit instruction, technology-based support, etc.; and describe how the school uses formative and summative assessment data to analyze and improve student and school performance, including examples of the types of assessments that are used and how assessment data are used.

1a. Secondary schools should also describe how the curriculum supports college and career readiness.

1b. Schools that offer preschool for three- and/or four-year-old students should 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:** The narrative describes the school’s arts (visual and/or performing), physical education/health/nutrition, foreign language(s) (if offered), technology/library/media, 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. Important note: While CAPE does not currently require applicants to offer a foreign language, it may use that as a way to distinguish between otherwise equal applications.
3. **Academic Supports:** This section should describe how the school tailors instruction, interventions, and assessments to meet the diverse and individual needs of various student populations, providing examples when possible. 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, describe what the school is doing to close this achievement gap. Groups that must be included are students performing below grade level (300 words); students performing above grade level (300 words); special education (300 words); ELLs, if a special program or intervention is offered (300 words); and other populations (e.g., migrant), if a special program or intervention is offered (300 words).

Part V – School Climate and Culture

1. **Engaging Students:** The narrative describes how the school engages and motivates students and provides a positive environment that supports their academic, social, and emotional growth.
2. **Engaging Families and Community:** 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 express how the school has continued to engage parent participation and communication during

COVID-19; community partnerships that have been formed to address student and/or family needs. Community can include non-profits, businesses, institutes of higher education, etc.

3. **Creating Professional Culture:** The narrative describes the how a school creates an environment where teachers feel valued and supported. This should include, but should not be limited to, the school’s professional development approach and its impact on the capacity of teachers and administrators. If any additional supports are provided to teachers and staff, a description should be provided.
4. **School Leadership:** 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 should include examples of how school administrators have worked together to keep the school safe and functioning during COVID-19 and how administrators roles have needed to shift and adapt. It refers to school leaders by their roles, rather than by their names.
5. **Culturally Responsive Teaching and Learning:** The narrative describes the school’s approach to the diverse needs and backgrounds of students, families and staff. Examples should include steps taken to ensure equity, cultural awareness, respect in the classroom and throughout the school. If the school addresses current events and/or social movements that may directly impact the students, families and community, examples of how the school addresses these issues should be provided. If any additional supports are provided to teachers and staff, a description should be provided.

Part VI – Strategy for Academic Success

The narrative summarizes the **ONE** practice—whether academic, assessment related, or socio-emotional—that has been the **most instrumental** to the school’s continued ability to successfully educate and support students since school closures began in February/March 2020. Descriptions should include how the strategy was changed or refined over time and what was required to adopt these strategies.