

2023 BRS Program CAPE Review Guidelines and Checklist

Phase 1 – Threshold Requirements

- 1. Assessment verification (AV) documentation is provided, physically & electronically.
- 2. Assessment verification (AV) is provided for only the most recent year.
- 3. National test scores for all grades tested (from grade 3 up) in the most recently completed school year, are at or above the cut scores.
- 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.
- 5. Scores are disaggregated for any grade with 10 or more students in a subgroup, and disaggregated scores are at least at the 60th percentile.
- 6. No scores reported for 9 or fewer students in any grade or subgroup.
- 7. Two printed copies of application submitted with original signed cover sheet.
- 8. Entire application packet submitted, physical & electronic, to CAPE by deadline.
- 9. Explanation provided if 2 percent or more students are alternatively assessed.
- 10. High schools: 95 percent or higher graduation rate.

Phase 2 – Technical Requirements

Yes No

Cover Sheet:

- E-mail address
- Web address
- Nine-digit ZIP code
- Signatures
- Part I, Eligibility Certification
- Narratives within space limits prescribed for each question
- Part II demographic data complete
- Languages for ELL students listed in #6
- #11 based on number of FTE or classroom teachers (use discretion)
- Part VII (Non-Public School Information) complete

Note: If a school meets the threshold and technical requirements but its narrative answers do not warrant submission to the USDE, be sure to spell out the reasons the school is being turned down.

Comments and Explanations:

and summative) used across all core areas, including **reading/ELA, mathematics, science, and social studies/history/civic learning**. Responses 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.;
- 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; and

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas (300 words)

1b. Reading/English language arts curriculum content, instruction, and assessment (500 words)

1c. Mathematics curriculum content, instruction, and assessment (500 words)

1d. Science curriculum content, instruction, and assessment (300 words)

1e. Social studies/history/civic learning curriculum content, instruction, and assessment (300 words)

1f. For secondary schools: The school should describe how the curriculum supports college and career readiness (e.g., dual credit courses, college prep classes, Career Technical Education (CTE), apprenticeship or pre-apprenticeship opportunities, industry-recognized credentials). This may also include student leadership, community and civic responsibilities, entrepreneurship skills, or work-based learning opportunities that align with essential or emerging careers. *If a school does not have secondary grades, this section should be left blank.* (300 words)

1g. For schools that offer preschool for three- and/or four-year old students. A school should describe (300 words):

1. the core curriculum areas provided;
2. the alignment of early childhood and K-Grade 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: Describe other curriculum areas, including how they support students' acquisition of essential skills and knowledge, which grades participate, and how often. If applicable, it should discuss adapting these curriculum areas to deal with the school's current operating schedule. Responses should address: (500 words)

1. arts (visual and/or performing);
2. physical education/health/nutrition;
3. foreign language(s), if offered* (*While CAPE does not require applicants to offer a foreign language, it may be used as a way to distinguish between otherwise equal applications.*)
4. technology/library/media; and
5. any other curriculum programs, such as character building or career/life-skills (e.g. finance, health sciences, robotics, manufacturing, architecture, biotechnology, cybersecurity, etc.) that are offered to the general student population.

3. Academic Supports: A school should describe how it 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. Responses should address:

3a. Students performing below grade level (300 words)

- 3b. Students performing above grade level (300 words)
- 3c. Special education (300 words)
- 3d. English Language Learners, if a special program or intervention is offered (300 words)
- 3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered (300 words)

Part V – School Climate and Culture

In the approximate word counts provided, a school should describe the following:

1. **Engaging Students:** How they continue to engage, motivate, and provide students with a positive environment that supports their academic, social, and emotional growth, and college and career readiness development. Include details about adaptations or strategies used to maintain student engagement during school closures/remote learning. (400 words)
2. **Engaging Families and Community, including Business and Industry Partners/Mentors:** Strategies they have found most successful in working with family and community members for student success and school improvement. What, if any, community partnerships have been formed to address student and/or family needs? (Can include non-profits, institutes of higher education, and businesses and industry partners, etc.). (400 words)
3. **Creating Professional Culture:** How they create an environment where teachers feel valued and supported, particularly during a transition to distance learning or to a hybrid model of education. 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. What, if any, additional supports have been provided to teachers and other school staff? (400 words)
4. **School Leadership:** The leadership philosophy and structure in the school, along with the roles of the principal, other school leaders, and stakeholders. Illustrate, through examples, how such leadership ensures that policies, programs, relationships, and resources focus on student achievement. How have administrative roles needed to shift or adapt? **Please refer to school leaders by their roles, rather than by their names.** (400 words)
5. **Culturally Responsive Teaching and Learning.** How they address the diverse needs and backgrounds of students, families, and staff. What steps are taken to ensure equity, cultural awareness, and respect in the classroom and school? How, if at all, does the school address current events and/or social movements that may have a direct impact on students, their families, and their communities? What, if any, supports are provided to students, staff, and/or families? (400 words)

Part VI – Strategy for Academic Success

Schools should describe the **ONE** practice—whether academic, assessment related, or socio-emotional—that has been the **most instrumental** to the school’s success. (400 words)