

2008-2009
Elementary
School
Nomination
Requirements



Blue Ribbon *Exemplary Schools*



4/08





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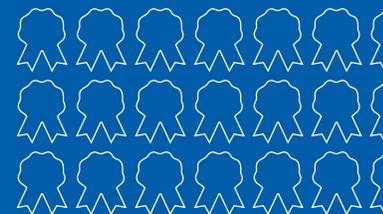
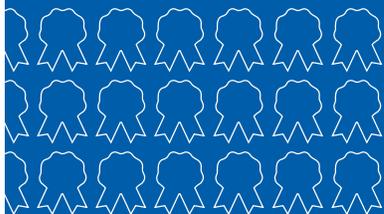
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Blue Ribbon *Exemplary Schools*

Blue Ribbon Exemplary Schools Program

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2008-2009 School Self-Assessment

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Nomination Due: September 29, 2008

INTRODUCTION

Since 1982 the Michigan Department of Education’s Blue Ribbon Exemplary Schools program has celebrated many of Michigan’s most successful schools. The Blue Ribbon logo has become a trademark of excellence, a symbol of quality recognized by parents and policymakers throughout the state. The Department invites school communities to use this nomination package to reflect on the quality and effectiveness of their programs. The award criterion was designed to provide a comprehensive framework for assessing school quality in all of its dimensions. The experience of answering the questions and describing a school in terms of the Blue Ribbon criteria could attract statewide recognition. Schools will also find the information compiled for the award useful for ongoing school improvement efforts, even if recognition is not the immediate goal.

Program Purpose and Overview

The Michigan Blue Ribbon Exemplary Schools Program was established in 1982. Its purpose is threefold:

1. Identify and give public recognition to outstanding public and private schools that achieve high academic standards or have shown significant academic improvement over five years;
2. Make available a comprehensive framework of key criteria for school effectiveness that can serve as a basis for participatory self-assessment and planning in schools; and
3. Facilitate communication and sharing of best practices within and among schools based on a common understanding of criteria related to success.

Blue Ribbon Exemplary Schools model excellence and equity. They exhibit a strong commitment to educational excellence for all students. The school’s success in furthering the intellectual, social, moral, and physical growth of all its students is an important goal of the nomination criteria. In seeking successful schools, the program welcomes both schools that have demonstrated sustained success in achieving these values and schools that have demonstrated significant progress while overcoming serious obstacles.

Blue Ribbon Exemplary Schools offer instructional programs that meet the highest academic standards, have supportive and learning-centered school environments, and demonstrate student outcome results that are significantly above average or have improved over time. The quality of each school will be judged against the Blue Ribbon Exemplary Schools criteria in the context of how effectively it has defined and is meeting its own goals, and how well it serves students, their families, and the local community. Additionally, for a school to be judged worthy of recognition, it must show significant progress in meeting state education goals. The conceptual basis for the program criteria is based on current research, state education reform goals, and the expert opinions of practitioners.

Elementary and secondary schools (middle, junior high, and high schools) are eligible to participate in alternate years. For example, secondary schools are eligible to apply in 2009-2010, while elementary schools may apply in 2008-2009. Schools also must meet several other eligibility requirements as stated in the “Eligibility Criteria” found on pages v and 2. Once a school’s eligibility to participate has been determined, information provided by a school in response to the program criteria will guide a Review Panel’s analysis regarding the school’s possible designation as a Blue Ribbon School.

PROGRAM CRITERIA

Eligible Schools

Only elementary schools are eligible to participate in the 2008-2009 Blue Ribbon Exemplary Schools Program. If the highest grade in the school is grade six, regardless of its name, the school may only apply during an elementary year. In acknowledgement of the research and differing philosophies among middle, junior high, and high schools, middle schools will be required to meet participation requirements consistent with developmentally appropriate middle school models.

Previously recognized schools may reapply for recognition after a waiting period of six years. Program experience suggests that schools sometimes reapply in part because they find the self-assessment process intrinsically beneficial as a school improvement tool. These previously recognized schools must meet additional criterion related to continuing improvement and efforts to share successful practices with high priority schools. (See Previously Recognized Schools described below and in Part VI of the application.)

Education YES!

Only school buildings receiving a grade of either an A or B under the Michigan's Education YES! Accreditation Program and currently maintaining Adequate Yearly Progress (AYP), as defined by the Michigan Department of Education, are eligible for consideration.

Award Criteria

The Blue Ribbon award criteria include the following eight categories:

- A. Student Focus and Support
- B. School Organization and Culture
- C. Challenging Standards and Curriculum
- D. Active Teaching and Learning
- E. Professional Community
- F. Leadership and Educational Vitality
- G. School, Family, and Community Partnerships
- H. Indicators of Academic Success

Categories A, C, and D address the dynamic of student-teacher-content interaction that is the central core of the education process. These categories focus mainly on the classroom and its context. Categories B, E, and F focus on the context within schools that education research suggests are conditions for success, including organizational, cultural, and interpersonal factors. Category G covers the school's relationships with significant external stakeholders. The emphasis in category H shifts to results: the coherence of the school's overall assessment system, the use of assessment data to inform decisions and improve performance, and evidence of consistently outstanding or significantly improved student and school performance outcomes.

The criteria are comprehensive. The criteria are intended to address all-important aspects of school operations. Yet the criteria are broad enough to suit diverse school environments and to accommodate new or changing goals and strategies within any particular school.

The criteria are interrelated. Addressing the multiple, embedded, and interacting contexts of school life creates a dynamic linkage among the criteria. The systematic use of a broad composite of criteria should help schools to ensure that school improvement goals and strategies are balanced.

The criteria are non-prescriptive. Wide latitude is intended and accepted in how schools choose to meet the criteria. The focus is on results rather than on specific means or procedures. However, avoid the use of descriptive terms such as “most,” “many,” etc. Instead provide actual percentages of participation.

The criteria are a basis for collaborative self-assessment. Information gathered during the award application process will provide a profile of school strengths and areas in need of improvement, which may be used to support continuous school improvement.

Self-assessment is an effective school improvement strategy. Research and experience have shown self-assessment is an effective school improvement strategy and can benefit schools and foster improvement regardless of whether they seek recognition.

Scoring Guidelines

Using the scoring guidelines, the review panel will rate each of the responses and overall criteria categories as follows: Exemplary, Strong, Adequate, Inadequate, and Insufficient Evidence. Additionally, the panel will judge whether the application makes sense as a whole. For example, the panel will consider whether the vision, goals, practices, resources, and results are aligned across the various sections of the nomination package.

Leadership

The Michigan Blue Ribbon Exemplary Schools program was designed to recognize outstanding schools that achieve high academic standards or have shown significant academic improvement. Therefore, Blue Ribbons schools, as part of their commitment to excellence, should include in their application a plan to share their best practices with high priority schools.

Previously Recognized Schools

Buildings that previously received a Blue Ribbon award and are reapplying will be required to complete Part VI of this application. Blue Ribbon Recognition is valid for the five years following its acquisition.

Questions about the Nomination Package

All questions concerning this nomination package should be addressed to Ms. Linda Forward, program liaison for the Michigan Department of Education. She can be reached at (517) 373-4213 or by e-mail at LindemanJ@michigan.gov.

Important Note to Prospective Applicants!

If you decide to apply, advance written notification must be sent via mail or e-mail to:

Ms. Linda Forward, Blue Ribbon Notification, Michigan Department of Education, 608 West Allegan Street,
Lansing, MI 48933 or LindemanJ@michigan.gov.

Schools notifying the department of their intent to apply will receive confirmation of their notification and will be assigned a registration number that is required to submit an application. Failure to notify and receive a registration number may result in your application being rejected.

ELIGIBILITY CRITERIA

1. During the 2008-2009 elementary school nomination cycle, the school must be an elementary school with some combination of grades K-6. In PreKindergarten-12 schools, the elementary school component is eligible for consideration. Middle and intermediate schools that end with grade six may only apply during an elementary cycle year. K-8 schools may only apply during the elementary schools cycle.
2. The minimum period of operation for public and private schools, including newly merged schools, is five full school years. The school, and grade levels covered by this self assessment, must be in its sixth full year of operation when the application is submitted, that is, schools submitting nomination packages for the current year in the fall of 2008 must have been in continuous operation since September 2003.
3. Previously recognized schools are eligible to reapply after a five year waiting period. Schools recognized in the 2002-2003 program or earlier are eligible to reapply in the current cycle.
4. Nominated schools must not refuse the U.S. Department of Education, Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
5. The OCR must not have issued a violation letter of findings to the school district concluding that the nominated school, or district as a whole, has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
6. The U.S. Department of Justice must not have a pending suit against a school district alleging that the nominated school, or district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
7. The U.S. Department of Education must not have issued a monitoring report with findings of violations of the Individuals with Disabilities Education Act that apply to the school or school district in question. If there are such findings, for the school to be eligible, the state or district must have taken action to correct the findings.
8. The nominated school must have a present grade of either A or B on the EdYes! report card and have rated themselves as implemented or better (CNA/EdYes!) or as operational or better (SAR/SA) on 90% of the rubrics and have met AYP, as of spring 2008.
9. In accordance with the Michigan State Board of Education Resolution of June 26, 2003, a school may not have an American Indian as its mascot, nickname, logo, or symbol.

NOMINATION PROCESS AND REVIEW CALENDAR

Nomination preparation	April – September 2008
Technical assistance available to school buildings by Blue Ribbon Advisory Committee Members (schedules permitting)	April – September 2008
Nomination due at the Michigan Dept. of Education (MDE).....	4:00 p.m., Monday, September 29, 2008
Blue Ribbon Advisory Committee Meeting at MDE	Tuesday, October 7, 2008
Nominations assigned and mailed to readers.....	Monday, October 13, 2008
Review Panel Meeting in Lansing	Wednesday, November 5, 2008
Nominations & Review Panel recommendations prepared for the Blue Ribbon Advisory Committee Meeting.....	Tuesday, November 11, 2008
Blue Ribbon Advisory Committee Meeting at MDE.....	Tuesday, November 18, 2008

Site Visits

One-day visits are conducted at schools that have been recommended as finalists. The role of the site team is to verify the accuracy of information in the nomination, using the checklist shown on page x, and get answers to specific questions posed by the Review Panel. A substantial portion of time is spent in classroom observations. The site team also meets with administrators, teachers, support staff, students, parents, and community members. The site team prepares a written report and forwards it to the Michigan Department of Education.

Site visitation teams notified of their assignments & materials sent to team leaders.....	Wednesday, November 19, 2008
Nominated schools notified of their status	Wednesday, November 19, 2008
Site visitations conducted	November 24 to December 19, 2008
Visitation team report submitted to MDE.....	Monday, January 5, 2009
Blue Ribbon Advisory Committee meets to review site visit reports & selects the 2008-2009 Blue Ribbon Exemplary Schools.....	Thursday, January 8, 2009
State 2008-2009 Blue Ribbon Exemplary Schools Announced.....	February 2009 State Board of Education Meeting
On-site, local building ceremonies	March – April 2009

Recognition Ceremonies

To celebrate their success and award, new Blue Ribbon Exemplary Schools customarily hold a recognition ceremony that includes one or more representatives from the Michigan Department of Education and State Board of Education. To review examples of former Blue Ribbon celebrations, visit the Michigan Department of Education, Office of School Improvement web site at www.michigan.gov/osi.

Responsibility of Selected Schools

Once a school is selected as a Michigan Blue Ribbon Exemplary School, its responsibilities to the program begin. During the five-year recognition cycle, the school will be expected to provide readers for the selection of future Blue Ribbon Exemplary Schools. The school will provide, as needed, a site visitation team as part of the selection process. Additionally, the school will provide school improvement support to other schools, as determined by the Blue Ribbon Advisory Committee and/or the Michigan Department of Education. All costs for this assistance are to be borne by the Blue Ribbon Exemplary School's district.

PREPARING A SCHOOL SELF-ASSESSMENT NOMINATION PACKAGE

Overview

This nomination package is designed to provide a profile of the school and to offer an opportunity to highlight factors especially important to the local community. Completion of this nomination package is required in order to be considered for the Blue Ribbon Exemplary Schools award. The package is divided into seven parts.

- **Part I** is used to determine whether the school meets the eligibility criteria.
- **Part II** seeks background and demographic information about the school district and the school.
- **Part III** provides a brief summary or “snapshot” of the school.
- **Part IV** asks for a statement of the school’s vision/mission or philosophy.
- **Part V** asks for responses to specific questions involving school criteria.
- **Part VI** requires completion by previously recognized Blue Ribbon Exemplary Schools only.

Sample formats for displaying assessment data follow Part VI. Use actual percentages of participation rather than descriptive terms such as “most,” “a large number,” etc. The quality of the written document will have considerable influence on how the Review Panel evaluates the school. Complete descriptions of school policies, programs, practices, and results are essential ingredients of a successful school nomination. The School Self-Assessment should, therefore, be well-written and carefully reviewed for content and style before being submitted. Failure to directly and concretely address each question, including the italicized prompts, can result in an unfavorable review even though the school’s programs and practices are, in reality, quite excellent.

Summary

The summary section will be shared with other schools and the press. It should be written as a stand-alone section, without reference to how deserving the school is of statewide recognition and without cross-references. It should be a concise, accurate description of the school and should include the school name and city in the first sentence.

Previously Recognized Blue Ribbon Exemplary Schools

Previously recognized Blue Ribbon Exemplary Schools applying for the award are required to highlight changes and improvements since their last award. They must also describe efforts to share their best practices with other schools and provide explicit evidence throughout the School Self-Assessment regarding changes, improvements, and outreach efforts to share best practices. Prior nomination packages are not available to the review panel. Therefore, it is important for the school to document all statements and claims as thoroughly as a school applying for the first time.

Technical Specifications

Please keep the following in mind when completing the nomination package. Failure to comply will result in the school not being reviewed.

- **Paper, Spacing, and Type Size:** All responses must be typed on white paper, single-spaced, with 1" margins on right, left, top, and bottom. Use normal spacing between lines.

Minimum print size should be 11 point Verdana computer font, which is the type used in this box. Do not use compressed type, and make sure that the font used is easily reproducible.

- **Copies:** Each school must submit five copies (the original plus four) of the completed School Self-Assessment. As the four copies will be used for scoring, the school name, the district, and community must be replaced with ##### throughout the application and the cover sheet be replaced with a page that bears only the school application as assigned by the MDE. **The original and copies must be without any additional covers or folders and must be binder clipped in the upper left-hand corner.** The signed original must be printed only on one side. To minimize environmental impact, the four copies must be photocopied on both sides of the paper.
- **Format:** The summary statement (page 5) is limited to two pages. Part V is limited to 39 pages, excluding assessment tables. The 39-page limitation is a maximum, not a requirement. Previously recognized schools may have 2 extra pages for Part VI. No attachments to the nomination package will be accepted except for those specified in Part V.
- **Cover Sheet:** Note that the cover sheet for the School Self-Assessment requires the signatures of the principal, the district superintendent, and the president/chairperson of the local school board. These signatures certify that each of the three individuals has reviewed the content of the nomination package, including the statement of eligibility, and has determined that it is accurate. (Not all of these signatures may be applicable for private schools; write N/A in the spaces where the position or its equivalent is not applicable.)
- **Pagination:** Paginate the submittal and number all pages consecutively as follows:
 - Cover sheets page 1
 - Part I: Eligibility Certification..... page 2
 - Part II: Background and Demographic Data pages 3-4
 - Part III: Summary Statement pages 5-6
 - Part IV: Vision / Mission Statement page 7
 - Part V: School Self Assessment Criteria page 8, up to page 38
 - Part VI..... In sequence, up to 2 additional pages
 - School data tables Follow in sequence
- **Submission:** Applications may be submitted in print and CD/flash drive format.
 - **Print Submission.** In addition to the five copies mentioned above, the school must submit a CD or Flash Drive that contains a file named "ID" that includes the name of the principal, the name of the school, its address, and telephone number as on the cover sheet, and a separate file named "BRSFORM" that includes the following sections of the nomination form: Parts I-V (IV for previous winners), the assessment tables, and Appendix V. Because the Department may post the entire nomination package of Blue Ribbon Schools on its website, the file must be written in Microsoft Word in PC format; the assessment tables may be in either Word or Excel. Otherwise, the formatting could be lost when the file is posted.

- **DEADLINE.** All applications and copies must be submitted directly to the Michigan Department of Education and must include your registration number by 4:00 p.m. on September 29, 2008.

Guidance in Completing Part V: School Self-Assessment Criteria

- **Format:** The school must retype and bold each complete question in Part V, together with its corresponding number, for example, A1, C3, G2. Only the bold part of the question in the nomination form need be repeated by the school; it must be repeated exactly as worded in the nomination form and it must be bolded. The statements/prompts in italics that accompany bold questions in the nomination are to guide responses and need not be repeated. Pay special attention to any such italicized requests for information, since reviewers will expect to find information directly related to these structured queries.

Questions H4 and H5 require that the response be formatted in a particular way. Adhere closely to the formatting guidelines for this question. For both questions, provide all the relevant test details specified in the italicized prompts. This nomination package provides samples of suggested data displayed in Section H. In reporting test data in the application, it is acceptable to reduce font/type size, though the final copy must be clearly legible.

- **Cross Referencing:** The school must decide how much space to allocate to each response within the overall limitation of 39 pages for Part V. Because many of the questions are closely related, it is suggested that the school cross reference to conserve space and avoid repetition. However, the school should thoroughly answer the question before referring to any elaboration in related questions.
- **Participation:** It is critical to the successful completion of the process that principals invite a team of individuals, including teachers, staff, parents, students and others, to participate in the preparation of the nomination package. Many of the questions will require reflection, research, discussion among the team, and several attempts at formulating effective responses. Since submitting a nomination is intended to stimulate and recognize school improvement efforts, writing the nomination is ideally accomplished by all of those stakeholders intimately involved in such efforts. The use of a professional writer to draft the nomination package is strictly prohibited.
- **Editing:** The quality of the written presentation influences the review panel's assessment. It is therefore important to designate a competent editor to assist with the final document. Preparation of the Self-Assessment section requests the names and titles of those who participated (Appendix V). Also, a description of the process is required and scored as part of item F-3.

The principal, however, is responsible for ensuring the accuracy and completeness of the final document. The principal should personally ensure that all nomination questions have been fully and accurately answered, that formatting of the nomination complies with program requirements, that photocopying has not resulted in missing or out of sequence pages, and that proper shipment of all FIVE copies occurs according to the prescribed timeline.

- **Public Information:** Once Blue Ribbon Exemplary Schools have been chosen, their nomination package becomes public information.

Documentation Checklist For Site Team Visitation

Does the school building provide the following documentation to substantiate claims made in the Self Assessment?

Section	Documentation	Yes	No
A	A2. Attendance roster for counseling programs, tutoring services, etc.		
	A4. Attendance rosters for co-curricular (extracurricular) activities.		
B	B4. Raw data for safety, discipline, and drug prevention.		
C	C5. Curriculum guide(s) for subsection a.		
	Curriculum guide(s) for subsection b.		
	Curriculum guide(s) for subsection c.		
	Curriculum guide(s) for subsection d.		
	Curriculum guide(s) for subsection e.		
	Curriculum guide(s) for subsection f.		
D	D3. Library circulation numbers.		
E	E1-4. Agendas for meetings, in-services, etc., that verify professional development		
F	F3. Documents indicate participation in the school improvement process.		
G	G1. Rosters of parent groups and lists of community partnerships.		
	G4. Evidence of school and community resources used.		
H	H4. Raw data used to provide norm-referenced test results.		
	H5. Raw data used to provide MEAP results.		
	H6. Evidence of alternative assessments.		



Blue Ribbon *Exemplary Schools*

2008-2009 SCHOOL SELF-ASSESSMENT

Code _____
Assigned by the Michigan Department of Education

Check boxes that apply in each group:

Previous Blue Ribbon Exemplary School?

YES NO

If yes, year(s) _____

Education YES! Grade (for Public Schools only):

A B NG*

*See Part VII for worksheet.

2008-2009 Blue Ribbon Exemplary Schools Program Certification Sheet

School Information

Ms. Miss Mrs. Dr. Mr. Other: | ▲ Name of Principal (as it should appear in the official records)

▲ Official School Name (as it should appear in the official records)

▲ School Mailing Address (Street / P.O. Box)

▲ City | ▲ State | ▲ 9-digit Zip Code

▲ Telephone (including area code) | ▲ Fax (including area code)

▲ Website/URL | ▲ E-mail

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge, all information is accurate.

▲ Signature of Principal | ▲ Date

District Information

Ms. Miss Mrs. Dr. Mr. Other: | ▲ Name of Superintendent (as it should appear in the official records)

▲ District Name

▲ District Mailing Address (Street / P.O. Box)

▲ City | ▲ State | ▲ 9-digit Zip Code

▲ Telephone (including area code) | ▲ Fax (including area code)

I have reviewed the information in this package, including the eligibility requirements on page 3, and certify that to the best of my knowledge, all information is accurate.

▲ Signature of Superintendent | ▲ Date

School Board Representative

Ms. Miss Mrs. Dr. Mr. Other: | ▲ Name of School Board President/Chairperson (as it should appear in the official records)

I have reviewed the information in this package, including the eligibility requirements on page 3, and certify that to the best of my knowledge, all information is accurate.

▲ Signature of School Board President/Chairperson | ▲ Date

Note for Private Schools: If the information requested is not applicable, write N/A in the space.

PART I: ELIGIBILITY CERTIFICATION

The signatures on the first page of this nomination package certify that each of the statements below concerning the school's eligibility, previous recognition in the Blue Ribbon Exemplary Schools Program, and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school is an elementary school, or the school is K-12 and the elementary component is applying.
2. The school and all grades have been in existence for five full years.
3. The school has not received state recognition as a Blue Ribbon School for six or more years.
4. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
5. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
6. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
7. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; and if there are such findings, the state or district has corrected, or agreed to correct, the findings.
8. Once the program is fully operational, the nominated school must have a present grade of either A or B on the EdYes! report card and have rated themselves as implemented or better (CNA/EdYes!) or as operational or better (SAR/SA) on 90% of the rubrics and have met AYP, as of spring 2008.
9. In accordance with the Michigan State Board of Education Resolution of June 26, 2003, a school may not have an American Indian as its mascot, nickname, logo, or symbol.

PART II: BACKGROUND AND DEMOGRAPHIC DATA

District

1. Total number of students (PreKindergarten-12) enrolled in the district: _____
 Include Pre-Kindergartners only if the school and/or district operate PreK programs.
2. Total number of schools in the district: _____
 Number of schools at each level: Elementary _____ Middle _____ Junior High _____ Senior High _____
3. District Per Pupil Expenditure: _____ Avg. State Per Pupil Expenditure: _____

Nominated School

4. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban school with characteristics typical of an urban school
 - Suburban
 - Small city or town in a rural area
 - Rural
5. Number of years the principal has been in her/his position at this school: _____
 If less than three years, how long was the previous principal at this school? _____
6. Number of students enrolled at each grade level or its equivalent in the school:

GRADE	# MALES	# FEMALES	GRADE TOTAL
K			
1			
2			
3			
4			
5			
6			
Other:			
TOTAL NUMBER			

7. Racial/ethnic composition of the students in the school:
 - _____ % American Indian or Alaska Native
 - _____ % Asian
 - _____ % Black or African American
 - _____ % Hispanic or Latino
 - _____ % Native Hawaiian or Other Pacific Islander
 - _____ % White
 - 100% TOTAL

8. Student turnover, or mobility rate, during the past year: _____%

This rate should include the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

9. Total number of English Language Learners in the school: _____

Specify languages represented:

10. Total number of students who qualify for free/reduced priced meals: _____

If this is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

11. Total number of students receiving special education services: _____

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- | | | |
|----------------------------|-------------------------------|------------------------------------|
| _____ Hearing Impairment | _____ Traumatic Brain Injury | _____ Specific Learning Disability |
| _____ Deaf-Blind | _____ Physical Impairment | _____ Speech & Language Impairment |
| _____ Autism | _____ Other Health Impairment | _____ Visual Impairment |
| _____ Cognitive Impairment | _____ Emotional Impairment | _____ Severe Multiple Impairment |

12. Describe any significant changes in the data reported in items 4-11 that have occurred during the past five years and explain why the changes occurred.

13. Indicate the number of full- and part-time staff members in each of the below categories.

	NUMBER OF STAFF	
	FULL-TIME	PART-TIME
Administrator(s)		
Classroom teachers		
Special resource teachers/specialists		
Paraprofessionals		
Support staff		
TOTAL NUMBER		

14. Total number of classrooms in the school: _____

15. Year school was built: _____ Date(s) of any major renovation(s): _____

If the school has been renovated, briefly describe the nature of the renovation:

PART III: SUMMARY STATEMENT

Provide a brief, coherent narrative snapshot of the school. If the school is recognized, the summary statement will be made available to the press. Although the Review Panel will not rate the summary statement, it will provide them with important background information for understanding the school. Limit the summary statement to no more than two pages.

Describe the school by highlighting its vision/mission, its tradition and milestones, the nature of the community and students served, and its facilities. Summarize the school's strengths and accomplishments, focusing on what makes the school a unique and successful place worthy of Blue Ribbon School status. Using the main categories in Section V as a general guide, selectively emphasize the key initiatives that distinguish the school, without references to how deserving the school is of the award and without cross-references.

Include the school name and city in the first sentence.

PART IV: VISION/MISSION STATEMENT

Successful organizations have a clearly articulated and commonly understood vision/mission. Provide a brief statement of the school's vision/mission or philosophy and state the school's goals that reflect the vision/mission. Schools may indicate how their school vision/mission relates to district goals or policies.

Limit the statement to one page. The vision/mission statement will not be rated separately, but it will provide the Review Panel with a context for rating the responses in Part V.

PART V: SCHOOL SELF-ASSESSMENT CRITERIA

In responding to the questions in Part V, provide specific details, including especially illustrative examples and relevant data, to maximize reviewers' understanding of the school. Schools may need to acknowledge the important role of state or district-level policies. Nevertheless, the individual school is the nominee for recognition and is generally considered the action-and-accountability unit for this nomination package. Therefore, the answers should clearly give evidence of the exemplary programs and practices at the building level and the flexibility the school deploys in developing and implementing effective programs and policies. All schools, regardless of grade span, must respond to all questions (unless otherwise specified). The answers to individual questions will not necessarily be of equal length. Cross-reference answers when necessary to avoid repetition.

Throughout Part V, the reviewers will be looking for evidence that the school has been successful in achieving both excellence and equity. In describing the school's achievements, the nomination must convince the review panel that all groups within the school have contributed to and share in the school's success. Responses should show sensitivity to the full range of special needs that exist in the community and school population. For example, as the school responds to questions in this section, consider the needs of students with limited-English proficiency, students with disabilities, underachieving students and potential dropouts, students involved in substance abuse, and gifted and talented students. (Limit: 39 pages, excluding tables.)

A. Student Focus and Support

- A1. How is the school's population best described? What are the students' needs? How does the school assure that the needs of all students are met? Explain how the school determines and meets the needs of diverse students.
- A2. What nonacademic services and programs are available to support students, and how do they relate to the student needs and school goals identified? Describe any counseling programs, health services, safety programs, tutoring or mentoring services, dropout prevention programs, or similar student support activities. Explain how the school integrates student services with other components of the school program, including accessibility of students with disabilities to all programs. Indicate student participation rates, and explain how the school ensures that it includes all students who need nonacademic services.
- A3. How does the school determine and address the developmental needs of students as they move from grade to grade? Explain how the school determines that programs and services are developmentally appropriate. Also, describe the strategies to ease transitions for first-year students, transfer students entering other grades, and students leaving the school.
- A4. What co-curricular activities are available for students and how do those activities extend the academic curriculum? In a separate statistic, show the percent of overall participation in athletics as compared to the total school population, counting each student athlete only once, regardless of the number of sports in which he/she participates. Indicate what co-curricular opportunities are provided, including clubs and athletics. Indicate how participation is encouraged, what voice students have in planning co-curricular offerings, what percentage of students participate, disaggregate by gender (place list of clubs and athletics in the appendix and designate as Appendix I), and the extent to which participation represents the overall student body, both male and female.
- A5. How does the school address the accessibility of its facilities and campus to students and others with disabilities? Describe what the school has done or plans to do to improve the school's physical accessibility.

B. School Organization and Culture

- B1. How does the culture of the school support the learning of all its members and foster a caring community? Describe the school culture. Explain the process the school uses to engage all members in collective inquiry, reflection, and responsible decision-making about their learning. Provide examples.
- B2. What opportunities do students have to build sustained, caring relationships with teachers and other adults? How does the school promote a healthy peer climate among the students? Explain how the school fosters positive interactions and respect between students and adults and how it promotes a healthy peer climate among students and student groups. Describe an instance when it remedied a situation where a student or group of students felt less than fully included.
- B3. How are teachers hired in the school? How are teacher assignments made? Describe teacher recruitment and hiring standards and practices. Describe how teacher assignments are made. Give evidence that these assignments are made for the benefit of all students and that teacher strengths are matched to student needs.
- B4. What is the school's plan for school safety, discipline, and drug prevention? What is the record for the past five years? Describe the plan and create a set of behavioral categories consistent with the school's safety, discipline, and drug prevention policies and appropriate for describing incidents ranging from minor to serious that occur in the school. Show how the school maintains a safe, orderly, and drug-free environment. Report in Appendix II as a table, incidents in terms of percentages of students involved for each category identified and give evidence about any policy or practice that is effective.

C. Challenging Standards and Curriculum

- C1. How does the curriculum serve the broad goals for student learning and development that the public expects education to achieve: personal and intellectual growth, citizenship, and preparation for work and higher education? What relative emphasis does the school place on these goals in the curriculum?
Give specific examples of how the curriculum addresses, and how much emphasis the school places on each of these objectives: basic skills; learning in the academic disciplines; character development and ethical judgment; preparation for life in a complex and diverse society; appreciation for democratic values; participation in the practices of democracy and community service; development of interpersonal, technological, and other skills valued in the workplace; and other broad goals and objectives consistent with the school's vision/mission.
- C2. How is the school organized to provide for differing student academic needs within the school's goals, priorities, and curriculum? Provide evidence that decisions about student grouping and scheduling are made with the benefit of all students as the primary goal. If student ability grouping exists at the school, describe under what conditions and how often students may move among groups. Provide data for the last academic year, indicating how many students moved into groups with more challenging course work.
- C3. How does the school ensure that diverse learners (for example, students with disabilities, gifted and talented students, students with limited English proficiency, migrant students, and students placed at risk) have the opportunity to learn challenging content and achieve at high levels? Describe any special programs or curricular offerings available for students with particular needs. Explain how these relate to the overall curriculum.
- C4. What is the process for continuous curriculum renewal at the school? What questions about curriculum is the school currently addressing? Describe the process for continuous curriculum renewal, including the data and resources the school uses for evaluating and decision-making, the participants involved in the process, and the impact of its implementation on teachers and students. Discuss the plans for future curriculum renewal.

C5. Successful schools offer all students opportunities to be engaged with significant content. How does the school ensure that students achieve at high levels in the core subjects? Include a description of each of the following subject areas, noting: (1) the general content and performance standards in each major subject area, including how essential skills such as reading, writing, and thinking are addressed; (2) curriculum articulation throughout the content areas or across grades; (3) ways in which content areas are integrated; and (4) any unique or unusually effective features of the curriculum.

NOTE: If the core curriculum is organized in a manner that would be better explained using a framework other than the traditional subject areas, substitute the framework for the one listed below. However, be sure to explain how the essential skills and core subjects relate to the curriculum framework.

- | | | |
|----------------------------|-------------------|---|
| a. English (Language Arts) | c. Science | e. The Arts |
| b. Mathematics | d. Social Studies | f. World Languages (other than English) |

C6. What other content areas or programs play essential roles in the schoolwide curriculum goals? Select two additional content areas or programs that should be highlighted because of their central importance to the school's vision/mission and priorities or because of the high quality, uniqueness or special significance of the offering. These content areas may be subsets of the core curriculum, for example writing or biology. Provide the same kind of information as in item C5.

C7. What requirements must be satisfied before a student is promoted to the next grade or level of schooling? Describe policies and practices related to promotion and eligibility for accelerated course work. Explain how these ensure content mastery, appropriate student development, and challenge students beyond minimum standards.

D. Active Teaching and Learning

- D1. How are teaching practices and learning experiences in the school consistent with current knowledge about successful teaching and learning? Explain and illustrate, through examples, why the teaching practices are appropriate for the programs or subjects in the curriculum and for the students.
- D2. In what ways do teaching practices support student-initiated learning? Give evidence that the classrooms are communities of learners and support student responsibility for contributing to individual and peer group learning and achievement.
- D3. How are resources made available to teachers and students for gathering information and sharing the results of their efforts? Describe the library, information, or media services and explain how these services support the curriculum and classroom instruction. Include any usage data available, for example, the number and percentage of students using the library on a regular basis and the nature of media services in support of learning.
- D4. What technology applications are the school using? How do they relate to the curricular goals, and how do they support teaching and learning? Describe the approach to technology and how that approach enhances teaching and learning. Explain how the school ensures equitable access to and utilization of technology for students and teachers.

E. Professional Community

- E1. What opportunities do teachers and other staff have to build a professional community that enhances their collective capacity to work together to support student learning? How do teachers and other staff work together to move towards the school's mission, vision, value, and goals to enhance the learning opportunities of all students? Provide specific examples of how professional community builds a sense of collective responsibility for student outcomes, offers collegial support to develop and try out new ideas, solves problems collectively, seeks out information, provides a context for reflection, or enables staff to work together in other ways. Explain how such activities support student learning. How does the school ensure adequate financial and time resources for professional development?
- E2. How does a coherent approach to professional development for teachers and other staff ensure their ability to effectively implement the school's curriculum, instructional strategies, and support system? How do organizational arrangements, such as time and teaching assignments, and school norms and culture, make professional development a priority? Describe the structure of professional development in the school and show how teachers are involved. Give examples of significant ongoing on-site learning opportunities (such as mentoring, teacher research, teacher-led seminars) and school support for participation in out-of-school professional activities (such as networks, district workshops, professional associations, conferences, courses, links with higher education, cultural institutions, and businesses. Describe the long-term professional development plan and its relation to school goals.
- E3. How does the school tailor professional development and support to address the differences in career experience or professional responsibility? Describe the formal and informal support that the school provides for beginning teachers, newly hired teachers, and teachers undertaking a significant change in responsibilities. Describe opportunities for teacher leadership and provide examples of professional development opportunities for other staff (such as paraprofessionals, counselors or specialists, and administrators), and explain why these opportunities are appropriate.
- E4. How does the school use the processes and results of student assessment, staff evaluation, and school review to support professional growth? How has teacher professional development improved teaching and resulted in higher student achievement and success? Describe the opportunities that teachers and other staff have to obtain feedback on their own professional performance, including the role of formal staff evaluation. Provide evidence available on the impact of professional development, especially on how this investment has improved teaching. Describe how the school recognizes excellent teaching.

F. Leadership and Educational Vitality

- F1. How does leadership move the school toward its vision/mission? How is the instructional leadership role defined and implemented? How are resources aligned with goals? Be specific about what leadership roles and functions are considered important in the school. Describe the leadership role of the principal. Provide concrete examples of how the school leadership ensures that policies, programs, relationships, and resources focus on the achievement of the school's vision/mission and promote learning.
- F2. How does the school engage its internal and external stakeholders in leadership and decision-making? What is the relationship between the principal and stakeholders? Explain how staff, teachers, students, parents, and the wider community have a voice in the formulation of the school's vision/mission, goals, and priorities. Explain how often and by whom long-range goals and priorities are reviewed. Also, provide specific examples of how key stakeholders within the school have a voice in everyday decisions of critical importance to the school and to themselves.

- F3. What kind of participatory school improvement process operates at the school? How did the school prepare its Self-Assessment for the Blue Ribbon Exemplary Schools Program, and how did this initiative relate to other school improvement and planning efforts? Describe the efforts to effect school improvement, detailing the progress to date. Specify the leadership roles in this process. In describing the preparation of this Self-Assessment, explain the process, how internal and external stakeholder groups were involved, the time frame, and its relationship to ongoing school improvement efforts.
- F4. How does the school leadership use the most current information about education to promote continuous improvement in the school? How does such evidence influence decision-making? Provide specific details about how the use of research findings, education reform reports, and/or the analysis of data (including data generated by the school) have fostered a deeper understanding of the school's goals, policies, and practices. Explain how this information has prompted specific improvements designed to achieve the vision/mission and enhance student learning.
- F5. Reflecting on the last five years, what conditions or changes have contributed most to the overall success of the school? Give specific examples.
- F6. How has the school integrated technology to improve management and program efficiency and effectiveness? Assuming that educational applications of technology have been discussed in Section D, describe how else the school uses technology. Describe also how the school assures that staff are trained in the use of technology and given the opportunity to use these resources effectively. Provide specific examples of how technology has enabled the school to develop and analyze data about the school and use it as a basis for important decisions.
- F7. What are the major educational challenges the school must face over the next five years, and how does the school plan to address them? Give specific examples.

G. School, Family, and Community Partnerships

- G1. What are the goals and priorities of the school, family, and community partnerships? How have the school and community both improved as a result of these partnerships, and how did the school measure the improvements? Discuss how the school identifies these goals and priorities, who was involved in identifying them, and how they are related to the school's overall goals and activities. Provide specific examples of activities or projects conducted in collaboration with community institutions, agencies, and groups, and show how these school-community partnerships benefit the community and the school. Describe an effort that best exemplifies the partnerships and describe as specifically as possible the results achieved for each of the participating stakeholders.
- G2. How does the school involve families in their children's education? Discuss how, in partnership with families, the school: (1) supports and enhances the parenting role; (2) ensures effective two-way communication; (3) recruits and encourages volunteers; (4) facilitates learning at home (including homework); and (5) involves families in decision-making. Show data to indicate the extent of family involvement in these activities and the degree to which the families involved represent the overall student body.
- G3. How does the school support the needs and concerns of families? Discuss how the school determines needs and concerns. Provide examples of school support, such as integrated health and social services at the school site, referrals to community services, before- and after-school child care, adult education, family counseling, nutrition education, times for parent meetings and conferences, and transportation options. Show percentage of participation by each stakeholder group.

G4. How are educational resources in the school and the community used to extend learning opportunities for students, teachers, and families? Provide specific examples of how community educational resources, such as museums and performing arts institutions, public libraries, summer academic and athletic programs, study-abroad programs, community enrichment programs, job training, internships and apprenticeship programs, extend the school program. Describe how often these resources are used, and by how many students. If appropriate, discuss extended use of the school's own facilities, such as the media center, classrooms, gymnasium, and computer lab, if programs provide reciprocal benefits to the community.

H. Indicators of Academic Success

- H1. What is the school's overall approach to assessment? How do the methods align with the educational vision/mission and curriculum? What questions about assessment is the school currently addressing? Provide evidence and examples of a coherent school-wide assessment program tied to the school's mission. Identify current issues and future directions. It is the school's responsibility to show sustained high achievement or significant improvement over five years through reports on norm-referenced tests, MEAP, and/or alternative assessment. The school must show through multiple measures that students achieve academically.
- H2. How does the school use assessment results to understand and improve student and school performance? How is data used to influence decision-making? Provide evidence that assessment data are used systematically in making decisions about programs and students. Based on the assessment plan, give examples of how school administrators and teachers use assessment data to improve teaching and learning in core subjects.
- H3. What assessment data are communicated to students, parents, and the community? What are the purposes of these communications? How does the school ensure that these stakeholders understand the standards for judgment and the meaning of the data? Show how the school keeps students, parents, and the community actively informed about the results of assessment.
- H4. What standardized norm-referenced tests developed on the national, state, or district level has the school given in the last five years? What are the results for the last five years? It is the responsibility of the school: (1) to show sustained high achievement, that is, at least one-third standard deviation above the mean or a normal curve equivalent (NCE) of 57; (2) or to show significant improvement over the past five years, that is, at least a one-third standard deviation increase in achievement or a 7 NCE increase in achievement. Explain the results.

NOTE: Even if the entire school does not achieve at or above 57 NCEs, a school may present itself as eligible for Blue Ribbon status by disaggregating data to show that the majority student group in the school achieves at a level at least one-third standard deviation above the mean, or 57 NCEs, and that other students have improved at least 7 NCEs over five years. If a school has a significant number of students with low socioeconomic status or with other challenges, the school may show how these students have improved significantly because of the school's efforts. If the school has a high student turnover rate, it may also disaggregate the data to show the results for students who have attended the school for two years or more compared to those students with less than two years attendance.

Present data from all standardized assessments administered by the school. If the school does not have five years of data, present at least three years of data and explain why there is no data for the other years.

It is the school's responsibility to provide a sufficient explanation of the meaning of the scores so that someone not familiar with the tests can interpret them. Use the sample tables as a guide. Graphs and charts are not accepted and will not be reviewed. Present the data for each test in the following ways:

- a. Clearly label and identify each table.
- b. Indicate the test name and edition/publication year.
- c. Specify the grade at which the test was administered.
- d. Indicate the number of students and the percentage of students tested.
- e. Using tables (no charts or graphs), report scores in terms of NCEs. Do not report percentiles or stanines. If the percent tested is below 90 percent, explain how the results can be validly interpreted. A table for converting percentile scores into NCEs can be found at the end of this document.
- f. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise 30 students or more of the student body of the school/district. Show how all subgroups of students achieve at high levels or improve significantly in achievement for at least two years and up to five years. Explain any disparity among subgroups and what the school is doing to close the gaps. Dissagregation by gender is encouraged.
- g. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.
- h. Explain any patterns of increase or decline in test scores. Also, discuss the implications of any special circumstances that may affect student outcomes, such as an unusually high student mobility rate.
- i. Attach all test data as Appendix II to the end of this application, and continue to number the pages consecutively.

H5. What are the results from the MEAP for the last five years?

Describe and report the data resulting from these tests using the prompts listed below, where applicable.

NOTE: It is the school's responsibility to provide sufficient explanation of the meaning of the scores so that someone not familiar with the tests can interpret them. Use the sample tables in this nomination package as a guide. Do not use graphs or charts:

- a. Clearly label and identify each table.
- b. Display data for each test by year. In addition, beginning with Grade 3, report MEAP English Language Arts and Mathematics test results by cohort. Also report data for the school's 2006-07 upper grade level cohort (i.e. Grade 5 in K-5 schools) for 2006-07 and 2007-08 (the first year at the next level of schooling).
- c. Indicate the number of students and the percentage of students tested.
- d. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise 30 students or more of the student body of the school/district. Show how all subgroups of students achieve at high levels or improve significantly in achievement for at least two years and up to five years. Explain any disparity among subgroups and what the school is doing to close the gaps. Dissagregation by gender is encouraged.
- e. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.
- f. Explain any patterns of increase or decline in test scores. Also, discuss the implications of any special circumstances that may affect student outcomes, such as an unusually high student mobility rate.
- g. Attach all test data as Appendix IV to the end of this application, continuing to number the pages.

- H6. What alternative assessments of student performance does the school use? Describe the assessments used, present the results, and provide sufficient explanation of the meaning of the results so that someone not familiar with these forms of assessment can interpret the results. Alternative assessment may include such indicators as: a significant increase in the number of minority students taking and passing higher level courses, portfolios and performance-based assessments.
- H7. What are the data for the past five years in the following areas that serve as quantitative indicators of the school climate and engagement? Explain any patterns of increase or decrease as well as special circumstances that affected any of these indicators. Report in terms of percentages, listing each of the past five years under each category.

NOTE: In computing student attendance, both excused and unexcused absences should be tallied as absent. Similarly, any teacher out for personal or sick leave should be tallied as absent. School-related absences, such as field trips, should not be counted.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily Student Attendance					
Daily Teacher Attendance					
Teacher Turnover Rate					

- H8. Which awards received by the school, staff, or students are most indicative of school success? Limit the description of awards to 10 or fewer and explain the reasons for the choices. Give the year each award was received.

PART VI: PREVIOUSLY RECOGNIZED SCHOOLS

Blue Ribbon Schools seeking recognition again must highlight throughout the nomination package changes and improvements since they were last honored. Throughout the School Self-Assessment, schools previously recognized should explicitly document their progress since the earlier award and note any interactions with other schools in sharing their successful strategies. Previous nomination forms are not available to the review panel. Thus, the school must take care to document all claims as thoroughly as if it were applying for the first time.

This section provides space for previously recognized schools to summarize their progress and accomplishments since the last recognition. Limit the summary statement to two pages.

1. What major changes and improvements have taken place since the school was last recognized?
2. Has the administration or staff had any interactions with other schools to share some of the successful strategies and practices? How has the staff been involved in leadership or training programs beyond the school to disseminate practices and programs?

PART VII: WORKSHEET FOR “NO GRADE” SCORE ON EDUCATION YES!

In order to be considered for Blue Ribbon recognition, schools receiving a “No Grade” score must demonstrate comparable successes to the schools that were graded under Education YES! In order to accomplish this task, “No Grade” schools are to complete the following process.

Important: Once completed, the “No Grade” school must have received either an A, B or a combination thereof in all three calculations in order to be considered for Blue Ribbon status.

Achievement Status

Provide Achievement Status data that is calculated the same as the Graded Schools for the last year of English MEAP scores and the last two years of Math scores.

English Language Arts MEAP Scores

Student*	Student Score	Weight (see Chart A)	Weighted Score	Chart A		
				MEAP Scale Score Range		Weight
A				Above	588	1
B					530	
C				529	500	3
D					499	
E						
F						
G						
H						
TOTALS						

*Do NOT use actual students' names.

Total the Weights in column 3 and total the Weighted Scores. Then divide the total for the Weighted Scores by the total for the Weight. Using the following chart, indicate the grade your building would receive in this category below.

Grade	Score Scale	Weighted Index
A	90-100	542.1 & above
B	80-89	535.1 – 542.0
C	70-79	523.5 – 535.0
D	60-69	518.8 – 523.4
E	50-59	518.7 & below

► English Language Arts MEAP Grade: _____

Worksheet for "No Grade" Scores on Education YES! (continued)

2006 Mathematics MEAP Scores Worksheet

Student*	Student Score	Weight (see Chart B)	Weighted Score	Chart B		
				MEAP Scale Score Range		Weight
A				Above	566	1
B					530	
C				529	500	3
D					499	
E						
F						
G						
H						
TOTALS						

*Do NOT use actual students' names.

Total the Weights in column 3 and total the Weighted Scores. Then divide the total for the Weighted Scores by the total for the Weight. Using the following chart, indicate the grade your building would receive in this category below.

Grade	Score Scale	Weighted Index
A	90-100	542.7 & above
B	80-89	533.7 – 542.6
C	70-79	517.5 – 533.6
D	60-69	510.4 – 517.4
E	50-59	510.3 & below

► 2005 Mathematics MEAP Grade: _____

2007 Mathematics MEAP Scores Worksheet

Student*	Student Score	Weight (see Chart A)	Weighted Score	Chart A		
				MEAP Scale Score Range		Weight
A				Above	588	1
B					530	
C				529	500	3
D					499	
E						
F						
G						
H						
TOTALS						

*Do NOT use actual students' names.

Total the Weights in column 3 and total the Weighted Scores. Then divide the total for the Weighted Scores by the total for the Weight. Using the chart above, indicate the grade your building would receive in this category below.

► 2006 Mathematics MEAP Grade: _____

SAMPLE FORMATS FOR DISPLAYING ASSESSMENT DATA

Sample for National Norm-Referenced Tests Only

Provide the following information for all tests. Complete a separate form for each test and grade level.

Grade: _____ Test: _____

Edition/publication year: _____ Publisher: _____

What groups were excluded from testing, why, and how were they assessed?

Report results for at least two subtests that best reflect student academic performance at the school. Examples of subtest content areas to be reported are: mathematics, language, reading comprehension. Report number and percent tested for total score even if they differ from the number and percent tested for subtests.

		2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
	Testing Month					
SCHOOL SCORES						
Total or Composite Score						
Number of students tested						
Percent of total students tested						
Number of students excluded						
Percent of students excluded						
SUBTEST SCORES						
1. _____ (specify subtest)						
2. _____ (specify subtest)						

In the narrative section of H4, note patterns of significant increase or decline in scores and explain why they occurred. Also discuss the implications of any special circumstances that may affect student outcomes.

Sample for State or District Norm-Referenced Tests Only

Provide the following information for all tests. Complete a separate form for each test and grade level.

Grade: _____ Test: _____

Edition/publication year: _____ Publisher: _____

What groups were excluded from testing, why, and how were they assessed?

Report results for at least two subtests that best reflects student academic performance at the school. Examples of subtest content areas to be reported are: mathematics, language, and reading comprehension. Report number and percent tested for total score even if they differ from the number and percent tested for subtests. In the narrative section of H4, note patterns of significant increase or decline in scores, and explain why they occurred. Also discuss the implications of any special circumstances that may affect student outcomes.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
SCHOOL SCORES					
Total or Composite Score					
Number of students tested					
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
SUBTEST SCORES					
1. _____ (specify subtest)					
2. _____ (specify subtest)					

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
DISTRICT SCORES					
Total or Composite Score					
SUBTEST SCORES					
1. _____ (specify subtest)					
2. _____ (specify subtest)					
STANDARD DEVIATIONS					
Total or Composite Deviation					
SUBTEST SCORES					
1. _____ (specify subtest)					
2. _____ (specify subtest)					

In the narrative section of H4, note patterns of significant increase or decline in scores, and explain why they occurred. Also discuss the implications of any special circumstances that may affect student outcomes.

SAMPLE FORMATS FOR DISPLAYING MEAP DATA

Samples for Michigan Educational Assessment Program (MEAP) Tests

Provide the following information for all tests, completing a separate table for each test and grade level. In addition, for English Language Arts and Mathematics segments, complete a separate table for each cohort. For the school, district, and state, report scores as the percent of students tested whose performance was scored at or above the cutpoint for a) proficient [1, 2] and b) at or above the cutpoint for excellent [1]. Note that the reported percentage of students scoring above the proficient cutpoint should include students scoring at the excellent cutpoint. In the narrative section of H5, explain how these data show that students are scoring at a significantly high level. Note patterns of significant increase or decline in scores, and explain why they occurred. Also discuss the implications of any special circumstances that may affect student outcomes.

Sample Data Display Table Format

Test: _____ Grade: _____

What groups were excluded from testing, why, and how were they assessed?

Number excluded: _____ Percent excluded: _____

Report number and percent tested for total score even if they differ from the number and percent tested for subtests.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
SCHOOL SCORES					
Percent Scoring at Level I					
Percent Scoring at Levels I & 2					
Number of students tested					
Percent of total students tested					
DISTRICT SCORES					
Percent Scoring at Level I					
Percent Scoring at Levels I & 2					
STATE SCORES (if applicable)					
Percent Scoring at Level I					
Percent Scoring at Levels I & 2					

Sample for Subgroup Results

Complete a separate table for each cohort. Present at least two years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- a. Ethnicity (e.g., American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, White)
- b. Language Status (e.g., Limited English proficient, Non-English speaker, English Fluent, English Only)
- c. Socioeconomic Status (e.g., Eligible for free and reduced meals, not eligible for free and reduced meals)

Test: _____ Grade: _____

Subgroup: _____

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
SCHOOL SCORES					
Percent Scoring at Level I					
Percent Scoring at Levels I & 2					
Number of students tested					
Percent of total students tested					
DISTRICT SCORES					
Percent Scoring at Level I					
Percent Scoring at Levels I & 2					
STATE SCORES (if applicable)					
Percent Scoring at Level I					
Percent Scoring at Levels I & 2					

Sample Data Display Table Format: English Language Arts

Test: _____ Grade: _____

What groups were excluded from testing, why, and how were they assessed?

Number excluded: _____ Percent excluded: _____

Report number and percent tested for total score even if they differ from the number and percent tested for subtests.

READING

	2007-2008	2006-2007
SCHOOL SCORES		
Percent Scoring at Level I		
Percent Scoring at Levels I & 2		
Number of students tested		
Percent of total students tested		
DISTRICT SCORES		
Percent Scoring at Level I		
Percent Scoring at Levels I & 2		
STATE SCORES (if applicable)		
Percent Scoring at Level I		
Percent Scoring at Levels I & 2		

WRITING

	2007-2008	2006-2007
SCHOOL SCORES		
Percent Scoring at Level I		
Percent Scoring at Levels I & 2		
Number of students tested		
Percent of total students tested		
DISTRICT SCORES		
Percent Scoring at Level I		
Percent Scoring at Levels I & 2		
STATE SCORES (if applicable)		
Percent Scoring at Level I		
Percent Scoring at Levels I & 2		

LISTENING (Optional)

	2007-2008	2006-2007
SCHOOL SCORES		
Percent Scoring at Level I		
Percent Scoring at Levels I & 2		
Number of students tested		
Percent of total students tested		
DISTRICT SCORES		
Percent Scoring at Level I		
Percent Scoring at Levels I & 2		
STATE SCORES (if applicable)		
Percent Scoring at Level I		
Percent Scoring at Levels I & 2		

Sample for Subgroup Results: English Language Arts

Complete a separate table for each cohort. Present at least two years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- Ethnicity (e.g., American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, White)
- Language Status (e.g., Limited English proficient, Non-English speaker, English Fluent, English Only)
- Socioeconomic Status (e.g., Eligible for free and reduced meals, not eligible for free and reduced meals)

Test: _____ Grade: _____

Subgroup: _____

READING

	2007-2008	2006-2007
SCHOOL SCORES		
Percent Scoring at Level I		
Percent Scoring at Levels I & 2		
Number of students tested		
Percent of total students tested		

WRITING

	2007-2008	2006-2007
SCHOOL SCORES		
Percent Scoring at Level I		
Percent Scoring at Levels I & 2		
Number of students tested		
Percent of total students tested		

LISTENING (Optional)

	2007-2008	2006-2007
SCHOOL SCORES		
Percent Scoring at Level I		
Percent Scoring at Levels I & 2		
Number of students tested		
Percent of total students tested		

Sample Data Display Table Format: Mathematics

Test: _____ Grade: _____

What groups were excluded from testing, why, and how were they assessed?

Number excluded: _____ Percent excluded: _____

Report number and percent tested for total score even if they differ from the number and percent tested for subtests.

MATHEMATICS

	2007-2008	2006-2007
SCHOOL SCORES		
Percent Scoring at Level I		
Percent Scoring at Levels I & 2		
Number of students tested		
Percent of total students tested		
DISTRICT SCORES		
Percent Scoring at Level I		
Percent Scoring at Levels I & 2		
STATE SCORES (if applicable)		
Percent Scoring at Level I		
Percent Scoring at Levels I & 2		

Sample for Subgroup Results: Mathematics

Complete a separate table for each cohort. Present at least two years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- a. Ethnicity (e.g., American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, White)
- b. Language Status (e.g., Limited English proficient, Non-English speaker, English Fluent, English Only)
- c. Socioeconomic Status (e.g., Eligible for free and reduced meals, not eligible for free and reduced meals)

Test: _____ Grade: _____

Subgroup: _____

MATHEMATICS

	2007-2008	2006-2007
SCHOOL SCORES		
Percent Scoring at Level I		
Percent Scoring at Levels I & 2		
Number of students tested		
Percent of total students tested		

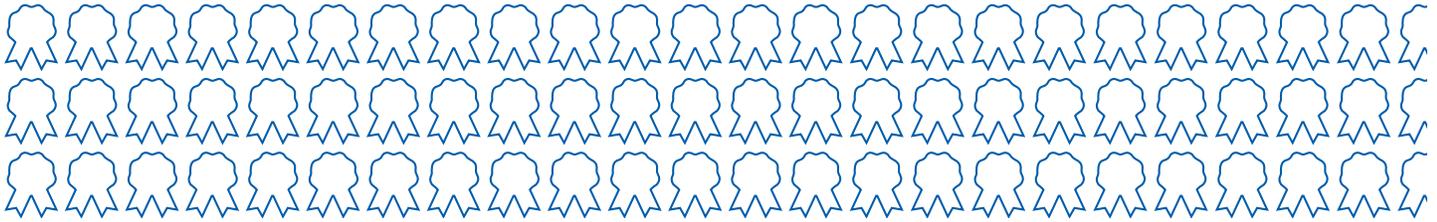
PERCENTILE TO NCE CONVERSION TABLE

Normal Curve Equivalents Based on National Norms Percentile Ranks							
Percentile Rank	NCE	Percentile Rank	NCE	Percentile Rank	NCE	Percentile Rank	NCE
99	99	74	64	49	49	24	35
98	93	73	63	48	49	23	34
97	90	72	62	47	48	22	34
96	87	71	62	46	48	21	33
95	85	70	61	45	47	20	32
94	83	69	60	44	47	19	32
93	81	68	60	43	46	18	31
92	80	67	59	42	46	17	30
91	78	66	59	41	45	16	29
90	77	65	58	40	45	15	28
89	76	64	58	39	44	14	27
88	75	63	57	38	44	13	26
87	74	62	56	37	43	12	25
86	73	61	56	36	42	11	24
85	72	60	55	35	42	10	23
84	71	59	55	34	41	09	22
83	70	58	54	33	41	08	20
82	69	57	54	32	40	07	19
81	68	56	53	31	40	06	17
80	68	55	53	30	39	05	15
79	67	54	52	29	38	04	13
78	66	53	52	28	38	03	10
77	66	52	51	27	37	02	07
76	65	51	51	26	36	01	01
75	64	50	50	25	36		

NOTES

NOTES





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