National Blue Ribbon Schools Program
2022 Application

2022 National Blue Ribbon Schools Program

A National Recognition Program for American Schools

Since 1982, the U.S. Department of Education's National Blue Ribbon Schools Program has honored America's most successful public and non-public elementary, middle, and high schools. A National Blue Ribbon Schools flag waving overhead has become a trademark of excellence, a symbol of quality recognized by everyone from parents to policy-makers in thousands of communities.

The National Blue Ribbon Schools Program recognizes 1) schools whose students achieve at very high levels or 2) schools making significant progress in closing achievement gaps among different groups of students. The Program sets a standard of excellence for all schools striving for the highest level of achievement.

National Blue Ribbon Schools are honored each year at a recognition ceremony in Washington, DC. The applications from the award-winning schools are posted on the Department's website. A small group of National Blue Ribbon Schools are visited each year to highlight educational practices that have been especially successful.

Public School Nomination Process

For public schools, the Secretary invites Chief State School Officers (CSSOs), including the District of Columbia (DC), Puerto Rico, the Virgin Islands, the Department of Defense Education Activity (DoDEA), and the Bureau of Indian Education (BIE), to nominate schools. In this document, the title CSSO will refer to the chief school officers in the states and in the public education entities named above.

In submitting the list of nominated schools, CSSOs must certify that the schools meet the minimum requirements established by the Department for nomination. As described below, CSSOs must also rely on their own education accountability and assessment systems to identify schools for submission to the Secretary.

Disadvantaged Backgrounds of Students. At least one-third of the public schools nominated by each state must be schools with a high percentage of students from disadvantaged backgrounds. A student from a "disadvantaged background" is defined by the CSSO of each state. The definition may include economically disadvantaged students, that is, students who are eligible for free and reduced-price school meals; students with disabilities; students who are limited English proficient; migrant students; and/or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015. Each state may set the percentage that defines "high percentage." The Department also recommends nominated schools reflect the demographic and geographic diversity of the state's school-age population.

Each state's nomination criteria must pertain equally to all public schools nominated by the state.

A school may be nominated in either of two performance award categories: *Exemplary High Performing* or *Exemplary Achievement Gap Closing*. The student performance criteria that a school must meet in order to be nominated in each of these two categories are described below.

1) ***Exemplary High Performing Schools***. "High performing" is defined by the CSSO of each state, but at a minimum means that the school meets the performance criteria summarized in the following table:

Criterion	Threshold	Measure for Ranking Schools		
		Option 1	Option 2	Option 3
1a. Whole School Performance	Top 15% in the State	Reading\ELA and Math Performance Separately	Reading\ELA and Math Performance Combined	Composite Score Combining Reading\ELA, Math, and Other Measures
1b. School Subgroup Performance	Top 40% in the State for Each Subgroup	Reading\ELA and Math Performance Separately	Reading\ELA and Math Performance Combined	Composite Score Combining Reading\ELA, Math, and Other Measures
1c. High School Graduation Rate and optional CCR Measure	Top 15% in the State	Graduation Rate and optional CCR Measure Separately	Graduation Rate and optional CCR Measure Combined	Composite Score Combining Graduation Rate and optional CCR Measure with Reading/ELA, Math and Other Measures

1a. **Whole School Performance**. All schools are ranked[1] based on the performance of all students in the school on the most recently administered state assessments in reading (or English language arts) and mathematics.[2] The most recently administered assessments may be from the 2020-2021 school year, the 2018-2019 school year, or both. Results for 2020-2021 may be used only if each school had a high participation rate. Basing results on assessments from both years could, for example, be an average of school performance from both years, or using the 2018-2019 results when the 2020-2021 results are missing or are based on a low participation rate. The state may rank schools on these two subjects separately or rank schools on the two subjects combined (e.g., sum or average). The state may also combine performance on these assessments with other measures of student performance (e.g., student growth on state assessments, performance on state assessments in other subjects, graduation rates, or other indicators in the state's accountability system) and rank the schools on the resulting composite score/index. Schools in the top 15 percent of each ranking for reading/ELA and mathematics (separately, combined, or as part of a composite score/index) meet the threshold for this criterion.

1b. **School Subgroup Performance**. For each of the state's subgroups,[3] all schools are ranked based on the performance of the students in that subgroup on the most recently administered state assessments in reading (or English language arts) and mathematics (separately, combined, or as part of a composite score/index). The most recently administered assessments must be the same as those used for ranking whole school performance in 1a (the 2020-2021 school year, the 2018-2019 school year, or both). Results for 2020-2021 may be used only if each school had a high participation rate for each sufficiently large subgroup.[4] Schools in the top 40 percent of each ranking for each of their sufficiently large subgroups meet the threshold for this criterion.

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[1] The state may rank schools based on all grades served or rank schools separately for different grade spans or grades.
[2] This includes students tested with accommodations.
[3] States are encouraged to nominate schools based on the performance of the subgroups included in their accountability system.
[4] A "sufficiently large subgroup" is one that meets the minimum "n-size" for subgroups in the state's accountability system.

1c. **High School Graduation Rate**. All high schools are ranked based on the state's most recent graduation rate (2020-2021, 2019-2020, or 2018-2019) and, optionally, on the most recent measure of CCR (separately, combined, or as part of a composite score/index).[5] High schools in the top 15 percent of each ranking meet the threshold for this criterion.

2) ***Exemplary Achievement Gap Closing Schools***: "Achievement gap closing" is defined by the CSSO of each state, but at a minimum means that the school meets the performance criteria summarized in the following table:

Criteria	Threshold	Measure for Ranking Schools		
		Option 1	Option 2	Option 3
2a. School Subgroup Improvement	Top 15% in the State for One or More Subgroups	Improvement in Reading\ELA and Math Separately	Improvement in Reading\ELA and Math Combined	Improvement in Composite Score Combining Reading\ELA, Math, and Other Measures
2b. School Subgroup Performance	Top 40% in the State for Each Subgroup	Reading\ELA and Math Performance Separately	Reading\ELA and Math Performance Combined	Composite Score Combining Reading\ELA, Math, and Other Measures
2c. High School Subgroup Graduation Rate and optional CCR Measure	Top 40% in the State for Each Subgroup	Graduation Rate and optional CCR Measure Separately	Graduation Rate and optional CCR Measure Combined	Composite Score Combining Graduation Rate and optional CCR Measure with Reading/ELA, Math and Other Measures
2d. Whole School Improvement	Equals or Exceeds Whole State Improvement	Improvement in Reading\ELA and Math Separately	Improvement in Reading\ELA and Math Combined	Improvement in Composite Score Combining Reading\ELA, Math, and Other Measures

2a. **School Subgroup Improvement**. For each of the state's subgroups,[6] all schools are ranked based on the increase in the performance of that subgroup on the most recently administered state assessments (2020-2021, 2018-2019, or both) in reading (or English language arts) and mathematics (separately, combined, or as part of a composite score/index), comparing the results for the most recent school year in which the state assessments were administered to the results for the school year 2-4 years before. Results for 2020-2021 may be used only if each school had a high participation rate for each sufficiently large subgroup. Schools in the top 15

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[5] If a state uses a composite in 1a that includes graduation rate and optional CCR measure(s) for ranking high schools, their composite scores may be identical to their composite scores used in 1c.
[6] States are encouraged to nominate schools based on the performance of the subgroups included in their accountability system.

percent of each ranking **for at least one of their sufficiently large subgroups**[7] meet the threshold for this criterion.

2b. **School Subgroup Performance**. For each of the state's subgroups, all schools are ranked based on the performance of the students in that subgroup on the most recently administered state assessments in reading (or English language arts) and mathematics (separately, combined, or as part of a composite score/index). The most recently administered assessments must be the same as those used for ranking subgroup performance in 2a (the 2020-2021 school year, the 2018-2019 school year, or both). Results for 2020-2021 may be used only if each school had a high participation rate for each sufficiently large subgroup Schools in the top 40 percent of each ranking **for each of their sufficiently large subgroups** meet the threshold for this criterion.

2c. **High School Subgroup Graduation Rate**. For each of the state's subgroups, all high schools are ranked based on the state's most recent graduation rate (2020-2021, 2019-2020, or 2018-2019) and, optionally, on the most recent measure of CCR (separately, combined, or as part of a composite score/index). High schools in the top 40 percent of this ranking **for each of their sufficiently large subgroups** meet the threshold for this criterion.

2d. **Whole School Improvement**. In order for a school to meet the threshold for this criterion, the increase in the performance of all students in the school on the most recently administered state assessments in reading (or English language arts) and mathematics (separately, combined, or as part of a composite score/index), comparing the results for the most recent school year in which the state assessments were administered to the results for the school year 2-4 years before, must equal or exceed the increase in the performance of all public school students in the state over the same period.

In addition to meeting the above student performance requirements, a nominated school must, in most cases, have at least 100 students enrolled and have assessment data for at least 10 students in each tested grade for both reading (or English language arts) and mathematics. States with a large percentage of schools with fewer than 100 students enrolled may include up to a similar percentage of these schools in their nominations. However, these schools must have assessment data for at least 10 students in each tested grade for both reading (or English language arts) and mathematics.

All nominated public schools must meet the state's goals for interim progress in the state accountability system or other performance targets that are set by the state for the school year in question in at least reading (or English language arts), mathematics, graduation rates, and possibly other academic indicators, for the all students group. Additionally, nominated schools must have high assessment participation rates, using the most recent accountability results available, for the all students group. Finally, in order to meet all school performance eligibility requirements, all nominated public schools must be certified by the state prior to the September 2022 announcement of National Blue Ribbon Schools by the U. S. Secretary of Education.

Other Eligibility Requirements for Public National Blue Ribbon Schools

1. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.

2. The school has been in existence for five full years, that is, from at least September 2017 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2021.

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[7] A "sufficiently large subgroup" is one that meets the minimum "n-size" for subgroups in the state's accountability

3. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020, or 2021.

4. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

5. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

6. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

7. 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.

8. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

9. 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; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

Once the Secretary receives the nominations from the CSSOs, nominated schools are invited to submit applications for recognition as National Blue Ribbon Schools.

Non-Public School Nomination Process

For not-for-profit non-public schools, the Secretary invites the Council for American Private Education (CAPE) to nominate schools that meet the criteria for recognition. Non-public schools interested in applying for nomination should contact the Council for American Private Education directly. CAPE must ensure and certify that the schools meet the criteria before submitting nominations to the Department.

Non-public schools are eligible for National Blue Ribbon recognition if they meet the following criteria:

1) *Exemplary High Performing Schools: "High performing"* means:

   (a) that the achievement of the school's students in the most recently completed school year tested places the school in the top 15 percent in the nation in reading (or English language arts) and mathematics as measured by a nationally normed test or in the top 15 percent of its state as measured by a state test. If a non-public school administers both state test and nationally normed tests, the school must be in the top 15 percent for both tests.
   (b) Disaggregated results for student groups, including students from disadvantaged backgrounds, must be similar to the results for all students tested.
   (c) For the most recent year in which graduation rates are available, the graduation rate for non-public high schools must be 95% or higher.

A student from a "*disadvantaged background*" may include economically disadvantaged students, that is, students who are eligible for free and reduced-price school meals; students with disabilities; students who are limited English proficient; migrant students; and/or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015.

Other Eligibility Requirements for Non-Public National Blue Ribbon Schools

1. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.

2. The school has been in existence for five full years, that is, from at least September 2017 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2021.

3. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020, or 2021.

4. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

5. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

6. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

7. 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.

8. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

9. 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; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

For information on the nomination process and timeline for CAPE, non-public schools representatives should consult the [Council for American Private Education](#) Website.

Public and Non-Public Nomination Allocations and Eligibility for Public and Non-Public Schools

States and public entities, including DC, Puerto Rico, the Virgin Islands, BIE, and DoDEA, are allocated a number of National Blue Ribbon School nominations based on total K-12 student enrollment and number of public schools. Allocations range from a minimum of 3 schools to a maximum of 35. CAPE may nominate up to 50 non-public schools. A total of 420 public and non-public schools could be nominated each year.

Eligible schools, then, are those submitted by authorized nominators that meet all National Blue Ribbon Schools Program criteria and requirements and have completed a comprehensive, high quality application according to Program timelines.

Application Process for Nominated Schools

Once the Department receives the nominations from the CSSOs, the Secretary extends an invitation to the nominated schools to apply.

The nominators are encouraged to contact principals of selected schools prior to nomination to verify principals' commitment and to review completed applications prior to submission to ensure that recognized schools will be outstanding models of excellence for their states and for the National Blue Ribbon Schools Program. The Secretary reserves the right to initiate site visits to schools to document educational practices as well as to verify the accuracy of data.

Timeline for 2022 National Blue Ribbon Schools

Date	Due
October, 2021	The Secretary of Education sends a letter of invitation to the CSSOs and CAPE requesting nominations of eligible schools.
October, 2021	Conduct webinar/TA conference calls to review guidance and application with liaisons.
December 31, 2021	Nomination processes and data for public schools being considered for nomination from CSSOs are due to the Department.
January 7, 2022	Hard copy of non-public school applications are due to CAPE.
January 10-14, 2022	Nomination processes and data for public schools being considered for nomination are reviewed by ED and a NBRS Assessment Panel for alignment with the general eligibility criteria of the National Blue Ribbon Schools Program.
February 2, 2022	Approved public school nominations are entered by states into online portal.
February 7, 2022	The Department invites public schools nominated by CSSOs to apply for recognition as National Blue Ribbon Schools.
February 18, 2022	CAPE selects non-public school nominations.
April 8, 2022	Completed public and non-public school applications are due to the Department.
April-June, 2022	Applications are reviewed for completeness, quality, and accuracy.
August, 2022	States certify that nominated public schools have met all eligibility requirements.
September, 2022	The Secretary of Education announces the 2022 National Blue Ribbon Schools (public and non-public).
November, 2022	Two representatives from each school, the principal and a teacher, attend the recognition ceremony in Washington, DC.

Important Considerations for Completing the National Blue Ribbon School Online Application

1. The entire application must be submitted through the secure online school portal at: National Blue Ribbon Schools Program.

2. A School ID username and Password are necessary to access the online application form in the secure school portal.

3. Narrative responses to application questions must address the topic succinctly. No attachments to the online application can be submitted. Bulleted sections are not acceptable.

4. Tables, charts, graphs, photos cannot be accommodated by the online application.

5. Online instructions must be followed when copying/pasting text from Word to the online application; formatting may be changed.

6. Saving work frequently is necessary to protect the "work in progress."

7. Printing the application for review is possible before and after the final submission.

8. **Public and non-public school applicants** must convert the original signed cover page of the application to a PDF file and upload the PDF via the online application portal.

9. All public and non-public school applications must be completed and submitted by Program timelines. No changes can be made to applications after submission.

Instructions for completing the application are provided as online help text. Assistance is available for school applicants through the National Blue Ribbon Schools Technical Assistance Team. For help in navigating the online system, or questions regarding responses to the narrative or data items, use the contact form located at: [National Blue Ribbon Schools Program](#).

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0506. The expiration date is 7/31/2024. The time required to complete this information collection is estimated to average 39.75 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of the individual submission of this form, contact Aba Kumi, (Aba.Kumi@ed.gov) Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

2022 National Blue Ribbon Schools Program

[ ] Public or [ ] Non-public

For Public Schools only: (Check all that apply)   [ ] Title I [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal _____
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name _____
(As it should appear in the official records)

School Mailing Address _____
(If address is P.O. Box, also include street address.)

City_____ State _____ Zip Code+4 (9 digits total)_____

County _____

Telephone (_)_____ Fax (_)_____

Web site/URL _____ E-mail _____

Twitter Handle _____   Facebook Page _____   Google+ _____

YouTube/URL _____   Blog _____   Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*_____E-Mail _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name_____Tel.(____)_____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

Non-public Schools: If the information requested is not applicable, write N/A in the space.

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PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public and non-public schools must have met the program's academic requirements overseen by each state, public entity, and the Council for American Private Education.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2022 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2017 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2021.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020, or 2021.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. 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.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. 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; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district   _____Elementary schools (includes K-8)
   (per district designation):   _____Middle/Junior high schools
                                           _____High schools
                                           _____K-12 schools

                                           _____TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: https://nces.ed.gov/ccd/schoolsearch/ (Find your school and check "Locale.")

   [   ]   Urban (city or town)
   [   ]   Suburban
   [   ]   Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK*			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12 or higher			
Total Students			

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of   _____% American Indian or Alaska Native
    the school (if unknown, estimate):   _____% Asian
                                          _____ % Black or African American
                                          _____% Hispanic or Latino
                                          _____% Native Hawaiian or Other Pacific Islander
                                          _____% White
                                          _____% Two or more races
                                          100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020-2021 school year: _____%

    If the mobility rate is above 15%, please explain:

    _____

    This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred **to** the school after October 1, 2019 until the end of the 2020-2021 school year	
(2) Number of students who transferred **from** the school after October 1, 2020 until the end of the 2020-2021 school year	
(3) Total of all transferred students [sum of rows (1) and (2)]	
(4) Total number of students in the school as of October 1, 2020	
(5) Total transferred students in row (3) divided by total students in row (4)	
(6) Amount in row (5) multiplied by 100	

6. Specify each non-English language represented in the school (separate languages by commas):
    _____

    English Language Learners (ELL) in the school: _____%

    Total number ELL: _____

7. Students eligible for free/reduced-priced meals: _____%

    Total number students who qualify: _____

8. Students receiving special education services with an IEP or 504: _____%

    Total number of students served: _____

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

____Autism	____Multiple Disabilities
____Deafness	____Orthopedic Impairment
____Deaf-Blindness	____Other Health Impairment
____Developmental Delay	____Specific Learning Disability
____Emotional Disturbance	____Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
____Intellectual Disability	____Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: _____

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 _____

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	%	%	%	%	%
High school graduation rate	%	%	%	%	%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

    Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	
Enrolled in a 4-year college or university	%
Enrolled in a community college	%
Enrolled in career/technical training program	%
Found employment	%
Joined the military or other public service	%
Other	%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes   No

    If yes, select the year in which your school received the award.   _____

15. In a couple of sentences, provide the school's mission or vision statement.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

In approximately 800 words, provide a narrative snapshot of the school.

Specifically:

- Describe the nature and context of the community, including a description of who the students are and their families. Rather than repeating demographic data provided in Part II, this narrative should help the reader understand the character of your school.

- Describe 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. For instance, strategies could include curriculum, programs, initiatives, student and school supports, and leadership.

- Describe any creative or innovative techniques/programs the school has implemented. These techniques/programs could be academic, socio-emotional, cultural, or other, but they should be something that sets the school apart and contributes to its unique character.

- You may also, if you choose, provide a general overview of how your school has adapted during COVID-19 closures and related challenges.

- Additionally, if your school is a previous recipient of the National Blue Ribbon School award within the last ten years, briefly describe how the recognition has been leveraged or served your school and its community.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum, Instruction, and Assessment**. Describe the school's core curriculum (e.g., the course content, scope, and sequence), as well as the instructional approaches, and assessments (formative 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
   - If applicable, discuss how the school has adapted its curriculum, instruction, and assessments to deal with the school's current operating schedule. For example, how has instruction been adapted for online learning? Are different techniques used across various grade levels? What do assessments look like now versus in prior years? What lessons or changes have been made since March/April 2020?

   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:** In approximately 300 words, 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.

   1g. **For schools that offer preschool for three- and/or four-year old students:** In approximately 300 words describe:

      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**: In approximately 500 words, describe the school's other curriculum areas, including how they support students' acquisition of essential skills and knowledge, which grades participate, and how often. If applicable, discuss how the school has adapted these curriculum areas to deal with the school's current operating schedule. Responses should address:

      1. arts (visual and/or performing);
      2. physical education/health/nutrition;
      3. foreign language(s), if offered
      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**: 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. 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

1. **Engaging Students:** In approximately 400 words, describe how your school continues 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.

2. **Engaging Families and Community, including Business and Industry Partners/Mentors**: In approximately 400 words, describe the strategies the school has 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? Community can include non-profits, institutes of higher education, and businesses and industry partners, etc.

3. **Creating Professional Culture:** In approximately 400 words, describe how your school creates 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?

4. **School Leadership:** In approximately 400 words, describe the leadership philosophy and structure in the school, along with the roles of the principal, other school leaders, and stakeholders. Illustrate, through examples, how the school's 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.**

5. **Culturally Responsive Teaching and Learning.** In approximately 400 words, describe how your school addresses 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 the 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?

PART VI - STRATEGY FOR ACADEMIC SUCCESS

National Blue Ribbon Schools are held up as educational models, and as such are often called upon to explain what makes them so successful. While excellent schools employ multiple strategies, please describe, in approximately 400 words, the **ONE** practice—whether academic, assessment related, or socio-emotional—that has been the **most instrumental** to the school's success.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): _____

   Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?   Yes _____   No _____

3. What is the educational cost per student? $_____
   (School budget divided by enrollment)

4. What is the average financial aid per student? $_____
   (Total amount of financial aid divided by number of students receiving aid.)

5. What percentage of the annual budget is devoted to   _____%
   scholarship assistance and/or tuition reduction?

6. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   _____%

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

Non-public schools must report norm-referenced test (NRT) results in <u>reading and mathematics</u> for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2020-2021). Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics <u>for each of these grades</u>.

These reports must include:

1. the number of students tested;
2. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for all students in each tested grade; and**
3. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for each sufficiently large subgroup[8] in each tested grade.**

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments[9]).

A copy of these reports (in a PDF file) <u>must be uploaded</u> through the National Blue Ribbons Schools Portal.

Also, one hard copy of these reports must be submitted by mail to CAPE with two hard copies of this application.

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[8] Possible subgroups are those identified in Items 4, 6, 7, and 8 in Part II of this application (racial/ethnic groups, ELL students, students eligible for free or reduced meals, and students receiving special education services). A sufficiently large subgroup is one that represents at least 10 percent of the school enrollment as reported in these items.
[9] Alternate assessments are used to evaluate the performance of students who are unable to participate in a school's norm-referenced test (NRT) even with accommodations. These assessments are based on the grade-level content covered by the NRT, but at reduced depth, breadth, and complexity. (adapted from National Center on Educational Outcomes)