

North Carolina
Department of Public Instruction



**Comprehensive Needs Assessment
Notes of Guidance for the State, Districts,
Schools, and Reviewers**

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PART I: PRINCIPLES OF THE COMPREHENSIVE NEEDS ASSESSMENT PROGRAM

Overview

A Comprehensive Needs Assessment is critical to the development of high quality district and school programs. A systematic assessment of practices, processes and systems within a school district assists district and school leadership in determining needs, examining their nature and causes, and setting priorities for future action. The assessment consequently guides the development of a meaningful district or school plan and suggests benchmarks to guide improvement evaluation. Research supports that school districts that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change. The district/school Comprehensive Needs Assessment provides a framework for conducting the process.

1.1 Purpose of the District and School Comprehensive Needs Assessment program.

The North Carolina Department of Public Instruction (NCDPI) recognizes that all districts and schools continually strive to improve. The Comprehensive Needs Assessment is designed to support those efforts by providing districts and schools with a clear view of their strengths, areas for development, challenges and successes.

The Notes of Guidance provide:

1. A reference for the district and school Instructional Review Teams, ensuring that process guidance is clear, consistent and comprehensive.
2. A comprehensive reference for Cambridge Education, NCDPI, and quality assurance managers, so that all support and guidance consistently reflects the processes and protocols agreed upon.
3. Transparency for all parties and for all practices and procedures, ensuring that schools, districts and the state have access to all necessary information regarding the protocols and processes.

Principals and senior leadership within districts will find it helpful to reflect on the dimensions, sub-dimensions and rubrics as they prepare for assessments. The dimensions, sub-dimensions and rubrics reflect important core elements of schools' and districts' work. School and district leadership teams may also find that these assist them in a process of continuous improvement as part of the self-evaluation process and completion of the Self-Evaluation Form (SEF).

Good preparation which involves stakeholders and invites their views and contributions is helpful in building the internal capacity of the school/district. The external assessment then becomes part of the cycle of improvement which is embedded in the regular internal self-evaluation and improvement cycle.

1.2. Cambridge Education and the Comprehensive Needs Assessment Process

Cambridge Education (CE) has been chosen by North Carolina Department of Public Instruction (NCDPI) as a partner in its Comprehensive Needs Assessment program because of extensive experience as assessment providers, capacity developers and trainers for schools across the world, including America. All Cambridge Education

reviewers and coaches involved in the NCDPI assessment process have been through a rigorous training program. They have worked in schools and districts affording them a credible history as educators.

CE has worked in partnership with NCDPI to support the implementation of the Comprehensive Needs Assessment process. In particular, CE has provided training and facilitation for the capacity-building program which prepares NCDPI personnel to become lead, team reviewers and trainers.

Cambridge Education consultants will guide the implementation of the process through the provision of executive coaching and quality assurance. They provide mentorship, guidance and support to NCDPI reviewers during the assessment process.

1.3 The Role of Self Evaluation

The Comprehensive Needs Assessment is one part of the North Carolina Department of Public Instruction's [NCDPI] program for district and school improvement. It is a third party, evidence based, objective validation of the district/school work and qualities.

When a Comprehensive Needs Assessment is set within a culture of self-reflection, analysis of results, and action, it becomes a very powerful tool for improvement. The district/school's self-evaluation complements external assessment as an on-going process of identifying priorities for improvement, identifying strengths, monitoring performance and evaluating outcomes.

After the lead reviewer has given oral feedback, on the last day of the visit, s/he will write the final report. This report, which will be forwarded to the district/school for factual checking after the review, is an analysis of the district/school's strengths and areas for development. This information provides the district/school and state with an objective view of the quality of education provided and an agenda for development.

NCDPI's development of a Comprehensive Needs Assessment process aids all districts and schools in their development by setting in place a system that:

- Identifies strengths and areas for improvement in key areas of their work.
- Models strategies which can be developed. For example, lesson observation and work analysis, monitoring through discussion with students, parents, school personnel, and other stake holders and the use of questionnaires to seek a range of views on the quality of district/school's work.
- Ensures a quality framework which operates consistently in all districts and schools.

1.4 Building Capacity

The framework has been designed to offer a rigorous process that combines third party school evaluation with professional development which will strengthen the capacity within NCDPI and districts/schools. Key professional staff have taken part in a training program designed to extend and widen skills of assessment and prepare them to take part in district and school assessments as lead reviewer and/or as team reviewers. Following from this initial training, reviewers then utilize, practice and hone their skills on-site, mentored and supported by an experienced CE coach. During and after the on-site assessment, the team calibrates its work thoroughly to ensure that the school/district receives a high quality, consistent and rigorous experience. The CE coach and NCDPI lead reviewer quality assures the review, constantly guiding and monitoring the process and ensuring that the team and lead reviewer are faithful to the process, protocols and evaluation criteria. In this way, the synthesis of skills and experience, coupled with quality assurance, ensures that districts/schools receive a thorough, consistent quality assessment.

1.5 Comprehensive Needs Assessment Dimensions

The Comprehensive Needs Assessment process requires reviewers to collect evidence to support judgments about the district/schools' effectiveness in relation to five dimensions. These are:

- Instructional Excellence and Alignment
 - Part I: Teaching and Learning
 - Part II: Support for Student Achievement
- Leadership Capacity
- Professional Capacity
- Planning and Operational Effectiveness
- Families and Communities

These dimensions are common to both district and school assessments and are supported by sub-dimensions and rubrics. Full frameworks of dimensions and sub-dimensions for schools and districts are included within the appendices.

PART 2: Overview of the Common Elements of the Comprehensive Needs Assessment Process

2.1 The Stages of a Comprehensive Needs Assessment are:

- Stage 1: Preparation
- Stage 2: Site visit
- Stage 3: Final report

Stage 1: Preparation

The foundation of a successful Comprehensive Needs Assessment includes proper preparation. As a first step, the designated NCDPI personnel will contact the superintendent/principal to ensure that the district/school is fully aware of the process and procedures, including all pre-assessment documentary requirements and the start date for the assessment.

The district/school will be asked to complete a short Self-Evaluation Form (SEF). This provides useful and relevant contextual background information for the team as they prepare for the visit. Importantly, it also provides an opportunity for the team to have a perspective of the organization's own perception of the quality and impact of its work. This allows the reviewers an opportunity to see how well the district/school sets out its evidence to demonstrate how it works towards meeting the criteria within the five dimensions. The SEF is also used to begin to assess how accurately the district/school knows itself and the quality of its work.

Prior to the assessment, the school will provide the designated NCDPI personnel with the documentation listed in Part 3 of these Notes of Guidance. In the case of a district assessment, the district will confirm that the documentation required for the pre-assessment day [listed in Part 4] is available. If any of the required preparatory documentation cannot be provided before the assessment then the district/school must have the documentation ready when the reviewers arrive on the first day along with any other relevant documentation, as discussed with the lead reviewer.

The reviewers will be able to use this information alongside the SEF to gain an understanding of the district/school context, its history and the key actions and activities which are taking place to support improvement.

Stage 2: District/School Visit

The reviewers will be on-site in a school for two to three days and in a district for three to four days. While on-site, the reviewers will follow an intensive daily schedule. For schools, preparatory work is completed off-site. A preparatory day may be held on-site for a district assessment. This preparatory day allows the assessment team to meet and review information and data in order to ascertain a clear, contextual overview for the assessment.

In both the school and district site visit, the reviewers will collect evidence through direct observation as well as by having discussions with appropriate staff and stakeholders. This evidence will provide the reviewers with a thorough understanding of the organization's work and its quality. This leads them to judgments relating to each of the five dimensions in line with the four judgments – *leading, developing, emerging, and lacking*.

Documentation and Data

In a preparatory telephone call to the district/school, the lead-reviewer will discuss what documentation is necessary to help the team prepare prior to the on-site assessment visit. However, once on-site it may be necessary to see additional documentation in order to ensure a secure evidence base. Performance management documents pertaining to individuals will not be requested and at no time are individuals named in the final report.

Leadership and Management Team

Meetings with the superintendent/principal and other key personnel will be a key element of the assessment visits. During these meetings, the reviewers will ask key questions linked to the focus areas for the CNA. There will also be ongoing discussion about the SEF which will enable the team to understand the context and how well the district/school knows itself.

Verbal Feedback

Throughout the visit, the reviewers will meet with the superintendent/principal regularly to give feedback on the progress of the review, check and clarify understandings and request any other areas of information necessary. In schools, an overview of the observations made on teaching will also be given daily. The superintendent/principal can also direct feedback to the reviewers on any issues that need follow-up. The feedback outlines the main strengths and areas for improvement that are derived from the judgments made during the visit. If there has been effective communication, particularly if the school/district is reflective and self-critical in its approach to the assessment, it is unlikely that the feedback will contain any surprises.

At the end of the visit, the reviewers will provide initial feedback to the principal/superintendent in relation to the five dimensions. The superintendent/principal may opt to have a few key members of the leadership team present based upon how s/he chooses to disseminate this information. If leadership team members are present, it will enable the superintendent/principal to listen, direct all his/her attention to the messages given, ask questions, and seek clarification where necessary without being encumbered with note taking.

Stage 3: The Final Report

The lead reviewer will use the evidence gathered to make judgments on the quality of the district/school's work. These are synthesized into a report which reflects an analysis of the district/school's strengths and areas for improvement, along with an evaluation of how well the organization meets each of the five dimensions in line with judgments. The judgment descriptors are: leading, developing, emerging and lacking.

A draft report will be sent to the district/school for a factual check, with the final report being published following the factual check.

The principles of quality assurance support all aspects of the quality assessment processes and procedures, including the production of the report. These quality assurance procedures can be found in the appendices of these Notes of Guidance.

The district/school can then use the feedback within the report to guide the development of a meaningful district or school plan to guide further improvement. The judgments are made by the team using the evidence presented and therefore these judgments are final. However, there is a complaints procedure for issues relevant to the CNA process.

PART 3: Comprehensive Needs Assessment- Specific Detail of the School Process

The provision of a rigorous and valuable assessment experience is supported by a strong process, where all parties understand their roles and responsibilities, implement these consistently and adhere to the Code of Conduct and other agreed upon protocols. The roles and responsibilities of all parties are detailed below while the stages of the school process, along with critical time-frames, are summarized in the flow chart included in the appendices.

Connectivity

If a team member is aware of any reason why s/he should not be included as a team member - such as connectivity with the district/school - s/he should declare this to the appropriate NCDPI personnel immediately on receipt of deployment notification. Reviewers should not be members of the team if they have been the principal or assistant principal within the previous 5 years or if they have a family member at the school. There may be other reasons why someone should not be a team member in a school or district; therefore, each individual is responsible for declaring his/her connectivity to the school or district. If a team member wishes to discuss any other matter related to a planned assessment visit and connectivity, s/he should immediately contact the appropriate NCDPI personnel for further discussion.

STAGE 1: Preparation

Administration

A NCDPI representative will contact the school/district by phone before the assessment and this phone call will be followed by an e-mail. The request for the Self- Evaluation Form (SEF) will be made at this point and the school is expected to return the completed SEF to NCDPI prior to the on-site visit. NCDPI will copy the lead reviewer into the confirmatory e-mails. The NCDPI personnel will send the key data and SEF to the lead reviewer along with e-mail/phone numbers for team members. These e-mails will also be copied to team members so that they are fully involved in the preparatory process from the initial stages.

The preparatory data for schools is:

- Completed School Self- Evaluation Form [sent to NCDPI]

Available on-site:

- School Improvement Plan
- School report card [provided by NCDPI]
- Associated key trend data [provided by NCDPI]
- Multiple copies of school map
- Multiple copies of master schedule
- Organizational chart

The lead reviewer responsibilities

Before the review, the lead reviewer:

1. Makes an initial analysis of the data/SEF/Report Card which is condensed into approximately 10 bullet points of information/ questions/issues used to provide a focus and context for assessment using the Assessment Preparation Form (APF);
2. E-mails the form to the team members along with an introductory and welcoming e-mail;
3. Prepares her/himself for the review, ensuring that the team members have the required paperwork for use on-site. These must be in **paper copy** so that they can be used to record evidence captured on-site;
4. Contacts the principal to introduce her/himself (see Initial Phone Call Prompt Sheet) and begins to build the relationship. S/he will clarify the process as needed, agree upon the schedule for the two days, explain what will be needed from the school, and discuss the nature and purpose of lesson observations and focus groups; and
5. Responds to any questions or other matters of concern and finalizes any outstanding organizational matters.

On site at the review:

6. Upon arrival at the school on the first morning, the team will be introduced to the principal. Following this, the lead reviewer will convene the initial team meeting for approximately 30 minutes. In this meeting, the lead reviewer will clarify and discuss the schedule, the expected roles and responsibilities and raise any other key issues for the assessment. S/he will revisit the Code of Conduct and remind the team of any other protocols required for successful work as a team member during an assessment. It is important that the reviewers understand that they are accountable for the principles outlined within the Code of Conduct. They will be expected to focus on the roles and responsibilities expected of a team member, including turning off all cell phones and handheld devices during the on-site visit. A Comprehensive Needs Assessment is an intensive process and will need the full attention of all team members. All team members should be aware, therefore, that the school will be the conduit for any phone calls requiring an immediate, emergency response.
7. This meeting is then followed by the first formal meeting with the principal as per the schedule.

Team member responsibilities

1. On receipt of the data and documents, a confirmatory e-mail should be sent within 24 hours to both NDCPI and the lead reviewer, acknowledging receipt of the information.
2. Team members will be required to prepare by meeting with the lead reviewer, conducting a thorough review of all data received alongside the APF form, and making notes on the appropriate page of the record book.

3. They should provide the phone number of the school to anyone who may need to contact them in case of emergency because cell phones and handheld devices must be switched off while in the school.

School responsibilities

1. The school completes the SEF following the guidance provided and sends it to NCDPI who will forward this to the lead reviewer.
2. The principal can expect a call from the lead reviewer, preparing for this meeting by reading through the Notes of Guidance and considering any questions or concerns s/he may have about the assessment. These can be raised with the lead reviewer during the phone call.
3. The principal will be expected to prepare staff, students and other members of the community, informing them of the purpose of the visit and providing them with relevant information so that they can participate fully and gain from the experience.
4. The school is responsible for providing a suitable private work space for the team so that they can discuss outcomes confidentially and sensitively. The lead reviewer will discuss this with the principal in the initial call.

STAGE 2: Site Visit

The on-site element of the assessment lasts 2 to 3 days. The team typically consists of 1 lead reviewer plus 2 to 3 team members. However, in some cases, three team members may be deployed and, during some assessments, the CE coach and/or NCDPI representative will act as the lead reviewer.

The day will begin with a 30 minute team meeting which precedes the meeting with the principal. The schedule is expected to follow the Notes of Guidance. However, schedule times will need some adjustment to accommodate the particular context and this too will be negotiated with the principal in the initial phone call. However, the headings [*blue italics*] below indicate the activities which, alongside meetings with the principal and administrative leadership team, must be included during the assessment ensuring that activities observed provide a balance of evidence relevant to the school and to the purpose of the assessment.

Classroom Visits

One of the most important activities will be observing how well students learn as a result of the teaching they receive. The reviewers will meet with the principal in order to establish an appropriate range of lessons and classes to observe during the review. Classroom observation is a **critical component** in making the judgment about instructional excellence and alignment. The purpose of lesson observations in an assessment is to gather evidence about the overall quality of learning and teaching within the school. Reviewers may talk with students during the class visits if appropriate but will not otherwise interrupt the flow of the lesson. Without disrupting the flow of the lesson, reviewers may wish to thank the teacher, but the priority is to ensure that the class is not unduly disrupted by the observers.

The lead reviewer will accompany team members on at least two class observations the first day of the first school assessment visit. This is to ensure consistency of judgments within and among team members. Also to aid consistency, the team members will work together on calibrating judgments following paired lesson observations.

The lead reviewer will discuss the observation schedule with the principal both in the preparatory telephone call and in the introductory meeting on-site. However, the aim is to provide the team with a valid range of evidence with which they can make a judgment about the quality of learning and teaching. They will want to visit classes in core subjects, sample specialist teaching where appropriate, and gain evidence about the leadership's own monitoring of the quality of teaching.

The exact number of lesson observations will vary depending on the school size and its organization or in order to gain additional evidence about the quality of learning and teaching. Most observations should last about 30 minutes. Lesson plans should be available in the class so that the reviewers are provided with information about the purpose of the lesson as well as how the class fits into longer term planning such as scope and sequence. Without making the preparation an undue burden on the teachers, the school may wish to consider offering other relevant information for the review team which will help them have a good understanding of the particular needs of the student group. For example, how many students are Exceptional Children and which students are Limited English Proficient. Reviewers are interested in looking at student work and therefore it is suggested that teachers make available samples of student work to show a range of achievement in core subjects (in elementary and middle schools) as well as elective subjects (in middle and high schools).

Meetings with staff, parents and students

All meetings will cover questions arising from the Comprehensive Needs Assessment framework and rubric and reviewers will follow the Code of Conduct during all meetings.

Engaging students

Reviewers will talk with students in classrooms, when appropriate, around the school and in a focus meeting, in order to assess their understanding and knowledge of various aspects of study, their attitudes towards their schoolwork, and their general feelings about how well the school helps them achieve. The focus meeting with students [6-8 students approx. – 30 min.] is not normally attended by staff members. Ideally, students should represent the full age-group and range of the student population.

Meetings with staff and parents

Meetings with staff and parents provide reviewers with a valuable insight into the quality of education offered at the school. The teachers' focus group [6-8 teachers – 30 min.] should represent the breadth of the staff team. The principal or assistant-principal does not attend this meeting. Schools should try to arrange for a group of up to 8 parents to attend a focus group meeting [30 min approx.]. The reviewers will understand that not all schools will be able to engage the assistance of a group of eight; however every attempt should be made to arrange for a number of parents to be available to attend the meeting.

Collaborative meeting

The reviewers will observe a collaborative meeting which should be a meeting of a group of teachers and/or other staff which is part of the school's normal pattern of team meetings or activities. This might be a collaborative planning meeting, grade level meeting, or similar. This is a valuable part of the review, but every attempt should be made not to overload or change the school's normal schedule.

Sample School Site Visit Schedule

[Example: start times will vary with the school's scheduled times]

	Day One		Day Two
8:00 – 8.30	Assessment Team meeting	8:00 – 8:30	Assessment Team meeting
		8:30 – 9:00	Meet with principal
8:30 – 9:30	Meeting with principal	9:00 – 9:30	Meet with parents
9:30 – 10:00	Meeting with principal	9:30 – 10:30	Class visits
10:00 – 11:00	Class visits	10:30 – 11:00	Team reflection
11:00 – 12:00	Class visits	11:00 – 11:30	Collaborative meeting
12:00 – 12:30	Team reflection	11:30 – 12:15	Additional evidence gathering/ discussions with staff/ lesson observations
12:30 – 1:00	Teachers' focus group		
1:00 – 1:30	Student focus group	12:15 – 1:15	Meet with principal
1:30 – 2:00	Class visits	1:15 – 3:00	Assessment Team meeting
2:00 – 2:30	Class visits	3:00 – 4:00	Feedback to principal, with members of senior leadership / management team
2:30 – 3:15	Team reflection		
3:15 – 4.00	Review of day with principal		

The above should only be seen as indicative of the schedule/range of activities/times that will take place during the site visit. Prior to the visit, the principal and the reviewer, through phone and e-mail correspondence, will agree on the details of the schedule to be followed through the assessment visit.

Dear [Colleagues or names of Team Members]

Comprehensive Needs Assessment for: [Name of the District/School]

I look forward to working with you during the assessment for the above district/school. The district pre-assessment day will begin at [*start time and date*] when we will review documentation prior to the assessment and complete the Assessment Preparation Form (APF) [*delete if the assessment is in a school*]. The assessment will start at [*time*] on [*date*] and will be [*2, 4 days delete*] in length. On the first day we will briefly greet the superintendent/principal, ensure introductions are made and convene the initial team meeting.

I attach the Pre-Review Preparation form which I hope will prove useful in providing a context for the review and will begin the process of ensuring that the school receives a rigorous and worthwhile Comprehensive Needs Assessment. Please read this alongside the documentation sent by the NCDPI administrator. Please also confirm receipt of the APF form and, if you have not already done so, all other relevant documentation, as soon as possible. [*Delete this paragraph if the assessment is in a district*]

Ensure that you have hard copies of all paperwork and a Record Book for the assessment - you will need this to record your evidence as you go along and there will not be time to word process after you leave the school. During the initial team meeting, we will examine the schedule and consider any issues arising from the preparation or the organization/conduct of the review. We will also agree which meetings each team member will lead [and the arrangements for lesson observations *delete for a district*].

Do contact the NCDPI administrator if you have any questions about the assessment or need any further assistance. Please remember to think about connectivity, and if you have not already done so, let us know **immediately** if there are any reasons why you may not be able to review this school. Please be assured that my role as Lead Reviewer is to support you during the review and to enable you to make a full professional contribution to the process.

[You may want to add a personal line here to welcome the team members]

All best wishes

[Name]

Lead Reviewer

STAGE 3: Final Report

After the assessment, feedback and reporting

The lead reviewer will have completed a *Draft* Summary Feedback Form (SFF) which outlines the strengths and areas for development. This will be left with the principal when the assessment team leaves the school at the end of the assessment. In most cases, there will be a maximum number of **10 strengths, “what the school does well” and 6 “what the school needs to improve”**. The content of the SFF is likely to mirror Section 1 of the written report, although the lead reviewer will remind the principal and the assessment team members that the exact wording may change as a result of further reflection, or possibly, feedback from a Quality Assurance reader.

The lead reviewer is responsible for drafting the report, which is approximately 3,000 (maximum) words long, using the evidence gathered by the team and recorded in their record books. All reports are subject to NCDPI’s quality control and quality assurance systems and are monitored to ensure that there is consistency of judgment and compliance to the agreed format and content. The report is sent to the school for a factual accuracy check.

The lead reviewer will have explained to the principal at final feedback and in other preliminary conversations that the judgments cannot be changed after final feedback, but the report does need to be factually correct. The school has 5 working days to correct any factual errors and then send back to NCDPI who will then send to the lead reviewer, as necessary, for any changes to be made. The final copy of the report is then sent to the school.

In the case of complaint, the school should refer to the Complaints Policy in the appendices of this document.

Roles and Responsibilities during the School Visit

The lead reviewer

Comprehensive Needs Assessments will be led by a lead reviewer. The lead reviewer has the following main roles and functions:

- S/he is responsible for ensuring that the school has a rigorous and worthwhile assessment so that outcomes for action are useful and valuable to the school’s improvement. S/he is also responsible for ensuring the writing of the final report.
- While consulting fully with the team, the lead reviewer will make the final judgments.
- S/he has a responsibility to lead and manage the work of the review team, ensuring that due process and the Code of Conduct are observed.

The lead reviewer has a duty to manage the assessment on-site in order to provide the school with a quality review. S/he must also comply with the Code of Conduct and lead by example. S/he will be responsible for management of the assessment, key meetings including team meetings, decisions about the lesson observations, on-going and final feedback to the principal, and all final decision on the judgments, calibration of judgments with the team and quality assurance of the team’s work. The lead reviewer will normally lead the initial discussion with the principal and the final feedback, managing team deployment for other key meetings. The lead reviewer has responsibility for drafting the

completion of the final report. The final should be no more than 3,000 words in length for a school report.

1. In order to calibrate and to quality assure judgments, the lead reviewer will pair with each team member to co-observe at least two lessons during the first day of the assessment.
2. During the review, the lead reviewer should ensure that team members complete all aspects of the record book in full. Record books completed by team members should be submitted by the lead reviewer to NCDPI along with their own, having used the evidence contained in all record books to inform the report.
3. When the lesson observation schedule is agreed between the lead reviewer and the principal, they will have each chosen 50 percent of the classes to be visited. Therefore, the principal selects half and the remaining classes will be chosen by the lead reviewer to ensure an appropriate range of lessons are seen. The lead reviewer will co-observe at least one class with the school principal or in her/his absence, the assistant principal.

Team members

1. By Day One of the site visit, team members will have received and read the lead reviewer's assessment preparation [APF] packet and have all pre-assessment documentation. Each team member prepares thoroughly and acknowledges receipt of all preparatory documents and informs NCDPI of any connectivity with the school which could bar their participation in the assessment.
2. Team members comply with the agreed protocols in the Code of Conduct and other expectations as communicated by the lead reviewer. Confidentiality and awareness of role while in school must be a high priority for all team members.
3. During the assessment, team members attend the initial assessment team meeting on Day One, follow the schedule and contribute to all team activities and judgments under the leadership and guidance of the lead reviewer, *who, while consulting fully with the team, will make the final judgments.*
4. Team members complete the relevant sections of the record book in full and hand this to the lead reviewer before leaving the school.
5. Team members may attend and participate in all key meetings. These are all meetings with the principal, leadership team meeting, teachers meeting, students meeting, parents meeting, collaborative team meeting and the exit conference with the principal. They can expect the lead reviewer to lead and monitor their contribution, enabling them to participate in all events, as well as leading the calibration of their judgments on lessons and whole school issues. Team members will lead focus meetings as agreed with the lead reviewer and the team; however, the lead reviewer will usually lead on meetings with the principal, including the final feedback meeting.
6. Team members should diligently and accurately record evidence in the Record Book throughout the visit and complete all relevant sections at the end of the second day. The record book will be monitored by the lead reviewer during the visit to ensure that it is being completed accurately and with sufficient detail and evidence to support the judgments made within the team.

7. Team members can expect to complete two of their lesson observations with the lead reviewer or the coach on the first day of the review, making all observation notes and calibrating judgments with the team afterwards. During subsequent lesson observations, the team member will be expected to discuss his/her findings and support his/her judgments with the lead reviewer and the team and to calibrate judgments with co-observers.

PART 2 (Continued) - Comprehensive Needs Analysis – Specific Details of the District Process

As for schools, the provision of a rigorous and valuable district assessment experience is supported by a strong process, where all parties understand their roles and responsibilities, implement these consistently, adhere to the Code of Conduct and other agreed protocols. The roles and responsibilities of all parties are detailed below, while the stages of the process are summarized in the flow-chart found in the appendices of this document.

The district may assign a 'designated representative' from its staff to act as point of contact with the lead reviewer and NCDPI personnel about the organizational details of the assessment.

Connectivity

If a team member is aware of any reason why s/he should not be included as a team member, such as connectivity with the district, s/he should declare this to the administrator immediately on receipt of deployment notification. Team members will not assess a district where they currently have, or have had in the recent past, close personal or professional connections. In addition, s/he should not be a member of the team if they have been a principal or assistant principal within the previous 5 years within the district. If a team member wishes to discuss any other matter related to the district assessment visit and connectivity, s/he should contact the designated NCDPI contact for assessment for further discussion.

Stage 1: Preparation

Administration

The district will be contacted by phone by NCDPI personnel before the assessment and this phone call will be followed by an e-mail. The request for the district self-evaluation form (SEF) will be made at this point. NCDPI personnel will copy the lead reviewer into the confirmatory e-mails. NCDPI will confirm with the district any data the district needs to provide.

The district will provide the following data:

- the most recent assessment data for the district and its schools.
- the latest version of the district's improvement plan.
- copies of any internal evaluation(s) completed during the past two years.
- details of any intervention strategies and their outcomes.
- organizational chart(s), which set out roles and responsibilities and highlight any recent changes.

- details of the staff professional development program.
- school board policies.
- any other plans

Lead Reviewer

Before the assessment, the lead reviewer:

1. E-mails the team members an introductory and welcoming e-mail and details/times of the pre-assessment day.
2. Telephones the superintendent/named representative to introduce her/himself and begins to build the relationship. S/he will clarify the process as needed, agree on the schedule for the assessment, explain what will be needed from the district and discuss the nature of the schedule. The named representative may be identified at this point so that details of organization can be arranged and confirmed through this person.
3. Responds to other matters of concern to the district and finalizes other organizational matters.
4. Introduces the team to the superintendent on arrival at the district office for the pre-assessment day. Following this, the lead reviewer will convene the pre-assessment day team meeting. In this initial meeting, the lead reviewer will clarify and discuss the schedule, the expected roles and responsibilities and raise any other key issues for the assessment. S/he will revisit the Code of Conduct and remind the team of any other protocols required for successful work as a team member during an assessment, including briefing the team on any themes which have emerged from the assessment of the schools within the district. It is important that reviewers understand that they are accountable for the principles outlined within the Code of Conduct. They will be expected to focus on the roles and responsibilities required of a team member and this includes turning off all cell phones and handheld devices during an assessment. An assessment is an intensive process and will need the full attention of all reviewers if the district is to receive a quality assessment. All team members should be aware therefore, that the named district representative will be the conduit for any phone calls requiring an immediate, emergency response.
5. Facilitates review of the agreed preparatory data and documents including the SEF and any themes which have emerged from the school assessments prior to the district assessment. This information is gathered together and leads to the completion of the pre-assessment form which provides a contextual summary as preparation for the assessment. All team members should be provided with a final copy before the start of the assessment.

Team members

1. On receipt of the e-mail from the lead reviewer, confirmation should be sent within 24 hours acknowledging receipt of the information.
2. Team members will be required to take full part in the preparing for the assessment day, by reviewing all preparatory data provided, making notes within the appropriate page of the record book and ensuring the completed APF form is stapled in the record book.
3. They should also prepare themselves for the assessment, ensuring that they have all required paperwork/documentation/ instruments for use on-site.

4. They should provide the phone number of the named district representative to anyone who may need to contact them in case of emergency. This is because cell phones and handheld devices must be switched off during the assessment.

The District

1. The district completes the SEF following the guidance provided and sends it to NCDPI who will forward this to the lead reviewer.
2. The superintendent can expect a call from the lead reviewer to discuss arrangements for the visit. They should prepare for this by reading through the Notes of Guidance including the CNA rubric.
3. The superintendent will be expected to prepare the staff, and other appropriate stakeholders, informing them of the purpose of the visit and providing them with relevant information so that they can participate fully and gain from the experience.
4. The district is responsible for providing a suitable private work space for the team so that they can discuss outcomes confidentially and sensitively. The lead reviewer will discuss this with the superintendent in the initial call.

Stage 2 On-site Assessment Visit

The district assessment team normally consists of 1 lead reviewer plus 3 to 5 team members. During the three-four days of the on-site assessment which follow the pre-assessment day, the reviewers will collect evidence through direct observation of collaborative meetings, examining documentation and holding focus group meetings with members of the district staff. This evidence, along with evidence drawn from the school assessments on the quality of the support provided by the district, will provide the reviewers with a thorough understanding of the nature and quality of the district's work.

The schedule is expected to follow the example in the Notes of Guidance. However, schedule times will need adjustment to accommodate the particular district context and this too will be negotiated with the superintendent in the initial phone call. However, the headings [*italics*] below indicate the activities **which must be included** during the assessment ensuring that activities observed provide a balance of evidence relevant to the district and to the purpose of the assessment.

Documentation and Data

The reviewers will look at all relevant documentation and data provided by the state and the district. This documentation should include curriculum documents, records of internal assessment and results in external tests and examinations, the district budget and copies of any internal or external audits and professional development records/plans. The district is also invited to offer other relevant measures or indicators of standards and progress in order to demonstrate the quality of the services which it provides to schools in order to promote the achievement of students' overall, and for all sub-groups. Data which show how the district's actions promote, and impact on, the achievement of students overall, and for all sub-groups, is particularly relevant. The team may also request minutes of board and other leadership meetings and summary documents to illustrate how the district holds its own personnel and its schools accountable for student outcomes. Performance management documents pertaining to individuals will not be requested.

Leadership and Management Teams and Board Members

Meetings with the Superintendent, District leadership and administration teams and other key personnel will be a key element of the assessment. During these meetings, reviewers will ask key questions linked to the Comprehensive Needs Assessment.

Observing the Work of the Central Office

One of the most important activities will be observing the work of central office personnel and how well they interface with all stakeholders as well as the schools which they serve. This is a cornerstone activity in making the evaluation of the overall quality and effectiveness of the district.

Engaging stakeholders

Talking with other stakeholders provides reviewers with a valuable insight into the quality of the services provided by the District. Talking with students, parents, teachers, other school and district staff members, as well as, key members of the community and the Board provide sources of evidence to answer the key questions which support the assessment process.

District Assessments

Sample Schedule

Day One Pre-assessment meeting of the review team

Day Two	
8:00-8:30	Introductions and Welcome
8:30-9:45	Meeting with the superintendent
10:00-11:30	Data assessment – presentation of performance data and strategic use
11:30-12:30	Lunch
12:30-1:45	Meeting with key stakeholders
1:45-3:30	Curriculum and Instruction over-view and walkthrough of the programs
3:30-5:00	Meeting of Assessment Team
Day Three	
8:30–9:00	Meeting with district leadership team, review schedule, and make adjustments
9:00-10:00	Strategic leadership
10:15–11:30	Meetings with central office staff members
11:30–12:30	Meetings with central office staff members
12:30–1:30	Lunch
1:30–3:00	Meeting with external Stakeholders
3:00–4:30	Team Assessment and reflection
Day Four	
8:30 – 8:45	Meeting with Assessment Team
8:45-9:00	Meeting with the superintendent and leadership team
8:45 – 10:00	Meeting with Board Members
10:15 – 11:30	Human Resources
11:30 – 12:30	Lunch
12:45 – 2:15	Meeting with internal stakeholders
2:15 – 3:45	Team Assessment and reflection
3:45-4:30	Meet with superintendent and leadership team to share emerging findings

The above should only be seen as indicative of the schedule/range of activities/times that will take place during the site visit. Prior to the visit, the superintendent and the reviewer, through phone and e-mail correspondence, will agree on the details of the schedule to be followed through the assessment visit.

Stage 3: The Final Report

After the assessment, feedback and reporting

Verbal feedback is delivered to the superintendent and those key people s/he chooses to invite. This would normally include members of the leadership team who have been most closely involved in the assessment. The district may also wish to invite the chair or a representative from the board. It is not usually helpful to have more than a small group of six or seven people present at the feedback. However, it can be very helpful for the superintendent to appoint someone to keep notes so that others can concentrate on the messages being delivered.

The lead reviewer will complete a Summary Feedback Form (SFF) which outlines the (draft) strengths and areas for development. This will be left with the superintendent when the assessment team leaves the district at the end of the week. In most cases, there are a maximum number of **10 strengths, things that the 'district does well' 'and 6 things that the "district needs to improve"**. The content of the SFF is likely to mirror Section 1 of the written report, although the lead reviewer will remind the superintendent and the assessment team members that the exact wording may change as a result of further reflection, or possibly, feedback from a Quality Assurance reader.

The lead reviewer is responsible for the drafting the report, which is approximately 3500 words long, using the evidence gathered by the team and recorded in their record books. All reports are subject to NCDPI's quality control and quality assurance systems and are monitored to ensure that there is consistency of judgment and compliance with the agreed format and content. The report is sent to the district within after the site visit for a factual accuracy check.

The lead reviewer will have explained to the superintendent at final feedback and in other preliminary conversations that the judgments cannot be changed after final feedback, but the report does need to be factually correct. The district has 5 working days to correct any factual errors and then send back to NCDPI personnel who will then send to the lead reviewer, as necessary, for any changes to be made. The final copy of the report is then sent to the district.

In the case of complaint, the district should refer to the Complaints Policy included with the appendices of this document.

Roles and Responsibilities

The lead reviewer

Comprehensive Needs Assessments will be led by a lead reviewer. The lead reviewer has three main roles and functions:

- S/he is responsible for ensuring that the district has a rigorous and worthwhile assessment; so that outcomes for action are useful and valuable. S/he is also responsible for ensuring the writing of the final report.
- *While consulting fully with the team, the lead reviewer will make the final judgments.*
- S/he also has a responsibility to lead and manage the work of the assessment team, ensuring due process and that the Code of Conduct is observed.

The lead reviewer has a duty to manage the assessment on-site in order to meet the principles listed above. S/he must also comply with the Code of Conduct and lead by example. S/he will be responsible for management of the assessment, key meetings including team meetings, decisions about the lesson observations, on-going and final feedback to the superintendent, and all final decision on the judgments, calibration of judgments with the team and quality assurance of the team's work. The lead reviewer will normally lead the initial discussion with the superintendent and the final feedback, while managing team deployment for other key meetings. The lead reviewer has responsibility for the writing of the final report.

During the assessment, the lead reviewer should ensure that team members complete all aspects of the record book in full. Record books completed by team members should be submitted to the lead reviewer who will ensure that the evidence contained is used to inform the report.

Team members

1. Each team member prepares thoroughly and acknowledges receipt of all e-mails and informs NCDPI personnel of any connectivity with the district.
2. Team members comply with the agreed protocols in the Code of Conduct and other expectations as communicated by the lead reviewer. Confidentiality and awareness of role while in the district office must be a very high priority for all team members.
3. Team members participate in the pre-assessment meeting and contribute to all team activities and judgments during the assessment under the leadership and guidance of the lead reviewer, *who, while consulting fully with the team, will make the final judgments.*
4. Team members complete the relevant sections of the record book in full and hand this to the lead reviewer before leaving the district on the final day of the assessment.
5. Team members can expect the lead reviewer to lead and monitor their contribution, enabling them to participate in all events, as well as leading the calibration of their judgments. Team members will lead focus meetings as agreed with the lead reviewer and the team however the lead reviewer will usually lead on meetings with the superintendent, including the final feedback meeting.

6. Team members should diligently and accurately record evidence in the Record Book throughout the visit and complete all relevant sections at the end of the last day. The Record Book will be monitored by the lead reviewer during the visit to ensure that it is being completed with sufficient detail and evidence to support team judgments.

PART 2 (Continued) - Comprehensive Needs Analysis – Specific Details of the District Process

As for schools, the provision of a rigorous and valuable district assessment experience is supported by a strong process, where all parties understand their roles and responsibilities, implement these consistently, adhere to the Code of Conduct and other agreed protocols. The roles and responsibilities of all parties are detailed below, while the stages of the process, along with critical time-frames, are summarized in the flow-chart found in the appendices of this document.

The district may assign a 'designated representative' from its staff to act as point of contact with the lead reviewer and NCDPI personnel about the organizational details of the assessment.

Connectivity

If a team member is aware of any reason why s/he should not be included as a team member, such as connectivity with the district, s/he should declare this to the administrator immediately on receipt of deployment notification. Team members will not assess a district where they currently have, or have had in the recent past, close personal or professional connections. In addition, s/he should not be a member of the team if they have been a principal or assistant principal within the previous 5 years within the district. If a team member wishes to discuss any other matter related to the district assessment visit and connectivity, s/he should contact the designated NCDPI contact for assessment for further discussion.

Stage 1: Preparation

Administration

The district will be contacted by phone by NCDPI personnel before the assessment and this phone call will be followed by an e-mail. The request for the district self-evaluation form (SEF) will be made at this point. NCDPI personnel will copy the lead reviewer into the confirmatory e-mails. NCDPI will confirm with the district any data the district needs to provide.

The district will provide the following data:

- the most recent assessment data for the district and its schools.
- the latest version of the district's improvement plan.
- copies of any internal evaluation(s) completed during the past two years.
- details of any intervention strategies and their outcomes.
- organizational chart(s), which set out roles and responsibilities and highlight any recent changes.
- details of the staff professional development program.
- school board policies.
- any other plans

Lead Reviewer

Before the assessment, the lead reviewer:

1. E-mails the team members an introductory and welcoming e-mail and details/times of the pre-assessment day.
2. Telephones the superintendent/named representative to introduce her/himself and begins to build the relationship. S/he will clarify the process as needed, agree on the schedule for the assessment, explain what will be needed from the district and discuss the nature of the schedule. The named representative may be identified at this point so that details of organization can be arranged and confirmed through this person.
3. Responds to other matters of concern to the district and finalizes other organizational matters.
4. Introduces the team to the superintendent on arrival at the district office for the pre-assessment day. Following this, the lead reviewer will convene the pre-assessment day team meeting. In this initial meeting, the lead reviewer will clarify and discuss the schedule, the expected roles and responsibilities and raise any other key issues for the assessment. S/he will revisit the Code of Conduct and remind the team of any other protocols required for successful work as a team member during an assessment, including briefing the team on any themes which have emerged from the assessment of the schools within the district. It is important that reviewers understand that they are accountable for the principles outlined within the Code of Conduct. They will be expected to focus on the roles and responsibilities required of a team member and this includes turning off all cell phones and handheld devices during an assessment. An assessment is an intensive process and will need the full

attention of all reviewers if the district is to receive a quality assessment. All team members should be aware therefore, that the named district representative will be the conduit for any phone calls requiring an immediate, emergency response.

5. Facilitates review of the agreed preparatory data and documents including the SEF and any themes which have emerged from the school assessments prior to the district assessment. This information is gathered together and leads to the completion of the pre-assessment form which provides a contextual summary as preparation for the assessment. All team members should be provided with a final copy before the start of the assessment.

Team members

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2. Team members will be required to take full part in the preparing for the assessment day, by reviewing all preparatory data provided, making notes within the appropriate page of the record book and ensuring the completed APF form is stapled in the record book.
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Engaging stakeholders

Talking with other stakeholders provides reviewers with a valuable insight into the quality of the services provided by the District. Talking with students, parents, teachers, other school and district staff members, as well as, key members of the community and the Board provide sources of evidence to answer the key questions which support the assessment process.

4: QUALITY ASSURANCE

4.1 Quality assurance

Cambridge Education works closely with NCDPI to ensure that school and district assessments are of consistently high quality. Consistency is maintained through:

- Training and development of high quality reviewers.
- The deployment of reviewers who have the necessary professional and interpersonal skills to fulfill the roles to a high standard and who have met quality assurance standards.
- Support for the implementation of effective systems to ensure consistent processes and practices.
- Selected on-site monitoring and evaluation visits from NCDPI consultants in order to calibrate the quality of work across and between teams.
- Implementing procedures to enable feedback on the work of reviewers, lead reviewers and coaches.
- Quality reading, review, and calibration of reports at draft and final stage.
- Review and evaluation of the quality of the evidence base submitted by the reviewers.
- Requesting feedback from schools and districts on the quality of the assessment; listening and reflecting on client feedback and where necessary taking action to improve.

4.2 Code of Conduct

All reviewers sign a Code of Conduct in which they agree to:

- Evaluate objectively and impartially.
- Report honestly, accurately and fairly, ensuring that their evaluations and judgments accurately and reliably reflect the district/school's work.
- Work with integrity, treating everyone with courtesy and respect.
- Do all they can to minimize stress, not over-observe staff or demand unreasonable amounts of paperwork.
- Act with the best interests and well-being of students and staff.
- Communicate clearly, frankly and sensitively in order to ensure understanding between the assessment team and the school, support the school to improve and develop practice.
- Listen respectfully to the evidence presented by the district/school and within the team.
- Respect the confidentiality of information.
- Work to deadlines and time scales.
- Complete regular training and development as required.
- Accept and comply with monitoring and quality assurance policy.

COMPLAINTS PROCEDURE

INTRODUCTION

As part of its commitment to quality, NCDPI provides rigorous and continuing training, and professional development, feedback and support for all staff. This aims to ensure that they can deliver a high quality service to NCDPI districts and schools. They are bound by the Code of Conduct, of which they are all signatories. This binds them to complete work of a high standard, in all aspects of their work.

It is recognized that within this framework there will still be occasions when districts/schools feel that the process has not served them well. It is important that there is a clear procedure through which there is redress to make a complaint at an appropriate level of concern.

This document therefore sets out the procedures determined by DPI for resolving any such issues that arise. This will be done in a timely manner that seeks to assure schools that their concerns have been listened to, investigated in a thorough manner and resolved in an objective way.

STAGE 1 – INFORMAL COMPLAINTS

- 1) In the first instance, when a district/school is not satisfied with the conduct or outcomes of the assessment, as expressed at the exit conference or earlier, they should seek to resolve the particular issues through discussion with the lead reviewer at any point during the assessment process and certainly before she/he leaves the school after the final exit conference.
- 2) It is anticipated that many issues of concern can be resolved to the district/school's satisfaction through such discussion. Reviewers are aware that this forms the initial part of the complaints procedure and districts/schools need to be aware that this is regarded as the way in which they first express their concern. The Code of Conduct seeks to ensure that this will provide an effective way to resolve most issues that arises and manages this in a professional and positive way that enable both the reviewer and the district/school to express their views and to resolve any points before the first draft of the report is issued.
- 3) If the issue is one that arises because of comments made in the draft report sent out for an accuracy check, superintendents/principals should write back explaining where the inaccuracy has occurred, giving the page and paragraph number so that it can be tracked back. They will be told how to do this in the letter that accompanies the draft and will have five days in which to respond. The point of inaccuracy can be amended, if appropriate after clarification has been sought from the reviewer or the district/school.
- 4) If there are issues that remain unresolved after the completion of this informal stage the procedure then sets out the process by which a formal complaint will be made and the ways in which this will be investigated and resolved are set out below.

STAGE 2 – FORMAL COMPLAINTS

- 5) Once the final report has been published and if the informal process outlined above has failed to resolve issues, the superintendent/principal should, in the first instance, discuss matters with the complaints officer designated by the NCDPI. If it is agreed that the matter needs to be taken forward, the NCDPI complaints manager will write a letter that sets out the nature and exact content of any complaint for formal resolution. This should also be copied to the designated complaints officer for NCDPI.
- 6) The letter will be acknowledged within two working days of receipt.

- 7) A formal investigation will be carried out by a senior member of NCDPI team and a response will be sent to the district/school within 10 working days of the acknowledgement letter being sent out. This will set out the findings of the investigation and any changes to the CNA report that would be made, if there are any. Sources of evidence that will be used in the investigation include the contents of the letter of complaint, the record book completed by the reviewers and, if appropriate and any necessary discussions/telephone conversations/e-mail contacts between, the district/school and the reviewers.
- 8) The written response of the investigating officer will be sent by post to the school and a copy will also be sent to the designated contact at the DPI. If changes have been made to the district/school's Final Report, a copy of the new report will also be sent out alongside the response.
- 9) If the district/school remains dissatisfied with the situation after the completion of the formal investigation there is a final recourse to the DPI, which will carry out an investigation, the outcome of which will be binding on all parties.

STAGE 3 – EXECUTIVE INVESTIGATION

- 10) In the event of it being decided that a final resolution to a formal complaint is needed, all the documentation from the procedures so far should be submitted by NCDPI's complaints officer, alongside a letter that details the exact nature of the remaining complaint. S/he will make arrangements to complete a review of the evidence and complete interviews with any of the parties involved in the previous phase of the investigation.
- 11) Having completed this review, s/he will issue his final ruling on the matters being investigated and send copies of this to the complaints manager for NCDPI.
- 12) If the outcome has found that changes to the Final Report are required, amendments will be completed within 2 working days of receipt of this final instruction from the NCDPI and re-issue the amended document.

The outcome of the investigation is the final and binding stage of the complaints process and will be accepted by all parties.

PART 5: Appendices

Appendix 1: Quality Descriptors Criteria and Rubric

Consistency

In the complex context of quality assessment it is important that the terminology used is clearly understood by everyone concerned. It is also imperative that everyone recognizes that there are many ways in which a district or school can merit a particular evaluation for dimensions of its work, and that **awarding quality descriptors will always be more of a professional judgment than a technical process**. It is important that there are established rubrics to guide the judgments made and to ensure that there are consistent and transparent processes and agreed procedures.

The following rubrics provide an overview of the terminology and evaluation criteria to be used both during the Comprehensive Needs Assessment and feedback process.

It is important to remember that evaluations of the quality achieved within the district/school will always be more of a professional judgment than a purely technical process. However the following general guidelines must be consistently and faithfully applied, evidence weighed and wherever possible evidence cross referenced or “triangulated”.

Quality Descriptors/Judgments

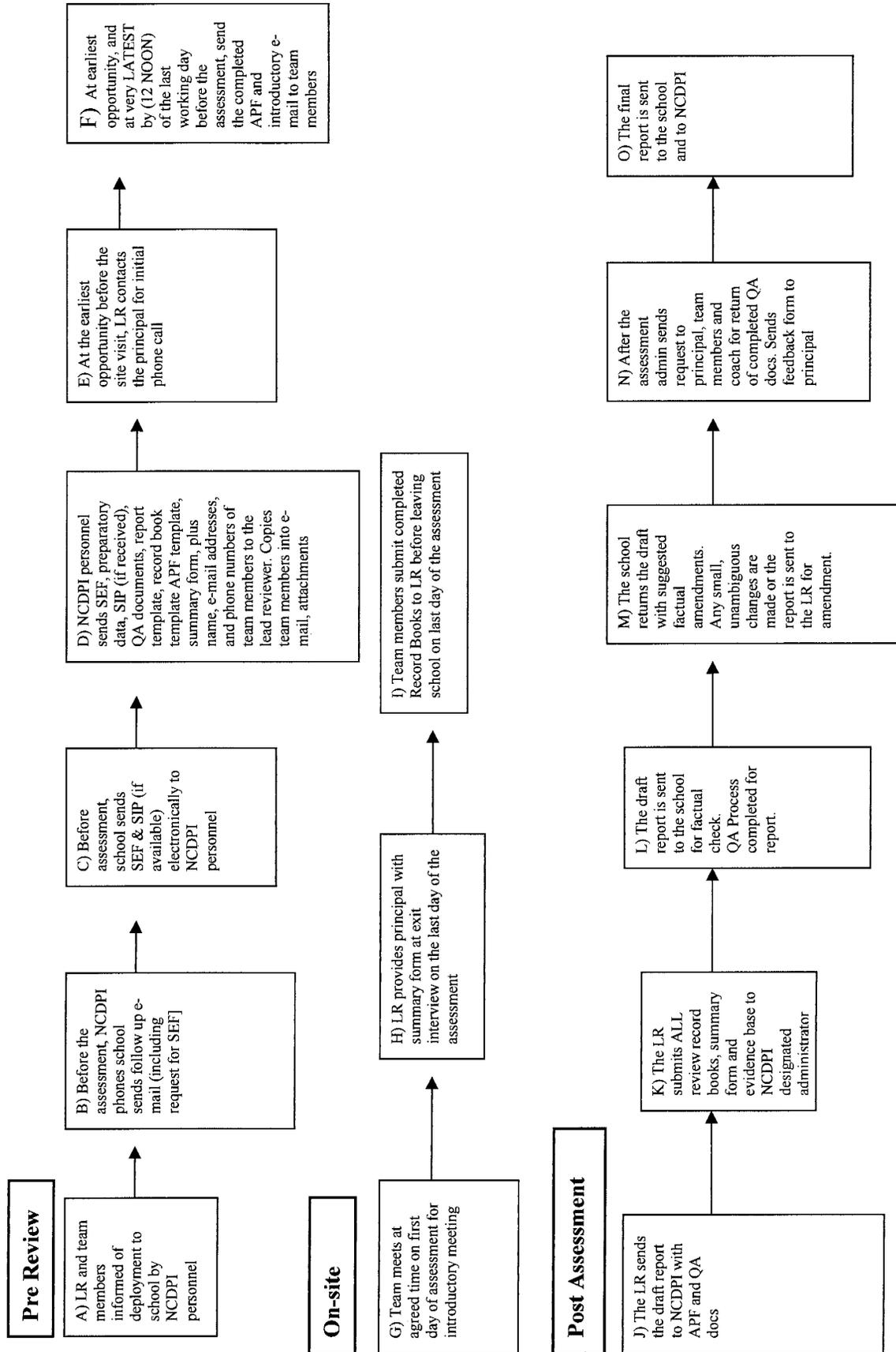
An evaluation of **leading for any dimension** is characterized by major strengths which have a significant impact on student learning. The few weaknesses that may exist do not diminish the students' learning experiences. While an evaluation of leading represents a high standard, it is a standard that should be achievable in all districts/schools. It implies that a district/school should continue its work without significant adjustment, and continue to take advantage of opportunities to improve.

An evaluation of **developing for any dimension** is characterized by a number of strengths which are embedded throughout the school or district. While there are weaknesses, they do not adversely impact the students' learning experiences to a significant degree. Districts/schools characterized as **developing for any dimension** should address weaknesses and continue to take advantage of opportunities to improve.

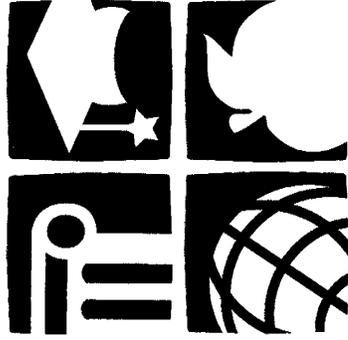
An evaluation of **emerging for any dimension** is characterized by some strengths, but where some important weaknesses have an impact on the quality of students' learning experiences. In general, an evaluation of **emerging for any dimension** will imply the need for intervention and adjustment on the part of the district/school. Districts/schools characterized as **emerging for any dimension** need to address weaknesses and adjust the district/school improvement plan accordingly to ensure improvement in student learning.

An evaluation of **lacking for any dimension** is characterized by weaknesses which require immediate action by the district/school. There may be some strengths but these are overshadowed by the impact of the weaknesses. Such districts/schools should revisit goals and strategies in the school improvement plan.

Comprehensive Needs Assessment - School



NCDPI Comprehensive Needs Assessment School Rubric



**Public Schools of North Carolina
State Board of Education
Department of Public Instruction**

**District and School Transformation Division
North Carolina Department of Public Instruction
September 2010**

OVERVIEW

A comprehensive needs assessment is critical to the development of a high-quality school program. A systematic review of practices, processes, and systems within a school assists school leadership in determining needs, examining their nature and causes, and setting priorities for future action. The needs assessment consequently guides the development of a meaningful school plan and suggests benchmarks for evaluation. Research supports that schools that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change.

SCHOOL DIMENSIONS

The NCDPI Comprehensive Needs Assessment has been designed to analyze school level information framed by five over-arching dimensions. Guiding questions address 14 supporting sub-dimensions and are designed to facilitate the identification of root causes in areas where a school program may have identified needs. The dimensions and sub-dimensions are as follows:

Dimension	Sub-dimension
A. Instructional Excellence and Alignment Part I: Teaching and Learning	1. High Expectations Communicated to All Teachers and Students
	2. Curriculum and Instructional Alignment
A. Instructional Excellence and Alignment Part II: Support for Student Achievement	3. Data Analysis and Instructional Planning
	4. Student Support Services
B. Leadership Capacity	5. Strategic Planning, Mission, and Vision
	6. Distributed Leadership and Collaboration
	7. Monitoring Instruction in School
	8. Teacher Quality and Experience
C. Professional Capacity	9. Quality of Professional Development
	10. Talent Recruitment and Retention
D. Planning and Operational Effectiveness	11. Resource Allocation
	12. Facilities and Technology
E. Families and Community	13. Family Engagement
	14. Community Engagement

PROCESS

Detailed processes and procedures for Comprehensive Needs Assessment can be found in the Notes of Guidance.

DIMENSION A: Instructional Excellence and Alignment Part I: Teaching and Learning

A1. High Expectations Communicated to All Teachers and Students

- How does the school administration model high expectations?
- How does the school create a culture for both faculty and students in which high expectations can be met?
- How does the school consistently maintain and communicate high expectations for students?
- How do teachers help students understand the quality of work necessary to meet these high expectations?
- How does the school ensure consistency within the school and subject/area departments on what constitutes “high quality” work?
- How does the use of instructional time in the classroom reflect high expectations and curriculum alignment?

Rubric

Leading	Developing/Embedded	Emerging	Lacking
<p>The school:</p> <ul style="list-style-type: none"> • Exemplifies and models a culture of high expectations at all times. • <i>Has developed, implemented, and consistently utilizes a plan that communicates clear goals with instructional strategies aligned to the NC Standard Course of Study</i> • Benchmarks expectations for student work that consistently incorporate national and state standards. • <i>Consistently develops and utilizes rubrics and exemplars of high quality student work to ensure teachers, students, and parents understand the expectations for assignments.</i> <p>Fully utilizes instructional time for optimal learning opportunities.</p>	<p>The school:</p> <ul style="list-style-type: none"> • Frequently exemplifies and models a culture of high expectations. • <i>Has developed, implemented, and frequently utilizes a plan that communicates clear goals with instructional strategies aligned to the NC Standard Course of Study.</i> • Benchmarks expectations for student work that frequently incorporate national and state standards. • <i>Frequently utilizes rubrics and exemplars of high quality student work to ensure teachers and students understand the expectations for assignments.</i> <p>Adequately utilizes instructional time for optimal learning opportunities.</p>	<p>The school:</p> <ul style="list-style-type: none"> • Sometimes exemplifies and models a culture of high expectations. • <i>Has developed, implemented, and inconsistently utilizes a plan that communicates clear goals with instructional strategies aligned to the NC Standard Course of Study.</i> • Benchmarks expectations for student work that often incorporate national and state standards. • <i>Inconsistently utilizes rubrics for assessing student work.</i> <p>Inconsistently utilizes instructional time for optimal learning opportunities.</p>	<p>The school:</p> <ul style="list-style-type: none"> • Rarely exemplifies and models a culture of high expectations. • <i>Has not developed, implemented, or utilized a plan that communicates clear goals with instructional strategies aligned to the NC Standard Course of Study.</i> • Benchmarks expectations for student work that sometimes incorporate national and state standards for some students. • <i>Rarely or never utilizes rubrics for assessing student work.</i> <p>Rarely utilizes instructional time for optimal learning opportunities.</p>

DIMENSION A: Instructional Excellence and Alignment Part I: Teaching and Learning

A2. Curriculum and Instructional Alignment

- What practices ensure all students are taught a rigorous, relevant core curriculum enabling them to compete in the global community?
- What practices are utilized to ensure the curriculum is appropriately implemented in the classroom?
- What practices and training ensure the alignment of the written (NC Standard Course of Study), taught, and tested curriculum?
- How is technology integrated into the delivery of instruction?
- What programs are available to support continuous learning and career readiness of all students?

Rubric

	Developing/Embedded	Emerging	Lacking
<ul style="list-style-type: none"> • The school consistently provides opportunities and support for all students to engage in rigorous coursework to be prepared for the global community. 	<ul style="list-style-type: none"> • The school provides opportunities and support for most students to engage in rigorous coursework to be prepared for the global community. 	<ul style="list-style-type: none"> • The school provides limited opportunities and support for some students to engage in rigorous coursework to be prepared for the global community. 	<ul style="list-style-type: none"> • The school provides limited opportunities for select students to engage in rigorous coursework to be prepared for the global community.
<ul style="list-style-type: none"> • <i>School leadership has regular, ongoing professional dialogue with teachers to ensure the curriculum is appropriately implemented.</i> 	<ul style="list-style-type: none"> • <i>School leadership has frequent professional dialogue with teachers to ensure the curriculum is appropriately implemented.</i> 	<ul style="list-style-type: none"> • <i>School leadership has occasional professional dialogue with teachers to ensure the curriculum is appropriately implemented.</i> 	<ul style="list-style-type: none"> • <i>School leadership has rare professional dialogue with teachers to ensure the curriculum is appropriately implemented.</i>
<ul style="list-style-type: none"> • School administration consistently provides opportunities for collaboration among teachers and other professional colleagues to align instruction and assessment to the North Carolina Standard Course of Study and district, state, and national standards. 	<ul style="list-style-type: none"> • School administration frequently assists teachers in alignment of instruction and assessment to the North Carolina Standard Course of Study and district, state, and national standards. 	<ul style="list-style-type: none"> • School administration occasionally assists teachers in alignment of instruction and assessment to the North Carolina Standard Course of Study. 	<ul style="list-style-type: none"> • School administration rarely or never assists teachers in alignment of instruction and assessment to the North Carolina Standard Course of Study.
<ul style="list-style-type: none"> • <i>Teachers consistently administer and use both summative and ongoing formative assessment to align and inform instruction.</i> 	<ul style="list-style-type: none"> • <i>Teachers administer both summative and ongoing formative assessment aligned to instruction.</i> 	<ul style="list-style-type: none"> • <i>Teachers administer summative assessments and/or some formative assessment aligned to instruction.</i> 	<ul style="list-style-type: none"> • <i>Teachers administer summative assessments inconsistently aligned to instruction.</i>
<ul style="list-style-type: none"> • Teachers consistently integrate technology resources into classroom instruction for all students across the curriculum. 	<ul style="list-style-type: none"> • Teachers frequently integrate technology resources into classroom instruction across the curriculum. 	<ul style="list-style-type: none"> • Teachers integrate technology resources into classroom instruction only in limited curriculum areas or for selected students. 	<ul style="list-style-type: none"> • Teachers rarely use technology resources in the classroom, not necessarily linked to curriculum.
<ul style="list-style-type: none"> • <i>The school collaborates with the community to provide opportunities for all students to know and experience potential career choices.</i> 	<ul style="list-style-type: none"> • <i>The school collaborates with the community to provide opportunities for most students to know and experience potential career choices.</i> 	<ul style="list-style-type: none"> • <i>The school collaborates with the community to provide some opportunities for some students to learn about potential career choices.</i> 	<ul style="list-style-type: none"> • <i>The school collaborates with the community to provide some opportunities for few students to learn about potential career choices.</i>

DIMENSION A: Instructional Excellence and Alignment Part II: Support for Student Achievement

A3. Data Analysis and Instructional Planning:

Collection and Dissemination of Data

- What practices ensure that teachers receive data in a timely manner?
- What systems are in place for collecting and using student test data and other formative data for the modification of instruction to improve student achievement?

Subgroups

- What are the most effective practices/programs the school has implemented to increase student achievement across subgroups?
- Which subgroups are particular focuses for improvement at this time?
- How students are identified who are experiencing difficulty meeting standards, and what is being done to assist them?
- What processes are in place to identify underrepresented student groups in advanced classes (e.g., AIG, Honors, AP)?
- What opportunities are available to meet the needs of high-achieving students (e.g., skipping grades, earning college transfer credits)?

Attendance

- How is student attendance monitored?
- How are attendance patterns identified and how are problems addressed?

Retention/Promotion/Graduation Rates

- How are issues that keep students from advancing to the next grade level or graduating identified and addressed?
- How does the promotion/graduation/retention rate vary across different student subgroups?
- How is the responsibility for promotion and graduation shared among all core and non-core subject area teachers?

Rubric

Collection and Dissemination of Data

	Developing/Embedded	Emerging	Lacking
Leading	School leadership:	School leadership:	School leadership:
<ul style="list-style-type: none"> • Shares and discusses data in an understandable format in a timely and effective manner. • <i>Effectively manages a shared process for data collection and analysis that informs instructional planning.</i> • Effectively facilitates a collaborative process for including all staff members in data analysis in a timely and effective manner. 	<ul style="list-style-type: none"> • Disseminates data in a user-friendly format in a timely manner. • <i>Manages a process for data collection and analysis that informs most instructional planning.</i> • Facilitates a collaborative process for including the school improvement team in data analysis in a timely manner. 	<ul style="list-style-type: none"> • Disseminates data in a format that may not be easily understood. • <i>Manages a process for data collection and analysis that informs some instructional planning.</i> • Facilitates a process for including the school improvement team in data analysis in a timely manner. 	<ul style="list-style-type: none"> • Disseminates minimal data. • <i>Provides several types of data with few clear processes for analysis.</i> • Includes few staff to no staff in data analysis to inform school improvement decisions.
Subgroups	The school:	The school:	The school:
<ul style="list-style-type: none"> • <i>Consistently evaluates implemented practices'/programs'</i> 	<ul style="list-style-type: none"> • <i>Frequently evaluates implemented practices'/programs' effectiveness</i> 	<ul style="list-style-type: none"> • <i>Occasionally evaluates implemented practices'/programs'</i> 	<ul style="list-style-type: none"> • <i>Seldom/never evaluates implemented practices'/programs'</i>

<p>effectiveness in improving student achievement across all subgroups.</p> <ul style="list-style-type: none"> Consistently attends to the performance of all subgroups and accelerates the progress of all subgroups with responsive support plans. Has an effective process in place to identify and provide extensive support to students experiencing difficulty meeting standards. Consistently monitors the participation of underrepresented groups in advanced classes and aggressively recruits students. Offers consistent high quality opportunities that extend learning for high performing students. 	<p>in improving student achievement across all subgroups.</p> <ul style="list-style-type: none"> Frequently attends to the performance of all subgroups and accelerates the progress of targeted subgroups with responsive support plans. Has an established process to identify and provide support to students experiencing difficulty meeting standards. Frequently monitors the participation of underrepresented groups in advanced classes and deliberately recruits students. Offers some opportunities that extend learning for high performing students. 	<p>effectiveness in improving student achievement across targeted subgroups.</p> <ul style="list-style-type: none"> Provides some focused support for remediation of some subgroups. Inconsistently identifies and provides limited targeted support to students experiencing difficulty meeting standards. Monitors participation of underrepresented groups in advanced classes with limited student recruitment. Offers limited opportunities that extend learning for high performing students. 	<p>effectiveness in improving student achievement.</p> <ul style="list-style-type: none"> Provides little support for the performance of subgroups. Has no formal process in place to identify and does not provide support to students experiencing difficulty meeting standards. Inconsistently monitors the participation of underrepresented groups in advanced classes. Offers no opportunities that extend learning for high performing students.
Attendance			
<p>The school:</p> <ul style="list-style-type: none"> Regularly and systematically monitors attendance, dropout rates and promotion/graduation rates. Regularly and systematically facilitates the early identification of students with attendance problems and provides support for both parents and students. 	<p>The school:</p> <ul style="list-style-type: none"> Regularly monitors attendance, dropout rates and promotion/graduation rates. Facilitates the early identification of students with attendance problems and provides some support for both parents and students. 	<p>The school:</p> <ul style="list-style-type: none"> Occasionally monitors attendance, dropout rates and promotion/graduation rates. Occasionally facilitates the early identification of students with attendance problems and rarely provides support for parents and students. 	<p>The school:</p> <ul style="list-style-type: none"> Rarely or never monitors attendance, dropout rates and promotion/graduation rates. Rarely or never facilitates the early identification of students with attendance problems and provides no support for parents and students.
Promotion/Graduation Rates			
<p>The school:</p> <ul style="list-style-type: none"> Provides consistent and intensive intervention strategies before, during, and after school for students who are at-risk for not meeting grade level benchmarks or graduation requirements. 	<p>The school:</p> <ul style="list-style-type: none"> Provides intervention strategies before, during, and after school for students who are at-risk for not meeting grade level benchmarks or graduation requirements. 	<p>The school:</p> <ul style="list-style-type: none"> Provides some intervention strategies after school for students who are at-risk for not meeting grade level benchmarks or graduation requirements. 	<p>The school:</p> <ul style="list-style-type: none"> Provides few interventions for students who are at-risk for not meeting grade level benchmarks or graduation requirements.

<ul style="list-style-type: none"> • <i>Consistently implements a comprehensive plan to assure that the needs of students of differing culture, abilities, and primary language are taken into account in class placement.</i> 	<ul style="list-style-type: none"> • <i>Engages in strategies to assure that the needs of students of differing culture, abilities, and primary language are taken into account in class placement.</i> 	<ul style="list-style-type: none"> • <i>Has tracking practices that exist in the school yet some efforts are in place to ensure equity in class placement.</i> 	<ul style="list-style-type: none"> • <i>Has tracking practices that exist in the school and there are no efforts to ensure equity in class placement.</i>
<ul style="list-style-type: none"> • Regularly and systematically monitors promotion and graduation rates. • <i>Implements a plan that includes all core and non-core teachers in supporting students at-risk of retention or not meeting graduation requirements.</i> 	<ul style="list-style-type: none"> • Regularly monitors promotion and graduation rates. • <i>Has a plan that includes most teachers in supporting students at-risk of retention or not meeting graduation requirements.</i> 	<ul style="list-style-type: none"> • Occasionally monitors promotion and graduation rates. • <i>Has a plan that includes a few teachers in supporting students at-risk of retention or not meeting graduation requirements.</i> 	<ul style="list-style-type: none"> • Rarely or never monitors promotion and graduation rates. • <i>Has no defined plan for involving teachers in supporting students at-risk of retention or not meeting graduation requirements.</i>

DIMENSION A: Instructional Excellence and Alignment Part II: Support for Student Achievement

A4. Student Support Services

Student Support Services

- How does the school meet the social and emotional needs of students?
- How is school counselors' time utilized at the school?
- What process does the school have for academic advisement?
- How does the school ensure student nutrition and health?
- How is character education taught and reinforced?
- What strategies exist for helping students make the transition from the preschool setting, from grade to grade, and/or from grade span to grade span?
- What strategies target instructional staff when transitioning students year to year?
- What strategies target parents when transitioning students year to year?
- What strategies support students' transitions to higher education or careers?

What strategies support students' transitions to higher education or careers?

RUBRIC

Leading	Developing/Embedded	Emerging	Lacking
<p>The school:</p> <ul style="list-style-type: none"> • Implements a consistently operating, effective, and developmentally appropriate program supporting the social and emotional needs of all students. 	<p>The school:</p> <ul style="list-style-type: none"> • Implements an effective and developmentally appropriate program supporting the social and emotional needs of most students. 	<p>The school:</p> <ul style="list-style-type: none"> • Provides inconsistent support for the social and emotional needs of some students. 	<p>The school:</p> <ul style="list-style-type: none"> • Provides minimal support for the social and emotional needs of students.
<ul style="list-style-type: none"> • <i>Consistently utilizes the time of counselors for appropriate direct work with all students.</i> 	<ul style="list-style-type: none"> • <i>Generally utilizes the time of counselors for appropriate direct work with all students.</i> 	<ul style="list-style-type: none"> • <i>Uses counselors in some roles that impact time for appropriate direct work with students.</i> 	<ul style="list-style-type: none"> • <i>Uses counselors in roles that minimize time for appropriate direct work with students.</i>
<ul style="list-style-type: none"> • Implements an effective, consistently operating process for academic advisement. 	<ul style="list-style-type: none"> • Implements a regular process for academic advisement. 	<ul style="list-style-type: none"> • Provides some academic advisement for students. 	<ul style="list-style-type: none"> • Provides little or no academic advisement for students.
<ul style="list-style-type: none"> • <i>Supports student nutrition and health through effectively operating processes and programs.</i> 	<ul style="list-style-type: none"> • <i>Supports student nutrition and health through processes and programs.</i> 	<ul style="list-style-type: none"> • <i>Offers some programs to support student nutrition and health.</i> 	<ul style="list-style-type: none"> • <i>Offers limited support for student nutrition and health.</i>
<ul style="list-style-type: none"> • Consistently utilizes an integrated process for teaching and reinforcing character education through curricular and extra-curricular activities. 	<ul style="list-style-type: none"> • Teaches and reinforces character education through curricular and extra-curricular activities. 	<ul style="list-style-type: none"> • Provides minimal teaching of character education. 	<ul style="list-style-type: none"> • Does not directly teach character education.
<ul style="list-style-type: none"> • <i>Develops and implements consistent, intentional, on-going plans to support student transitions from grade to grade</i> 	<ul style="list-style-type: none"> • <i>Develops and implements adequate plans to support student transitions from grade to grade and level to level.</i> 	<ul style="list-style-type: none"> • <i>Implements minimal plans to support student transitions from grade to grade and level to level.</i> 	<ul style="list-style-type: none"> • <i>Implements inadequate plans to support student transitions from grade to grade and level to level.</i>

<p><i>and level to level.</i></p> <ul style="list-style-type: none"> • Develops and implements consistent, effective plans that facilitate vertical articulation and transitions. • <i>Utilizes a consistent, on-going process to support parent understanding and involvement as students transition from grade to grade and level to level.</i> • Utilizes an effective process that supports students' transition to higher education or careers. 	<ul style="list-style-type: none"> • Implements plans that facilitate vertical articulation and transitions. • <i>Maintains an on-going process to support parent understanding and involvement as students transition from grade to grade and level to level.</i> • Uses an established process that supports students' transition to higher education or careers. 	<ul style="list-style-type: none"> • Inconsistently implements some plans that facilitate vertical articulation and transitions. • <i>Provides some activities for parent understanding and involvement as students transition from grade to grade and level to level but is not carried out consistently.</i> • Provides some support for students' transition to higher education or careers, but it is not carried out consistently. 	<ul style="list-style-type: none"> • Provides no clear plans to facilitate vertical articulation and transitions. • <i>Provides no activities to support parent understanding and involvement as students transition from grade to grade and level to level.</i> • Provides little to no support for students' transition to higher education or careers.
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DIMENSION B: Leadership Capacity

B5. Strategic Planning, Mission, and Vision

- Who participates in the development of the School Improvement Plan (SIP)?
- What structures are in place to meet the diverse needs of students?
- How does administrative and departmental/grade level leadership facilitate the collaborative development of annual school improvement plans to realize strategic goals and objectives?
- What processes provide for periodic review and revision of the school's vision, mission, and strategic goals by all school stakeholders?
- How does the school communicate its vision, goals, and priorities to appropriate stakeholders?
- What processes are in place to evaluate the progress toward achieving these goals?
- What strategies are in place to create a culture and climate conducive to learning?
- What plans support the safety of all students and staff?
- How does school leadership specifically address the issues raised by the NC Teacher Working Conditions survey?

RUBRIC

Leading	Developing/Embedded	Emerging	Lacking
Leadership: • Effectively involves all stakeholders and uses all available data in developing the SIP. • Customizes structures and strategies to meet the needs of all diverse student populations.	Leadership: • Involves many stakeholders in using data from several sources in developing the SIP. • Facilitates structures and strategies to meet the needs of most student populations.	Leadership: • Involves select stakeholders in using data in developing the SIP. • Provides some oversight for structures and strategies to meet the needs of some student populations.	Leadership: • Has a SIP that has not been regularly updated using data. • Provides little to no oversight for strategies implemented to address the needs of diverse student populations.
• <i>Consistently facilitates a successful process for the monitoring, revision and execution of the School Improvement Plan with shared responsibilities for all staff.</i> • Maintains a consistent process for ensuring that the school's vision and mission drive decisions and inform the culture of the school.	• <i>Facilitates a process for monitoring, revision and execution of the school improvement plan with primary responsibility shared with the school improvement team.</i> • Maintains a process for periodically reviewing the school's vision and mission to drive decisions.	• <i>Informs staff of necessary changes in the SIP with little collaboration to ensure support.</i> • Maintains a process for periodically reviewing the school's vision and mission.	• <i>Provides no clear system for ensuring support for school changes as outlined in the SIP.</i> • Has no process for reviewing the school's vision and mission.
• <i>Effectively engages staff and community in the change process in a manner that ensures continual support.</i> • Effectively utilizes appropriate data for evaluating program effectiveness and informing school prioritized action plans.	• <i>Engages school leadership team in the change process to ensure continual support.</i> • Utilizes appropriate data for evaluating program effectiveness and informing school prioritized action plans.	• <i>Provides periodic review and revision of the school improvement plan with shared responsibility for limited staff.</i> • Utilizes some data other than summative state assessments for informing school action plans.	• <i>Has no process beyond state requirement for annual review of the School Improvement Plan.</i> • Limits data sources and bases decisions primarily on state assessment outcomes.

<ul style="list-style-type: none"> • <i>Facilitates a comprehensive plan for building a school culture and climate conducive to learning based on collaboration, egalitarianism, and collegiality.</i> 	<ul style="list-style-type: none"> • Consistently implements a thorough safety plan approved by the School Board and local safety units. 	<ul style="list-style-type: none"> • <i>Has a clearly developed plan to address issues raised by the NCTWC survey and collaborates with all staff and other appropriate stakeholders to address them.</i> 	<ul style="list-style-type: none"> • <i>Has developed a comprehensive plan for building a school culture and climate conducive to learning.</i> 	<ul style="list-style-type: none"> • Implements an appropriate safety plan approved by the School Board. 	<ul style="list-style-type: none"> • <i>Has developed a plan to address issues raised by the NCTWC survey and informs all staff and other appropriate stakeholders of plans and of their role in effectively implementing the plan.</i> 	<ul style="list-style-type: none"> • <i>Has developed some plans for building a school culture and climate conducive to learning.</i> 	<ul style="list-style-type: none"> • Implements a safety plan that addresses most school needs. 	<ul style="list-style-type: none"> • <i>Develops a plan to address issues raised by the NCTWC survey with limited shared responsibility for staff and/or appropriate stakeholders.</i> 	<ul style="list-style-type: none"> • <i>Has no clear plan for building a school culture and climate conducive to learning.</i> 	<ul style="list-style-type: none"> • Implements an inadequate safety plan. 	<ul style="list-style-type: none"> • <i>Addresses issues raised by the NCTWC survey in an inconsistent or informal way.</i>
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IMENSION B: Leadership Capacity

B6. Distributed Leadership and Collaboration

- How are the different roles and responsibilities of the school staff delineated and maintained?
- What processes are implemented that encourage collaboration between the administration and faculty?
- In what ways is leadership developed and distributed in the school?
- How does school leadership foster an atmosphere of trust and mutual respect within the school?
- What strategies are in place to build a sense of efficacy, empowerment, and collaboration among all staff to develop the ability to meet educational challenges?

RUBRIC

Leading	Developing/Embedded	Emerging	Lacking
<ul style="list-style-type: none"> • School administration provides a well-defined process for shared leadership among all staff for monitoring student achievement and aligning strategies and activities to meet student needs. 	<ul style="list-style-type: none"> • School administration monitors student achievement data along with selected school leadership and uses results to revise school strategies and initiatives. 	<ul style="list-style-type: none"> • School administration monitors student achievement results with limited shared responsibility for staff. 	<ul style="list-style-type: none"> • School administration has no clearly defined process for monitoring student achievement data.
<ul style="list-style-type: none"> • <i>The principal has well established, effective, on-going processes for collaboration with the faculty.</i> 	<ul style="list-style-type: none"> • <i>The principal has processes for collaboration with the faculty.</i> 	<ul style="list-style-type: none"> • <i>The principal has some processes for collaboration with the faculty.</i> 	<ul style="list-style-type: none"> • <i>School administration has few processes for collaboration.</i>
<ul style="list-style-type: none"> • The development and distribution of leadership is clearly understood, equitable, and transparent. 	<ul style="list-style-type: none"> • The development and distribution of leadership is mostly understood, equitable, and transparent. 	<ul style="list-style-type: none"> • The development and distribution of leadership is somewhat understood, equitable, and transparent. 	<ul style="list-style-type: none"> • The development and distribution of leadership at the school is unclear.
<ul style="list-style-type: none"> • <i>School administration consistently models expectations set for staff and students.</i> 	<ul style="list-style-type: none"> • <i>School administration occasionally models expectations set for staff and students.</i> 	<ul style="list-style-type: none"> • <i>School administration rarely models expectations set for staff and students.</i> 	<ul style="list-style-type: none"> • <i>School administrations set for staff and students.</i>
<ul style="list-style-type: none"> • There is a well-developed and implemented plan to build a sense of efficacy, empowerment, and collaboration among staff. 	<ul style="list-style-type: none"> • There is a plan to build a sense of efficacy, empowerment, and collaboration for selected staff. 	<ul style="list-style-type: none"> • There is a plan to build a sense of efficacy, empowerment, and collaboration for a limited number of staff. 	<ul style="list-style-type: none"> • There is no defined plan to encourage collaboration or to empower staff.

DIMENSION B: Leadership Capacity

B7. Monitoring Instruction in School

- What strategies ensure that leadership is visible in all classrooms, and how is that informal observation used to foster student and teacher growth?
- What practices are in place to ensure classroom observations are used to support improved instruction?
- What practices do administrative and departmental leadership use to support change?
- How does administrative and departmental leadership model the importance of continued adult learning?

RUBRIC

Leading	Developing/Embedded	Emerging	Lacking
<p>Leadership:</p> <ul style="list-style-type: none"> • Consistently maintains high visibility within the school and among school staff with a systematic process for feedback to improve teaching and learning. 	<p>Leadership:</p> <ul style="list-style-type: none"> • Conducts both formal and informal classroom visits with a process for providing feedback to teachers. 	<p>Leadership:</p> <ul style="list-style-type: none"> • Occasionally visits classrooms for purposes beyond staff evaluation with inconsistent or limited feedback to teachers. 	<p>Leadership:</p> <ul style="list-style-type: none"> • Visits classrooms for evaluation of staff only.
<ul style="list-style-type: none"> • <i>Consistently implements an on-going system of teacher observation that fosters dialogue about effective instructional practice.</i> 	<ul style="list-style-type: none"> • <i>Frequently implements an on-going system of teacher observation that fosters dialogue about effective instructional practice.</i> 	<ul style="list-style-type: none"> • <i>Occasionally uses a system of teacher observation that fosters dialogue about effective instructional practice.</i> 	<ul style="list-style-type: none"> • <i>Utilizes state or district mandated teacher observation practices.</i>
<ul style="list-style-type: none"> • Effectively communicates the need for change in an understandable and transparent way. 	<ul style="list-style-type: none"> • Communicates the need for change so that it is mostly understandable and transparent. 	<ul style="list-style-type: none"> • Communicates the need for change that is somewhat understandable. 	<ul style="list-style-type: none"> • Is unclear in communicating the need for change.
<ul style="list-style-type: none"> • <i>Consistently models continued learning on educational issues to improve job-related skills.</i> 	<ul style="list-style-type: none"> • <i>Frequently models continued learning on educational issues to improve job-related skills.</i> 	<ul style="list-style-type: none"> • <i>Attends mandatory and some self-selected workshops and conferences on educational topics.</i> 	<ul style="list-style-type: none"> • <i>Attends only mandatory professional development offerings.</i>

DIMENSION C: Professional Capacity

C8. Teacher Quality and Experience

- How are appropriately certified teachers selected and placed in every curricular area?
- How are teachers selected?
- In what areas (grade levels/subject areas) does the school lack effective teachers?
- How are teacher weaknesses identified and addressed?
- How do teachers demonstrate leadership by:
 - Establishing a respectful environment for a diverse population of students?
 - Knowing the content they teach?
 - Facilitating learning for their students?
 - Reflecting on their practice?

RUBRIC

Leading	Developing/Embedded	Emerging	Lacking
<p>Teachers:</p> <ul style="list-style-type: none"> • Are certified at a rate of 100% and teaching in their curricular/grade area. • <i>Are collaboratively involved in a systemic process for identifying ineffectiveness and developing plans for improvement.</i> • Consistently demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs. • <i>Consistently facilitate student learning of accurate and appropriate content.</i> • Are engaged in a consistent process for reflecting on classroom practices and student achievement in an effort to improve their effectiveness. 	<p>Teachers:</p> <ul style="list-style-type: none"> • Are certified at a rate of 70-99% and certified staff are teaching in their curricular/grade area. • <i>Engage in a systemic process for identifying ineffectiveness and plan for improvement is administratively decided.</i> • Regularly demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs. • <i>Often facilitate student learning of accurate and appropriate content.</i> • Regularly reflect on their classroom practices and student achievement in an effort to improve their effectiveness. 	<p>Teachers:</p> <ul style="list-style-type: none"> • Are certified at a rate of 51-69% and those certified are teaching in their curricular/grade area. • <i>Engage in process for identifying ineffectiveness with some consideration for improvement.</i> • Occasionally demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs. • <i>Occasionally facilitate student learning of accurate and appropriate content.</i> • Occasionally reflect on their classroom practices and student achievement in an effort to improve their effectiveness. 	<p>Teachers:</p> <ul style="list-style-type: none"> • Are certified at a rate of less than 50% with those that are certified teaching in their curricular area/grade level. • <i>Engage in no clearly established process for identifying ineffectiveness or have no plan for improvement.</i> • Seldom demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs. • <i>Rarely facilitate student learning of accurate and appropriate content.</i> • Seldom reflect on their classroom practices and student achievement in an effort to improve their effectiveness.

DIMENSION C: Professional Capacity	
C9. Quality of Professional Development	
<ul style="list-style-type: none"> How are professional development programs and offerings differentiated based on student achievement data and school needs? How is professional development for staff aligned to the school improvement plan? How are professional development offerings aligned, selected, and sustained? How are teachers supported in taking and implementing high quality professional development? What professional development offerings prepare staff to support global education? To what extent does professional development exemplify the NC Standards for Effective Professional Development? How does the school ensure that the appropriate teachers are attending professional development? What professional development has the principal participated in during the last 2 years? How was it selected? 	
RUBRIC	

Leading	Developing/Embedded	Emerging	Lacking
Professional development offerings: <ul style="list-style-type: none"> Consistently model scientifically research-based curriculum, instruction, and assessment strategies to support student learning and respond to the identified needs in the school. <i>Are strategically and collaboratively selected, sustained, and monitored for fidelity of implementation aligned to the School Improvement Plan and Personal Growth Plans.</i> Are routinely, strategically implemented and collaboratively designed, shared and evaluated. 	Professional development offerings: <ul style="list-style-type: none"> Frequently model scientifically research-based curriculum, instruction, and assessment strategies to support student learning and respond to the identified needs in the school. <i>Are selected with or without input, and sometimes sustained and monitored for fidelity of implementation aligned to the School Improvement Plan and Personal Growth Plans.</i> Are frequently developed utilizing processes and schedules that facilitate the collaborative design, sharing, and evaluation of professional growth opportunities. 	Professional development offerings: <ul style="list-style-type: none"> Inconsistently model scientifically research-based curriculum, instruction, and assessment strategies to support student learning and respond to the identified needs in the school. <i>Are selected by the administration and sometimes monitored for fidelity of implementation aligned to the School Improvement Plan and Personal Growth Plans.</i> Are randomly developed utilizing some processes or schedules that facilitate some collaboration or sharing of professional growth opportunities. 	Professional development offerings: <ul style="list-style-type: none"> Do not reflect scientifically research-based curriculum, instruction, and assessment strategies to support student learning and respond to the identified needs in the school. <i>Are generally selected by individuals with no clear alignment to the School Improvement Plan or Personal Growth Plans.</i> Are rarely developed utilizing processes and schedules that facilitate the collaboration, design, sharing and evaluation of professional growth opportunities.
<ul style="list-style-type: none"> <i>Consistently exemplify the NC Standards for Effective Professional Development.</i> 	<ul style="list-style-type: none"> <i>Frequently exemplify the NC Standards for Effective Professional Development.</i> 	<ul style="list-style-type: none"> <i>Minimally exemplify the NC Standards for Effective Professional Development.</i> 	<ul style="list-style-type: none"> <i>Are not aligned with the NC Standards for Effective Professional Development.</i>

DIMENSION C: Professional Capacity

C10. Talent Recruitment and Retention

- What school recruitment strategies are in place to attract highly-qualified staff to the school?
- How are high performing teachers recognized and rewarded?
- What patterns emerge from teacher exit interviews?
- What support is in place for newly hired, Initially Licensed (ILT), and lateral entry teachers?
- How are teachers under action plans supported and coached?
- What processes and support structures are in place for all teachers to improve performance (e.g. curricular coaching, study groups)?
- What training and supports are in place to ensure effective professional learning communities at the school?
- What is the teacher supplement? What other extra-pay structures are in place?
- How does teacher turnover impact the school's instructional program?

RUBRIC

Leading	Developing/Embedded	Emerging	Lacking
<p>The school:</p> <ul style="list-style-type: none"> • Effectively seeks and utilizes both district and school resources to recruit, retain and reward highly-qualified and effective staff. 	<p>The school:</p> <ul style="list-style-type: none"> • Effectively utilizes both district and school resources to recruit, retain and reward highly-qualified and effective staff. 	<p>The school:</p> <ul style="list-style-type: none"> • Utilizes district resources and existing programs to recruit, retain and reward highly-qualified and effective staff. 	<p>The school:</p> <ul style="list-style-type: none"> • Utilizes only existing district resources to recruit, retain, and reward highly-qualified and effective staff.
<ul style="list-style-type: none"> • <i>Consistently guides and supports continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.</i> 	<ul style="list-style-type: none"> • <i>Regularly guides and supports continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.</i> 	<ul style="list-style-type: none"> • <i>Inconsistently guides and supports continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.</i> 	<ul style="list-style-type: none"> • <i>Lacks a process for guiding and supporting continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.</i>
<ul style="list-style-type: none"> • Utilizes highly effective processes to help all teachers improve effectiveness of teaching and learning. 	<ul style="list-style-type: none"> • Utilizes some processes in place to help teachers improve effectiveness of teaching and learning. 	<ul style="list-style-type: none"> • Has limited processes in place to help teachers improve effectiveness of teaching and learning. 	<ul style="list-style-type: none"> • Lacks necessary processes to help teachers improve effectiveness of teaching and learning.
<ul style="list-style-type: none"> • <i>Effectively engages all staff in professional learning communities.</i> 	<ul style="list-style-type: none"> • <i>Effectively engages some staff in professional learning communities.</i> 	<ul style="list-style-type: none"> • <i>Engages few staff in professional learning communities.</i> 	<ul style="list-style-type: none"> • <i>Does not engage staff in professional learning communities.</i>

DIMENSION D: Planning and Operational Effectiveness

D11. Resource Allocation

- How are budgeting decisions made, and who is involved in making those decisions?
- What processes have been created to provide for an aligned operational budget for school programs and activities?
- In what areas is the school experiencing shortages, and what actions have been taken to address the shortages?
- What external sources of funding are available to the school (e.g., through booster clubs, grants, community/corporate partnerships)?
- What processes are in place to determine how teachers are assigned to specific courses/classes?
- How does the school ensure maximum instructional time for students?
- What systems are in place for developing master schedules based on specific school needs?

RUBRIC

Leading	Developing/Embedded	Emerging	Lacking
<p>School leadership:</p> <ul style="list-style-type: none"> • Consistently collaborates with appropriate stakeholders in making budgetary decisions. • <i>Establishes systematic and transparent process for reviewing and allocating resources to most effectively support school needs.</i> 	<p>School leadership:</p> <ul style="list-style-type: none"> • Frequently collaborates with appropriate stakeholders in making budgetary decisions. • <i>Establishes systematic and transparent process for reviewing and allocating resources to support school needs.</i> 	<p>School leadership:</p> <ul style="list-style-type: none"> • Occasionally collaborates with appropriate stakeholders in making budgetary decisions. • <i>Has a plan for reviewing and/or allocating resources but does not systematically utilize the plan to support school needs.</i> 	<p>School leadership:</p> <ul style="list-style-type: none"> • Does not collaborate with stakeholders in making budgetary decisions. • <i>Has no clearly developed system for reviewing and allocating resources from year to year.</i>
<ul style="list-style-type: none"> • Strategically coordinates and monitors spending of required and discretionary funds to align to identified student needs. 	<ul style="list-style-type: none"> • Coordinates spending of required and discretionary funds to align to identified student needs. 	<ul style="list-style-type: none"> • Coordinates spending of required funds to align to student needs. 	<ul style="list-style-type: none"> • Lacks coordination of required and discretionary funds to best meet student needs.
<ul style="list-style-type: none"> • <i>Aggressively seeks funding in addition to base local and state allocations.</i> 	<ul style="list-style-type: none"> • <i>Seeks funding in addition to base local and state allocations.</i> 	<ul style="list-style-type: none"> • <i>Occasionally seeks funding in addition to base and state allocations.</i> 	<ul style="list-style-type: none"> • <i>Does not actively seek funding beyond base local and state allocations.</i>
<ul style="list-style-type: none"> • Consistently allocates teachers based on changing student needs. 	<ul style="list-style-type: none"> • Allocates teachers based on current student needs. 	<ul style="list-style-type: none"> • Allocates teachers considering some but not all student needs. 	<ul style="list-style-type: none"> • Allocates teachers based on teacher preference as opposed to student needs.
<ul style="list-style-type: none"> • <i>Maximizes instructional time and quality instruction to support the mission of the school.</i> 	<ul style="list-style-type: none"> • <i>Aligns instructional time to student needs.</i> 	<ul style="list-style-type: none"> • <i>Aligns instructional time to student needs in some but not all grade levels or departments.</i> 	<ul style="list-style-type: none"> • <i>Lacks alignment of instructional time to student needs.</i>
<ul style="list-style-type: none"> • Utilizes comprehensive data analysis that is clearly reflected in all schedules and plans. 	<ul style="list-style-type: none"> • Utilizes data analysis that is reflected in schedules and plans. 	<ul style="list-style-type: none"> • Lacks data analysis clearly reflected in all schedules and plans. 	<ul style="list-style-type: none"> • Lacks collection and analysis of data as basis of planning and scheduling.

IMENSION D: Planning and Operational Effectiveness

D12. Facilities and Technology

- How is the physical condition of the school maintained?
- How does the school ensure that teachers and students have sufficient access to instructional technology, including computers, printers, software, and internet access?
- To what extent are the reliability and speed of internet connections in this school sufficient to support the integration of 21st century instructional practices?
- What activities and training support teachers in fully utilizing and integrating instructional technology?

RUBRIC

Leading	Developing/Embedded	Emerging	Lacking
<p>School leadership:</p> <ul style="list-style-type: none"> • Ensures that the school and grounds are exceptionally clean, well-maintained and safe. • <i>Consistently implements a process to determine and to acquire necessary instructional technology to support 21st century instructional practices.</i> • Provides a system of sustained professional development for staff in the innovative application of technology for planning, instructional delivery, record keeping and communications. 	<p>School leadership:</p> <ul style="list-style-type: none"> • Ensures that the school and grounds are clean, well-maintained and safe. • <i>Determines and acquires adequate instructional technology to support 21st century instructional practices.</i> • Provides on-going professional development for staff in the application of technology for planning, instructional delivery, record keeping and communications. 	<p>School leadership:</p> <ul style="list-style-type: none"> • Ensures that some areas of the school and grounds are clean, well-maintained and safe. • <i>Acquires some instructional technology to support 21st century instructional practices.</i> • Provides some professional development for staff in the basic applications of technology. 	<p>School leadership:</p> <ul style="list-style-type: none"> • Does not ensure that the school and grounds are clean, well-maintained and safe. • <i>Has no plan to acquire instructional technology to support 21st century instructional practices.</i> • Provides little to no professional development for staff in the innovative application of technology.

DIMENSION E: Families and Communities

E.13. Family Engagement

- How does the school create an inviting and welcoming environment when parents visit the campus?
- In what ways does the school establish and maintain positive collaborative relationships with parents and involve them in shared decision making?
- How are clear expectations for school and student achievement communicated to parents? How does the school ensure that these are received and understood?
- What specific strategies have been implemented to increase parental involvement, based on the identified areas of need?
- How does the school measure the effectiveness of parent involvement efforts?
- In what ways does the school establish and maintain positive relationships with businesses and non-profit organizations?
- How are clear expectations for school and student achievement communicated to the community at large?
- How does the school work with community partners to establish supplemental programming such as after-school programs or tutoring?
- How does the school receive and use feedback from the community?

RUBRIC

Leading	Developing/Embedded	Emerging	Lacking
<p>The school:</p> <ul style="list-style-type: none"> • Creates a welcoming environment where all parents and visitors are greeted and assisted. 	<p>The school:</p> <ul style="list-style-type: none"> • Creates an environment where most parents and visitors feel welcome. 	<p>The school:</p> <ul style="list-style-type: none"> • Has a designated welcoming area for parents and visitors. 	<p>The school:</p> <ul style="list-style-type: none"> • Has no welcoming area nor makes any effort to welcome parents or visitors.
<ul style="list-style-type: none"> • <i>Proactively requests and shares feedback with parents and incorporates feedback into school decisions.</i> 	<ul style="list-style-type: none"> • <i>Provides opportunities to collect parental feedback/input on school instruction and operations with some consideration for school decisions.</i> 	<ul style="list-style-type: none"> • <i>Provides parent engagement activities mostly limited to large school events, parent/teacher conferences, and teacher phone calls home.</i> 	<ul style="list-style-type: none"> • <i>Provides little to no parent engagement.</i>
<ul style="list-style-type: none"> • Provides a broad spectrum of communication to parents through school report cards, meetings, announcements, newsletters and a consistently updated website. 	<ul style="list-style-type: none"> • Provides timely communication to parents through school report cards, newsletters and a frequently updated website. 	<ul style="list-style-type: none"> • Communicates with parents by newsletters, school report card, and an occasionally updated website. 	<ul style="list-style-type: none"> • Has no clear system to provide parents with required school report card information or other timely communication such as newsletters.
<ul style="list-style-type: none"> • <i>Maintains clear policies and processes for researching and applying best practice parental engagement strategies and activities.</i> 	<ul style="list-style-type: none"> • <i>Has developed policies and procedures for engaging parents.</i> 	<ul style="list-style-type: none"> • <i>Infrequently engages in discussions with parents regarding student academic performance and/or school operations.</i> 	<ul style="list-style-type: none"> • <i>Practices ad hoc planning of parental engagement programs/workshops.</i>

DIMENSION E: Families and Communities

E14. Community Engagement

RUBRIC

Leading	Developing/Embedded	Emerging	Lacking
<p>The school:</p> <ul style="list-style-type: none"> Consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school. 	<p>The school:</p> <ul style="list-style-type: none"> Engages in some strategies for partnering with local businesses, community organizations, and other agencies to meet the needs of the school. 	<p>The school:</p> <ul style="list-style-type: none"> Develops plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or not clearly aligned to the needs of the school. 	<p>The school:</p> <ul style="list-style-type: none"> Lacks established strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.
<ul style="list-style-type: none"> <i>Provides a broad spectrum of communication opportunities to the community through newspaper, school report cards, meetings, announcements, and a consistently updated website.</i> 	<ul style="list-style-type: none"> <i>Provides timely communication to the community through announcements, school status reports, and a frequently updated website.</i> 	<ul style="list-style-type: none"> <i>Communicates with the community through an occasionally updated website.</i> 	<ul style="list-style-type: none"> <i>Has no clear system for ongoing communication with the community.</i>
<ul style="list-style-type: none"> Devotes appropriate financial resources and personnel to community partnership efforts. 	<ul style="list-style-type: none"> Devotes financial resources and part-time personnel resources to community engagement efforts. 	<ul style="list-style-type: none"> Devotes limited financial and no personnel resources to community engagement efforts. 	<ul style="list-style-type: none"> Lacks devoted financial and/or human resources for community engagement efforts.
<ul style="list-style-type: none"> <i>Continually monitors effectiveness of community engagement efforts and uses results to improve future school improvement efforts.</i> 	<ul style="list-style-type: none"> <i>Monitors effectiveness of community engagement efforts with some results incorporated into school improvement efforts.</i> 	<ul style="list-style-type: none"> <i>Informally monitors effectiveness of community engagement effort.</i> 	<ul style="list-style-type: none"> <i>Has no process in place for collecting community feedback.</i>

School

**Self-Evaluation
Form**

**North Carolina Department of Public Instruction
Comprehensive Needs Assessment
School Self-Evaluation Form**

Name of School & School Number:	
Name of District:	
Name of Principal:	
Principal's Email:	
School Phone:	
School Address:	

Guidance on completing the form:

- Please complete with as much detail as you can. Completing this form will help you prepare for some of the discussions, which will take place both before and during the assessment. It will also help the assessment team get to know and understand your district.
- Use the completion for staff development, if appropriate and email the final form to your lead reviewer prior to on-site Comprehensive Needs Assessment visit.
- Please be evaluative, rather than descriptive, and make your focus the outcome in terms of school improvement and student achievement.
- Include references to where the evidence of your self-evaluation can be found e.g. "excellent results in state math tests as shown in annual report to the state", "parents' questionnaires from 2007".
- Be brief (for example, use bullet points or note form).
- Please place an **X** beside the descriptor, which most accurately reflects your judgment of overall quality in response to the questions.

	Quality Descriptor	
	Leading	LE
	Developing/Embedded	D
	Emerging	E
	Lacking	LA

- You are advised to **complete section A first and section B last**. Section B is summative and draws on your evaluations elsewhere in the self-evaluation.

How should evaluations be made?

- You are strongly advised to refer to the Notes of Guidance, the dimensions, sub-dimensions and rubrics as you complete the form.

What approach should we take?

There is no prescribed or expected method. Schools have adopted different approaches. In some schools the principal and the leadership team have completed the form as a part of one of their regular meetings. Other schools have devoted part of a faculty meeting as a way of involving all members of staff; this is highly recommended as a means of engaging the whole staff, helping them to prepare for the review and gathering evidence which reflects the work of the whole school.

School Profile

School Name		
	Number	Percentage of Student Population
Number of students enrolled		
Number of general education students		
Number of Exceptional Children		
Number of Gifted students		
Number of Limited English Proficient students		
Students eligible for Free or Reduced-Price Lunch		
Attendance Rate		
Promotion Rate		
Dropout Rate		
Suspensions		
Ethnic make-up of students:		
• Black		
• White		
• Asian		
• Hispanic		
• American Indian		
• Multi-racial		

Number of Assistant Principals	
Number of Classroom Teachers	
Number of Teacher Assistants	

List any feeder schools. If only portions of feeder schools come to this school, please list what percentage of your current student population comes from each school. (Ex. Schools A and B are feeder schools. 25% of the current student population comes from School A and 75% comes from School B.)

A. Background of your school

- **What are its distinctive features?**
- **What are the most significant aids and/or barriers to raising student achievement and progress across the district?**

B. How effective is your school overall?

(Summarized by reference to the completed sections 1 through 5 of this document)

- What are its notable strengths?
- What are its main priorities for improvement?

		LE	D	E	LA	
School Self- Evaluation						

1a. How effective is the school in ensuring instructional excellence and alignment?

[Please refer to the school comprehensive needs assessment dimensions – Instructional Excellence and Alignment sub-dimensions 1- 2]

- How are high expectations for all staff and students are promoted and how effective is the school in this capacity?
- How effectively does the school ensure implementation and delivery of a rigorous, relevant and aligned curriculum?
- How do you know?
- What is the school doing to bring about further improvement?

		LE	D	E	LA	
School Self- Evaluation						

1b. How effective is the school in ensuring instructional excellence and alignment?

[Please refer to the school's comprehensive needs assessment dimensions – Instructional Excellence and Alignment sub-dimensions 3- 4]

- How effectively does the school address achievement across all subgroups?
- How effectively does the school address attendance issues?
- How effectively does the school address issues relating to graduation/promotion [as applicable] and transition?
- How effectively does the school meet the social, emotional and academic advisement needs of students?
- How do you know?

- What is the school doing to bring about further improvement?

		LE	D	E	LA	
School Self- Evaluation						

2. How effective is the school's leadership capacity?

[Please refer to the school's comprehensive needs assessment dimensions – Leadership Capacity sub-dimensions 5-7]

- What does the school do to create a culture conducive to learning for staff and students and how effective are these practices?
- What does the leadership do to monitor, review and develop mission, vision, plans and improve practice? How effective are these strategies?
- What are the greatest challenges in leading this school and how effective are practices to support change?
- How do you know?
- What is the school doing to bring about further improvement?

		LE	D	E	LA	
School Self- Evaluation						

3. How does the school support the development of professional capacity?

[Please refer to the school's comprehensive needs assessment dimensions – Professional Capacity sub-dimensions 8-10]

- How effective is the school ensuring teacher quality and experience to meet the needs of its students and its context?
- How effective is the school in providing quality professional development which meets identified student learning and staff needs?
- How good are the school's strategies for ensuring effective coaching and support for, and collaboration between, staff?
- How do you know?
- What is the school doing to bring about further improvement?

		LE	D	E	LA	
School Self- Evaluation						

4. How effective are the schools' planning and operational systems, structures and procedures?

[Please refer to the school's comprehensive needs assessment dimensions – Planning and Operational Effectiveness sub-dimensions 11-12]

- How effective are planning and scheduling to ensure best use of teachers and time?
- How does the school ensure that budget allocations and other funding are best used to meet identified needs?
- How does the school use data analysis to effect continual improvement?
- What does the school do to address issues relating to teacher turnover and retention?
- How effectively does the school use technology to support curriculum, instruction and assessment?
- How do you know?
- What is the school doing to bring about further improvement?

		LE	D	E	LA	
School Self- Evaluation						

5. How effective is the school's work with families and the community?

[Please refer to the school's comprehensive needs assessment dimension – Families and Communities sub-dimension 13-14]

- In relation to the school's work to engage parents and communities, where and in what ways are these areas strongest and most need improvement?
- How do you know?
- What is the school doing to bring about further improvement?

	LE	D	E	LA	
School Self- Evaluation					

What other information, if any, do you feel would be important for the reviewers to know prior to the assessment? (For example: principal very recently appointed)

Date of completion of this form:

Principal's Signature:

Main contributors to completion and their positions/titles:

Name	Position/Title

School

**Record
Book**

North Carolina
Department of Public Instruction



Comprehensive Needs Assessment
School Record Book

District Name:	
School Name:	
Principal's Name:	
Lead Reviewer :	
Team Reviewers:	
Dates of Assessment :	

NCDPI Comprehensive Needs Assessment Code Of Conduct

All reviewers sign a Code of Conduct in which they agree to:

- *Evaluate objectively and impartially.*
- *Report honestly, accurately and fairly, ensuring that their evaluations and judgments accurately and reliably reflect the school's work.*
- *Work with integrity, treating everyone with courtesy and respect.*
- *Do all they can to minimize stress, not over-observe staff or demand unreasonable amounts of paperwork.*
- *Act with the best interests and well-being of students and staff.*
- *Communicate clearly, frankly and sensitively in order to ensure understanding between the review team and the school and support the school to improve and develop practice.*
- *Listen respectfully to the evidence presented by the school and within the team.*
- *Respect the confidentiality of information.*
- *Work to deadlines and time scales.*
- *Undertake regular training and development as required.*
- *Accept and comply with NCDPI's monitoring and quality assurance policy.*
- *Uphold the professional standards and quality of the NCDPI.*

Signature: _____

Date: _____

Staple Assessment Preparation Form to this page.

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Completing the Record Book

- A Record Book must be completed by each a reviewer for each school in ink.
- The reviewer uses it to record his/her findings, as well as sources of evidence.
- The scores for all criteria are:

Leading = LE

Developing/Embedded =D

Emerging =E

Lacking = LA

- Reviewers should refer to the rubrics when completing their Record Book.
- The questions and observations during all activities should be designed to gather evidence that supports the assessment criteria.
- For classroom observations, bear in mind any particular emphasis outlined by the principal as well as:
 - Components of the lesson - group work, project based, individualized, etc.
 - Student engagement activity - What are the students doing during the lesson? How well are they learning?
 - Teacher role/strategies- What is the teacher doing during the lesson? - What impact is it having?
 - On-going review- How does the teacher know if the students learned what was covered in class?
- Team reviewers should hand their record books to the lead reviewer at the end of the review.

Please record:

- Sources of evidence to support conclusions and judgments.
- A summary of evidence to be included in the report.
- An overall conclusion, commendations and recommendations.

Meeting with the principal and setting the schedule

Each assessment is comprised of activities selected from the following meetings, observations and other activities. Activities in **bold**, however, will take place during all assessments. In the preparation stage, through phone calls, email correspondence, discussion during the initial meeting and discussion of the self-evaluation, the principal and the lead reviewer will agree on the exact details of the visit and activities will be chosen according to the most appropriate and as deemed necessary for each school.

The reviewer will then complete the schedule with regard to the guidance below:

<u>Meetings</u>	<u>Observations</u>	<u>Other</u>
Meet with principal Meet with leadership team Meet with staff Meet with students Meet with parents	Class visits Observe collaborative activity Data review Observe end of school Site tour Assessment curriculum plans Observe any after school activities.	Verbal and written feedback to principal, and 1 or 2 lead faculty Report writing Additional evidence gathering Collect additional data including student work

Issues arising from the preparation stage to be followed up during the assessment

Schedule

Fill in or staple schedule provided.

Time	DAY ONE	DAY TWO
8:00 – 8:30		
8:30 – 9:00		
9:00 – 9:30		
9:30 – 10:00		
10:00 – 10:30		
10:30 -11:00		
11:00 – 11:30		
11:30 -12:00		
12:00 – 12:30		
12:30 – 1:00		
1:00 – 1:30		
1:30 – 2:00		
2:00 – 2:30		
2:30 – 3:00		
3:00 – 3:30		
3:30 – 4:00		

Notes:

Instructional Excellence and Alignment Part I- meeting with the principal

Dimension A: Instructional Excellence and Alignment: Part I Teaching and Learning

A1. High expectations communicated to all teachers and students

A2. Curriculum and instructional alignment

Sample Questions:

- How does the school administration model high expectations?
- How does the school create a culture for both faculty and students in which high expectations can be met?
- How does the school consistently maintain and communicate high expectations for students?
- How do teachers help students understand the quality of work necessary to meet these high expectations?
- How does the school ensure consistency within the school and subject/area departments on what constitutes “high quality” work?
- How does the use of instructional time in the classroom reflect high expectations and curriculum alignment?
- What practices ensure all students are taught a rigorous, relevant core curriculum enabling them to compete in the global community?
- What practices are utilized to ensure the curriculum is appropriately implemented in the classroom?
- What practices and training ensure the alignment of the written (NC Standard Course of Study), taught, and tested curriculum?
- How is technology integrated into the delivery of instruction?
- What programs are available to support continuous learning and career readiness of all students?

Notes:

Instructional Excellence and Alignment Part I- meeting with the principal

A1. High expectations communicated to all teachers and students

A2. Curriculum and instructional alignment

Summary of key issues:

Dimension A: Instructional Excellence and Alignment: Part II Support for Student Achievement
A3. Data analysis and instructional planning –collection and dissemination/subgroups/attendance/RPG
A4. Student support services

Sample Questions:

Collection and Dissemination of Data

- What practices ensure that teachers receive data in a timely manner?
- What systems are in place for collecting and using student test data and other formative data for the modification of instruction to improve student achievement?

Subgroups

- What are the most effective practices/programs the school has implemented to increase student achievement across subgroups?
- Which subgroups are particular focuses for improvement at this time?
- How students are identified who are experiencing difficulty meeting standards, and what is being done to assist them?
- What processes are in place to identify underrepresented student groups in advanced classes (e.g., AIG, Honors, AP)?
- What opportunities are available to meet the needs of high-achieving students (e.g., skipping grades, earning college transfer credits)?

Attendance

- How is student attendance monitored?
- How are attendance patterns identified and how are problems addressed?

Retention/Promotion/Graduation Rates

- How are issues that keep students from advancing to the next grade level or graduating identified and addressed?
- How does the promotion/graduation/retention rate vary across different student subgroups?
- How is the responsibility for promotion and graduation shared among all core and non-core subject area teachers?

Student Support Services

- How does the school meet the social and emotional needs of students?
- How is school counselors' time utilized at the school?
- What process does the school have for academic advisement?
- How does the school ensure student nutrition and health?
- How is character education taught and reinforced?
- What strategies exist for helping students make the transition from the preschool setting to the elementary setting, from grade to grade, and/or from grade span to grade span?
- What strategies target instructional staff when transitioning students year to year?
- What strategies target parents when transitioning students year to year?
- What strategies support students' transitions to higher education or careers?

Notes:

Instructional Excellence and Alignment- meeting with the principal

A3. Collection and Dissemination of Data

A3. Subgroups

A3. Attendance

Notes:

Instructional Excellence and Alignment-meeting with the principal

A3. Retention/Promotion/Graduation

A4. Student support services

Summary of key issues:

Notes:	Leadership Capacity – meeting with the principal
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Dimension B: Leadership Capacity
B5. Strategic planning, mission, and vision
B6. Distributed leadership and collaboration
B7. Monitoring instruction in school

Sample Questions:

- Who participates in the development of the School Improvement Plan (SIP)?
- What structures are in place to meet the diverse needs of students?
- How does administrative and departmental/grade level leadership facilitate the collaborative development of annual school improvement plans to realize strategic goals and objectives?
- What processes provide for periodic review and revision of the school’s vision, mission, and strategic goals by all school stakeholders?
- How does the school communicate its vision, goals, and priorities to appropriate stakeholders?
- What processes are in place to evaluate the progress toward achieving these goals?
- What strategies are in place to create a culture and climate conducive to learning?
- What plans support the safety of all students and staff?
- How does school leadership specifically address the issues raised by the NC Teacher Working Conditions survey?
- How are the different roles and responsibilities of the school staff delineated and maintained?
- What processes are implemented that encourage collaboration between the administration and faculty?
- In what ways is leadership developed and distributed in the school?
- How does school leadership foster an atmosphere of trust and mutual respect within the school?
- What strategies are in place to build a sense of efficacy, empowerment, and collaboration among all staff to develop the ability to meet educational challenges?
- What strategies ensure that leadership is visible in all classrooms, and how is that informal observation used to foster student and teacher growth?
- What practices are in place to ensure classroom observations are used to support improved instruction?
- What practices do administrative and departmental leadership use to support change?
- How does administrative and departmental leadership model the importance of continued adult learning?

Notes:

Leadership Capacity -meeting with the principal

B5. Strategic planning, mission, and vision

B6. Distributed leadership and collaboration

B7. Monitoring instruction in school

Summary of key issues:

Notes:

Professional Capacity – meeting with the principal

Dimension C: Professional Capacity

C8. Teacher quality and experience

C9. Quality of professional development

C10. Talent recruitment and retention

Sample Questions:

- How are appropriately certified teachers selected and placed in every curricular area?
- How are teachers selected?
- In what areas (grade levels/subject areas) does the school lack effective teachers?
- How are teacher weaknesses identified and addressed?
- How do teachers demonstrate leadership by:
 - Establishing a respectful environment for a diverse population of students?
 - Knowing the content they teach?
 - Facilitating learning for their students?
 - Reflecting on their practice?
- How are professional development programs and offerings differentiated based on student achievement data and school needs?
- How is professional development for staff aligned to the school improvement plan?
- How are professional development offerings aligned, selected, and sustained?
- How are teachers supported in taking and implementing high quality professional development?
- What professional development offerings prepare staff to support global education?
- To what extent does professional development exemplify the NC Standards for Effective Professional Development?
- How does the school ensure that the appropriate teachers are attending professional development?
- What professional development has the principal participated in during the last 2 years? How was it selected?
- What school recruitment strategies are in place to attract highly-qualified staff to the school?
- How are high performing teachers recognized and rewarded?
- What patterns emerge from teacher exit interviews?
- What support is in place for newly hired, Initially Licensed (ILT), and lateral entry teachers?
- How are teachers under action plans supported and coached?
- What processes and support structures are in place for all teachers to improve performance (e.g. curricular coaching, study groups)?
- What training and supports are in place to ensure effective professional learning communities at the school?
- What is the teacher supplement? What other extra-pay structures are in place?
- How does teacher turnover impact the school's instructional program?

Notes:

Professional Capacity-meeting with the principal

C8. Teacher quality and experience

C9. Quality of professional development

C10. Talent recruitment and retention

Summary of key issues:

Notes:	Planning and Operational Effectiveness – meeting with the principal
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Dimension D: Planning and Operational Effectiveness
D11. Resource allocation
D12. Facilities and technology

Sample Questions:

- How are budgeting decisions made, and who is involved in making those decisions?
- What processes have been created to provide for an aligned operational budget for school programs and activities?
- In what areas is the school experiencing shortages, and what actions have been taken to address the shortages?
- What external sources of funding are available to the school (e.g., through booster clubs, grants, community/corporate partnerships)?
- What processes are in place to determine how teachers are assigned to specific courses/classes?
- How does the school ensure maximum instructional time for students?
- What systems are in place for developing master schedules based on specific school needs?
- How is the physical condition of the school maintained?
- How does the school ensure that teachers and students have sufficient access to instructional technology, including computers, printers, software, and internet access?
- To what extent are the reliability and speed of internet connections in this school sufficient to support the integration of 21st century instructional practices?
- What activities and training support teachers in fully utilizing and integrating instructional technology?

Notes:

Planning and Operational Effectiveness-meeting with the principal

D11. Resource allocation

D12. Facilities and technology

Summary of key issues:

Notes:	Families and Communities – meeting with the principal
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Dimension E: Families and Communities
E13. Family engagement
E14. Community engagement

Sample Questions:

- How does the school create an inviting and welcoming environment when parents visit the campus?
- In what ways does the school establish and maintain positive collaborative relationships with parents and involve them in shared decision making?
- How are clear expectations for school and student achievement communicated to parents? How does the school ensure that these are received and understood?
- What specific strategies have been implemented to increase parental involvement, based on the identified areas of need?
- How does the school measure the effectiveness of parent involvement efforts?
- In what ways does the school establish and maintain positive relationships with businesses and non-profit organizations?
- How are clear expectations for school and student achievement communicated to the community at large?
- How does the school work with community partners to establish supplemental programming such as after-school programs or tutoring?
- How does the school receive and use feedback from the community?

Notes:

Families and Communities-meeting with the principal

E13. Family engagement

E14. Community engagement

Summary of key issues:

Notes:

Meeting with Teachers

Notes:

Meeting with Teachers - continued

Notes:

Meeting with Teachers – continued

Summary of key issues:

Notes:

Meeting with Students

Student Demographics (Grade/Gender/Ethnicity)

Notes:

Meeting with Students - continued

Summary of key issues:

Notes:

Meeting with Parents/Guardians

Parent Demographics and Grade of student/Gender:

Notes:

Meeting with Parents/Guardians - continued

Summary of key issues:

Notes:

Meeting with Leadership Team

Grades/subjects represented:

Notes:	Meeting with Leadership Team - continued
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Summary of key issues:

Notes:

Collaborative Meeting

Notes:

Collaborative Meeting - continued

Summary of key issues:

Classroom Observations

***Cause and effect style**

***Student impact**

***Rigor**

***Expectations**

***Level of Work**

***Student Engagement**

Notes:	Classroom Observation – Class 1
--------	---------------------------------

Grade and room #:	
Subject time or period	
Number of students	
Type of class	<input type="checkbox"/> Gen Ed. <input type="checkbox"/> Exceptional Children (EC) <input type="checkbox"/> Limited English Proficiency (LEP) <input type="checkbox"/> Other:

Lesson Objective:

Evidence and observations:

Classroom Observation 1 Continued

Key Strengths:

Key Areas for Improvement:

Notes:	Additional evidence
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Notes:

Additional evidence

Notes:	Conclusions drawn from summary evidence leading to the overall evaluation.
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Summary judgment drawn for each dimension to form: *overall evaluation*.

Notes:	What the school does well
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Please record up to 10 bullet points

Notes:	What the school needs to improve
--------	----------------------------------

Please record up to six bullet points.

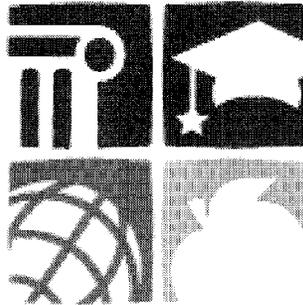
Part 4: Evaluation: Judgment Summary					
	LE	D	E	LA	
Dimension A: Instructional Excellence and Alignment Part I: Teaching and Learning					
A1 High expectations communicated to all teachers and students					
A2 Curriculum and instructional alignment					
Dimension A: Instructional Excellence and Alignment Part II: Support for Student Achievement					
A3 Data analysis and instructional planning					
A4 Student Support Services					
Dimension B: Leadership Capacity					
B5 Strategic Planning, Mission, and Vision					
B6 Distributed Leadership and Collaboration					
B7 Monitoring Instruction in School					
Dimension C: Professional Capacity					
C8 Teacher Quality and Experience					
C9 Quality of Professional Development					
C10 Talent Recruitment and Retention					
Dimension D: Planning and Operational Effectiveness					
D11 Resource Allocation					
D12 Facilities and Technology					
Dimension E: Families and Community					
E13 Family Engagement					
E14 Community Engagement					
Key					
Leading	LE				
Developing/Embedded	D				
Emerging	E				
Lacking	LA				

2

School

Summary Draft

NC Department of Public Instruction Comprehensive Needs Assessment School Summary Draft



District Name

School Name

Number, street
Town
North Carolina
ZIP

Principal: Name

Dates of Assessment : Month date; from to; year

Lead Reviewer: Name

What the school does well:

*Up to 10 bullet points

What the school needs to improve:

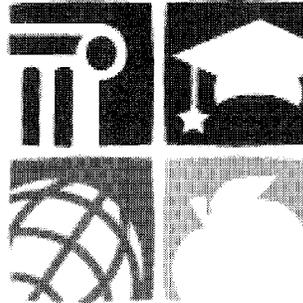
*Up to 6 bullet points

Judgments on this form are provisional, and may be subject to change during the quality assurance process.

School

Sample
Final
Report

NC Department of Public Instruction Comprehensive Needs Assessment School Final Report



District Name

School Name

**Number, street
Town
North Carolina
ZIP**

Principal: Name

Dates of Assessment : Month date; from to; year

Lead Reviewer: Name

Content of the report

Part 1: The School Context

Background information about the school

Part 2: Overview

What the school does well

What the school needs to improve

Part 3: Main findings

Part 1: The School Context

Information about the school:

Include the distinctive features of the school that influence the way it operates.

This would include those in bold and others where relevant:

- **the type of school, age range and number enrolled;**
- **the profile of students, including the main ethnic groups, using only the NC terminology, main languages spoken, and the proportion of English language learners;**
- **the proportion of special education students;**
- **how the proportion (percent not %) of students with free or reduced lunch compares with other NC schools (no other reference to socio-economic status);**
- **attendance figures and how these compare with other NC schools;**
- any features of the school's organization or specializations which influence the way it functions;
- any significant aids or barriers to learning;
- any significant changes in the school's circumstances during the recent past;
- any other information relevant to the character of the individual school which has an impact on the performance of its students.

There should be:

- no reference to the school's status;
- no reference to attainment on entry;
- no reference to socio-economic circumstances apart from 'free or reduced cost lunch eligibility'.

This section of the report is setting the context for the 'story' of the school.

Part 2: Overview

What the school does well:

no more than 10 bullets

'Does well' and 'needs to improve' is set out as bullets. Each bullet should have no more than two sentences and max 2-3 lines.

What the school needs to improve:

no more than 6 bullets

'Does well' and 'needs to improve' is set out as bullets. Each bullet should have no more than two sentences and max 2-3 lines.

Improvement points should be in priority order using sub bullets where helpful to explain the ...'by'. However, no more than 2 sub bullets and used sparingly.

Part 3: Main Findings

The school's overall performance

Length 200-300 words

A summary of the school's overall performance with reference to each of the 5 main dimensions. Write 3-5 sentences for each dimension drawing out main points and making links wherever possible to show key cause and effect. No evaluation grade is included here.

Dimension 1: Instructional Excellence and Alignment Part I: Teaching and Learning

This area of the school's work is xxxxxxxx.

Leading
Developing
Emerging
Lacking

Summarize the school's overall performance (200-250 words) by reference to:

High expectations for all teachers and students:
Curriculum and instructional alignment

Dimension 1: Instructional Excellence and Alignment Part II: Support for Student Achievement

This area of the school's work is xxxxxxxx.

Leading
Developing
Emerging
Lacking

Summarize the school's overall performance (200-250 words) by reference to:

Data analysis and planning
Student Support Services

Dimension 2: Leadership Capacity

This area of the school's work is xxxxxxxx.

Leading
Developing
Emerging
Lacking

Summarize the school's overall performance by reference to:

Strategic Planning, Mission, and Vision
Distributed leadership and collaboration
Monitoring instruction in school

Dimension 3: Professional Capacity

This area of the school's work is xxxxxxxx.

Leading
Developing
Emerging
Lacking

Summarize the school's overall performance by reference to:

Teacher quality and experience
Quality of professional development
Talent recruitment and retention

Dimension 4: Planning and Operational Effectiveness

This area of the school's work is xxxxxxxx.

Leading
Developing
Emerging
Lacking

Summarize the school's overall performance by reference to:

Resource allocation
Facilities and technology

Dimension 5: Families and Communities

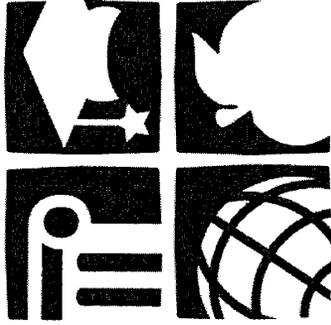
This area of the school's work is xxxxxxxx.

Leading
Developing
Emerging
Lacking

Summarize the school's overall performance with reference to:

Family engagement
Community Engagement

NCDPI Comprehensive Needs Assessment District (LEA) Rubric



**Public Schools of North Carolina
State Board of Education
Department of Public Instruction**

**District and School Transformation
North Carolina Department of Public Instruction
September 2010**

OVERVIEW

A comprehensive needs assessment is critical to the development of high-quality school programs. A systematic review of practices, processes, and systems within a school district assists district leadership in determining needs, examining their nature and causes, and setting priorities for future action. The needs assessment consequently guides the development of a meaningful district plan and suggests benchmarks for evaluation. Research supports that school districts that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change.

DISTRICT DIMENSIONS

The Comprehensive Needs Assessment has been designed to analyze district level information framed by five over-arching dimensions. Guiding questions address 14 supporting sub-dimensions and are designed to facilitate the identification of root causes in areas where a district program may have identified needs. The dimensions and sub-dimensions are as follows:

Dimension	Sub-dimension
A. Instructional Excellence and Alignment Part I: Teaching and Learning	1. High Expectations for All Staff and Students
	2. Curriculum and Instructional Alignment
A. Instructional Excellence and Alignment Part II: Support for Student Achievement	3. Data Analysis and Instructional Planning
	4. Student Support Services
B. Leadership Capacity	5. Strategic Planning, Mission, and Vision
	6. Distributed Leadership and Collaboration
	7. Monitoring Instruction in schools
C. Professional Capacity	8. Central office Quality and Experience
	9. Quality of Professional Development
	10. Talent Recruitment and Retention
D. Planning and Operational Effectiveness	11. Resource Allocation
	12. Facilities and Technology
E. Families and Community	13. Family Engagement
	14. Community Engagement

PROCESS

Detailed processes and procedures for Comprehensive Needs Assessment can be found in the Notes of Guidance.

DIMENSION A: Instructional Excellence and Alignment Part I: Teaching & Learning				
A1. High Expectations for All Staff and Students				
<ul style="list-style-type: none"> How are high expectations for all staff and students ensured? How does the superintendent ensure high expectations for school and central office staff? How does the central office staff model high expectations? How does the central office staff build a culture in schools that ensures the belief that high expectations can be met? 				
RUBRIC	Leading	Developing/Embedded	Emerging	Lacking
<ul style="list-style-type: none"> Policies and procedures that are equitably applied establish high expectations for all staff and students. <i>Board policies and procedures ensure opportunities and recognize achievements of students, staff, and schools in alignment with strategic priorities.</i> 	<ul style="list-style-type: none"> Policies and procedures that are frequently applied establish high expectations for all staff and students. <i>The board has some policies in place to recognize achievements of students, staff, and schools with regard to alignment with strategic priorities.</i> 	<ul style="list-style-type: none"> Policies and procedures that are occasionally applied establish high expectations for staff and students. <i>The board has few policies in place to recognize achievements of students, staff, and schools with regard to alignment with strategic priorities.</i> 	<ul style="list-style-type: none"> Policies and procedures that are rarely applied establish high expectations for staff and students. <i>The board has policies and procedures that may inhibit opportunities for some students, staff and schools.</i> 	
<ul style="list-style-type: none"> The superintendent establishes and models high expectations for school and central office staff. <i>The central office has an effective, on-going system for communicating with all stakeholders regarding expectations and district news.</i> 	<ul style="list-style-type: none"> The superintendent establishes high expectations for school and central office staff. <i>The central office has an effective, on-going system for communicating with some stakeholders regarding expectations and district news.</i> 	<ul style="list-style-type: none"> The superintendent establishes some expectations for school and central office staff. <i>The central office has a system for communicating with some stakeholders regarding expectations and district news.</i> 	<ul style="list-style-type: none"> The superintendent provides little direction regarding expectations for school and central office staff. <i>The central office rarely communicates with stakeholders regarding district news.</i> 	
<ul style="list-style-type: none"> The central office has an effective process for monitoring and supporting change in school culture and academic expectations. 	<ul style="list-style-type: none"> The central office has an effective process for monitoring school culture and academic expectations. 	<ul style="list-style-type: none"> The central office has a process for regularly monitoring school culture and academic expectations. 	<ul style="list-style-type: none"> The central office rarely monitors school culture and academic expectations. 	

DIMENSION A: Instructional Excellence and Alignment Part I: Teaching and Learning				
A2. Curriculum and Instructional Alignment				
<ul style="list-style-type: none"> • What policies and procedures ensure all students are taught a rigorous, relevant core curriculum enabling them to compete in the global community? • What district wide practices does the central office staff utilize to ensure the implementation of rigorous and relevant academic standards? • What district wide practices monitor the alignment of the written, taught, and tested curriculum? • How does the central office staff support the integration of technology into the delivery of instruction? • What programs are available to all schools to support continuous learning and career readiness of all students? 				
RUBRIC				
Leading	Developing/Embedded	Emerging	Lacking	
<p>The central office staff:</p> <ul style="list-style-type: none"> • Facilitates a process with instructional staff that focuses on rigorous coursework to prepare all students for the global community. 	<p>The central office staff:</p> <ul style="list-style-type: none"> • Leads instructional staff to focus on rigorous coursework to prepare some students for the global community. 	<p>The central office staff:</p> <ul style="list-style-type: none"> • Encourages instructional staff to focus on rigorous coursework to prepare some students for the global community. 	<p>The central office staff:</p> <ul style="list-style-type: none"> • Takes little role with instructional staff in each building to focus on rigorous coursework to prepare select students for the global community. 	
<ul style="list-style-type: none"> • <i>Has regular, on-going interactions with teachers designed to discuss student work standards and foster relevant lessons and activities.</i> 	<ul style="list-style-type: none"> • <i>Regularly meets with teachers to discuss student work standards and foster relevant lessons and activities.</i> 	<ul style="list-style-type: none"> • <i>Regularly meets with teachers to discuss student achievement and the curriculum.</i> 	<ul style="list-style-type: none"> • <i>Occasionally meets with teachers to discuss student achievement and the curriculum.</i> 	
<ul style="list-style-type: none"> • Regularly and consistently uses formal and informal classroom visits to monitor the alignment of the written, taught, and tested curriculum. 	<ul style="list-style-type: none"> • Sometimes uses formal and informal classroom visits to monitor the alignment of the written, taught, and tested curriculum. 	<ul style="list-style-type: none"> • Uses only formal classroom visits to monitor the alignment of the written, taught, and tested curriculum. 	<ul style="list-style-type: none"> • Visits classrooms occasionally or when invited for special class activities. 	
<ul style="list-style-type: none"> • <i>Supports and regularly models the effective use of integrated instructional technology in professional development with teachers and administrators.</i> 	<ul style="list-style-type: none"> • <i>Sometimes uses integrated instructional technology in professional development with teachers and administrators.</i> 	<ul style="list-style-type: none"> • <i>Seldom uses instructional technology in professional development with teachers and administrators.</i> 	<ul style="list-style-type: none"> • <i>Uses technology in very limited ways, such as PowerPoint presentations, e-mail, and word processing.</i> 	

<ul style="list-style-type: none"> • Ensures on-going opportunities for teachers and administrators to learn and practice the use of instructional technology. • <i>Collaborates with the school staff and the community to provide opportunities for all students to know and experience potential career choices.</i> 	<ul style="list-style-type: none"> • Provides some opportunities for teachers and administrators to learn and practice the use of instructional technology. • <i>Encourages the school staff and the community to provide opportunities for most students to know and experience potential career choices.</i> 	<ul style="list-style-type: none"> • Provides occasional opportunities for teachers and administrators to learn about the use of instructional technology. • <i>Encourages the school staff and the community to provide some opportunities for some students to learn about potential career choices.</i> 	<ul style="list-style-type: none"> • Provides few opportunities for teachers and administrators to learn about the use of instructional technology. • <i>Takes little role in working with the school staff and the community to provide opportunities for students to learn about potential career choices</i>
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DIMENSION A: Instructional Excellence and Alignment Part II: Support for Student Achievement			
A3. Data Analysis and Instructional Planning			
<ul style="list-style-type: none"> • What practices ensure that school administrators and teachers receive data in a timely manner? • What systems are in place for collecting and using student test data and other formative data for the modification of instruction to improve student achievement? • What processes are in place to monitor and evaluate the effectiveness of school programs and assist schools in making modifications where needed (e.g., subgroups, attendance, retention, promotion, graduation)? • What system-wide practices assist schools in monitoring student progress and determining whether students have achieved high standards? • How does the central office ensure teachers and administrators use assessment results to maximize teaching and learning? • How does the school board ensure diversity through student assignment? • What system-wide practices ensure that high needs students are equitably distributed throughout the district schools? 			
RUBRIC			
Leading	Developing/Embedded	Emerging	Lacking
<ul style="list-style-type: none"> • The central office consistently provides school administrators and teachers with test results in a timely, effective manner. • <i>The central office effectively manages a shared process for data collection from a wide variety of sources.</i> • The central office shares data analysis results in an understandable format with all stakeholders in a timely and effective manner for informing classroom instruction and individual student needs. • <i>The central office has a regular, ongoing process for leading schools through the analysis of their data and for making adjustments to their programs based on the data analysis.</i> 	<ul style="list-style-type: none"> • The central office frequently provides school administrators and teachers with test results in a timely manner. • <i>The central office manages a process for data collection from a variety of sources.</i> • The central office disseminates data analysis results to all stakeholders in a timely and effective manner for informing classroom instruction and individual student needs. • <i>The central office has a regular process for leading schools through the analysis of their data and for making adjustments to their programs based on the data analysis.</i> 	<ul style="list-style-type: none"> • The central office sometimes provides school administrators and teachers with test results in a timely manner. • <i>The central office provides several types of data from various sources.</i> • The central office disseminates data analysis results to stakeholders but in a format that may not easily be understood by all. • <i>The central office has an annual process for leading schools through the analysis of their data.</i> 	<ul style="list-style-type: none"> • The central office rarely provides school administrators and teachers with test results in a timely manner. • <i>The central office has established no clear process for collection or analysis of data.</i> • The central office provides limited to no dissemination of data analysis results to stakeholders. • <i>The central office sometimes leads schools through the analysis of their data.</i>

<ul style="list-style-type: none"> The central office leads teachers and administrators in processes that monitor student work to ensure high standards of rigor and relevancy. 	<ul style="list-style-type: none"> The central office sometimes leads teachers and administrators in monitoring student work to ensure high standards of rigor and relevancy. 	<ul style="list-style-type: none"> The central office encourages teachers and administrators to monitor student work to ensure high standards of rigor and relevancy. 	<ul style="list-style-type: none"> The central office allows teachers and administrators in each building to have individual processes that monitor student work to ensure high standards of rigor and relevancy.
<ul style="list-style-type: none"> <i>The school board utilizes effective, transparent processes to ensure diversity in student assignment.</i> Processes for assigning students to schools consistently ensure that high needs students are equitably distributed across all schools. 	<ul style="list-style-type: none"> <i>The school board uses transparent processes to ensure diversity in student assignment.</i> Processes for assigning students to schools often ensure that high needs students are equitably distributed across all schools. 	<ul style="list-style-type: none"> <i>The school board sometimes uses transparent processes to ensure diversity in student assignment.</i> Processes for assigning students to schools sometimes ensure that high needs students are equitably distributed across all schools. 	<ul style="list-style-type: none"> <i>The school board rarely uses transparent processes to ensure diversity in student assignment.</i> The school board processes for student assignment create inequitable school populations.

DIMENSION A: Instructional Excellence and Alignment Part II: Support for Student Achievement			
A4. Student Support Services			
<ul style="list-style-type: none"> • What practices are in place to support schools in meeting the social and emotional needs of students? • What policies does the central office have for ensuring academic advisement at all schools? • How does the central office support schools to ensure student nutrition and health? • What opportunities are in place that allow school personnel to collaborate with community colleges and institutions of higher education to give all students enhanced educational options? 			
RUBRIC			
Leading	Developing/Embedded	Emerging	Lacking
<p>The central office:</p> <ul style="list-style-type: none"> • Effectively supports the schools' work in meeting the social and emotional needs of all students. • <i>Ensures that students have on-going, effective academic advisement.</i> • Has effective, on-going programs to support student nutrition and health. • <i>Fosters on-going, effective collaboration with community colleges and institutions of higher education to ensure all students have enhanced learning options.</i> 	<p>The central office:</p> <ul style="list-style-type: none"> • Supports the schools' work in meeting the social and emotional needs of students. • <i>Ensures that students have on-going academic advisement.</i> • Has on-going programs to support student nutrition and health. • <i>Frequently fosters collaboration with community colleges and institutions of higher education to ensure most students have enhanced learning options.</i> 	<p>The central office:</p> <ul style="list-style-type: none"> • Sometimes supports the schools' work in meeting the social and emotional needs of some students. • <i>Ensures that students have some academic advisement.</i> • Has some programs to support student nutrition and health. • <i>Fosters collaboration with community colleges and institutions of higher education occasionally to ensure some students have enhanced learning options.</i> 	<p>The central office:</p> <ul style="list-style-type: none"> • Provides minimal support in meeting the social and emotional needs of students. • <i>Does not ensure that students have academic advisement.</i> • Has few programs to support student nutrition and health. • <i>Does not use the resources available with community colleges and institutions of higher education to provide students with enhanced learning options.</i>

DIMENSION B: Leadership Capacity			
B5. Strategic Planning, Mission, and Vision			
<ul style="list-style-type: none"> Is there a strategic plan in place? Who participates in the development of the strategic plan? What planning practices ensure that the strategic plan addresses the important issues in the school district? How do the board, superintendent and central office ensure the plan is owned by all stakeholders? How is the strategic plan monitored? What practices allow the central office to develop shared understandings which lead to a climate of openness, fairness, mutual respect, support, and inquiry among all stakeholders (e.g., principals, central office staff, superintendent, school board members)? What processes are in place to evaluate the progress toward achieving these visions? What plans support the safety of all students and staff? How does central office leadership specifically address the issues raised by the NC Teacher Working Conditions (NCTWC) survey? 			
RUBRIC			
Leading	Developing/Embedded	Emerging	Lacking
<ul style="list-style-type: none"> The school district has a strategic plan that is collaboratively developed by the board, superintendent, and central office staff. 	<ul style="list-style-type: none"> The school district has a strategic plan that is developed by some members of the board, superintendent, and central office staff. 	<ul style="list-style-type: none"> The school district has a strategic plan that is updated on a regular basis by the superintendent or designee. 	<ul style="list-style-type: none"> The school district has a strategic plan that has not been updated on a regular basis.
<ul style="list-style-type: none"> <i>The central office involves all stakeholders and considers all available data in strategic planning.</i> 	<ul style="list-style-type: none"> <i>The central office uses data gathered from several sources in strategic planning.</i> 	<ul style="list-style-type: none"> <i>The central office uses some data in strategic planning.</i> 	<ul style="list-style-type: none"> <i>The central office strategic plan may or may not be based on data.</i>
<ul style="list-style-type: none"> The board, superintendent and central office effectively ensure that all stakeholders share ownership of the strategic plan. 	<ul style="list-style-type: none"> The board, superintendent and central office effectively ensure that some stakeholders share ownership of the strategic plan. 	<ul style="list-style-type: none"> The board, superintendent and central office ensure that select stakeholders share ownership of the strategic plan. 	<ul style="list-style-type: none"> The board, superintendent and central office ensure that stakeholders are aware of the strategic plan.
<ul style="list-style-type: none"> <i>The central office utilizes effective practices that have built a climate of openness, fairness, mutual respect, support, and inquiry among all stakeholders.</i> 	<ul style="list-style-type: none"> <i>The central office utilizes practices that have built a climate of openness, fairness, mutual respect, support, and inquiry among some stakeholders.</i> 	<ul style="list-style-type: none"> <i>The central office inconsistently utilizes practices that represent a climate of openness, fairness, mutual respect, support, and inquiry among some stakeholders.</i> 	<ul style="list-style-type: none"> <i>The central office does not have practices in place to build a climate of openness, fairness, mutual respect, support, and inquiry among some stakeholders.</i>
<ul style="list-style-type: none"> The central office has a systematic, on-going process for monitoring the progress toward achieving the goals of the strategic plan. 	<ul style="list-style-type: none"> The central office has an on-going process for monitoring the progress toward achieving the goals of the strategic plan. 	<ul style="list-style-type: none"> The central office has an inconsistent process for monitoring the progress toward achieving the goals of the strategic plan. 	<ul style="list-style-type: none"> The central office does not have a process for monitoring the progress toward achieving the goals of the strategic plan.

<ul style="list-style-type: none"> • <i>The central office consistently implements a thorough safety plan approved by the school board and local safety units.</i> 	<ul style="list-style-type: none"> • <i>The central office implements an appropriate safety plan approved by the school board.</i> 	<ul style="list-style-type: none"> • <i>The central office inconsistently implements a safety plan that addresses most school needs.</i> 	<ul style="list-style-type: none"> • <i>The central office has a safety plan.</i>
<ul style="list-style-type: none"> • The central office effectively assists all schools in addressing issues raised by the NCTWC survey. 	<ul style="list-style-type: none"> • The central office effectively assists some schools in addressing issues raised by the NCTWC survey. 	<ul style="list-style-type: none"> • The central office assists schools when requested in addressing issues raised by the NCTWC survey. 	<ul style="list-style-type: none"> • The central office does not assist schools in addressing issues raised by the NCTWC survey.

DIMENSION B: Leadership Capacity			
B6. Distributed Leadership and Collaboration			
<ul style="list-style-type: none"> How is the school board trained to know its roles and responsibilities? How are the different roles and responsibilities of the school board and superintendent delineated and maintained? What processes are implemented that encourage collaboration between the superintendent and the local board members? In what ways is leadership developed and distributed at the central office (e.g., collaborative, hierarchical)? 			
RUBRIC			
Leading	Developing	Emerging	Lacking
<ul style="list-style-type: none"> The school board has regular, effective training that develops teamwork and understanding of its roles and responsibilities. 	<ul style="list-style-type: none"> The school board has training that develops teamwork and understanding of its roles and responsibilities. 	<ul style="list-style-type: none"> The school board sometimes has trainings on a variety of issues. 	<ul style="list-style-type: none"> The school board has little training.
<ul style="list-style-type: none"> <i>The school board and superintendent have effectively delineated and mutually respected responsibilities.</i> 	<ul style="list-style-type: none"> <i>The school board and superintendent have delineated and mutually respected responsibilities.</i> 	<ul style="list-style-type: none"> <i>The school board and superintendent have delineated responsibilities.</i> 	<ul style="list-style-type: none"> <i>The school board and superintendent have delineated responsibilities which change frequently.</i>
<ul style="list-style-type: none"> The school board and superintendent have effective, on-going processes for collaboration. 	<ul style="list-style-type: none"> The school board and superintendent have some processes for collaboration. 	<ul style="list-style-type: none"> The school board and superintendent have few processes for collaboration. 	<ul style="list-style-type: none"> The school board and superintendent have inconsistent processes for collaboration.
<ul style="list-style-type: none"> <i>The roles and responsibilities of the central office staff are clearly understood and transparent.</i> 	<ul style="list-style-type: none"> <i>The roles and responsibilities of the central office staff are mostly understood and transparent.</i> 	<ul style="list-style-type: none"> <i>The roles and responsibilities of the central office staff are somewhat understood and transparent.</i> 	<ul style="list-style-type: none"> <i>The development and distribution of leadership at the central office are unclear.</i>

DIMENSION B: Leadership Capacity			
B7. Monitoring Instruction in Schools			
<ul style="list-style-type: none"> • What practices ensure that the superintendent and central office are regularly and strategically in classrooms to observe instruction? • What practices are implemented to foster instructional conversation among and within the following groups: central office to central office, central office to principals, and principals to principals? • How does central office model the importance of continued adult learning? 			
RUBRIC			
Leading	Developing	Emerging	Lacking
<ul style="list-style-type: none"> • The superintendent and central office have developed effective processes to ensure regular, on-going classroom observations. 	<ul style="list-style-type: none"> • The superintendent and central office have developed some processes to ensure regular, on-going classroom observations. 	<ul style="list-style-type: none"> • The superintendent and central office have a process to observe classrooms when schedules allow. 	<ul style="list-style-type: none"> • The superintendent and central office do not have a process for observing classrooms.
<ul style="list-style-type: none"> • <i>Consistent purposeful instructional conversations among central office staff and principals occur.</i> 	<ul style="list-style-type: none"> • <i>Frequent instructional conversations among central office staff and principals occur.</i> 	<ul style="list-style-type: none"> • <i>Occasional instructional conversations among central office staff and principals occur.</i> 	<ul style="list-style-type: none"> • <i>Few instructional conversations among central office staff and principals occur.</i>
<ul style="list-style-type: none"> • Central office staff consistently model continued learning on educational issues and to improve job-related skills. 	<ul style="list-style-type: none"> • Central office staff frequently model continued learning on educational issues and to improve job-related skills. 	<ul style="list-style-type: none"> • Central office staff attend workshops and conferences on educational topics. 	<ul style="list-style-type: none"> • Central office staff attend mandatory professional development offerings.

DIMENSION C: Professional Capacity				
C8. Central Office Quality and Experience				
<ul style="list-style-type: none"> • How are central office personnel selected? • How do the board and superintendent ensure the effectiveness of central office personnel? • How are central office staffs'/principals' weaknesses identified and addressed? • How does central office demonstrate leadership by: <ul style="list-style-type: none"> ○ Establishing a respectful environment? ○ Utilizing and expanding expertise in their specified area? ○ Facilitating professional growth for district staff? ○ Reflecting on their practice? 				
RUBRIC				
Leading	Developing	Emerging	Lacking	
<ul style="list-style-type: none"> • Central office personnel are always selected through equitable, strategic recruitment and hiring. 	<ul style="list-style-type: none"> • Central office personnel are frequently selected through equitable, strategic recruitment and hiring. 	<ul style="list-style-type: none"> • Central office personnel are selected through inconsistent hiring practices. 	<ul style="list-style-type: none"> • Central office personnel are rarely selected through equitable, strategic recruitment practices. 	
<ul style="list-style-type: none"> • <i>Frequent and on-going evaluation and training for central office personnel occur.</i> 	<ul style="list-style-type: none"> • <i>Evaluation and training for central office personnel occur.</i> 	<ul style="list-style-type: none"> • <i>Inconsistent evaluation and training for central office personnel occur.</i> 	<ul style="list-style-type: none"> • <i>Little to no evaluation and training for central office personnel occur.</i> 	
<ul style="list-style-type: none"> • Supervisory personnel are involved in a collaborative, systemic process for identifying ineffectiveness and developing plans for improvement. 	<ul style="list-style-type: none"> • Supervisory personnel engage in a systemic process for identifying ineffectiveness and plan for improvement is administratively decided. 	<ul style="list-style-type: none"> • Central office personnel engage in a process for identifying ineffectiveness with some consideration for improvement. 	<ul style="list-style-type: none"> • Central office personnel engage in no clearly established process for identifying ineffectiveness or have no plan for improvement. 	
<ul style="list-style-type: none"> • <i>Central office administrators consistently and effectively demonstrate leadership by modeling: respectful interactions, growing expertise, facilitating professional growth, and reflective practice.</i> 	<ul style="list-style-type: none"> • <i>Central office administrators often demonstrate leadership by modeling: respectful interactions, areas of expertise, ability to facilitate learning, and thoughtful reflection.</i> 	<ul style="list-style-type: none"> • <i>Central office administrators occasionally demonstrate leadership by modeling: respectful interactions, areas of expertise, ability to facilitate learning, and thoughtful reflection.</i> 	<ul style="list-style-type: none"> • <i>Central office administrators seldom demonstrate leadership by modeling: respectful interactions, areas of expertise, ability to facilitate learning, and thoughtful reflection.</i> 	

DIMENSION C: Professional Capacity				
C9. Quality of Professional Development				
<ul style="list-style-type: none"> How are professional development programs and offerings differentiated based on student data and school needs? How is professional development for central office personnel aligned to the district strategic plan? How are professional development initiatives aligned, selected, sustained, and funded? What practices ensure the effective implementation of professional development offerings? What professional development offerings prepare staff to support global education? To what extent does professional development exemplify the NC Standards for Effective Professional Development? 				
RUBRIC				
Leading	Developing	Emerging	Lacking	
<ul style="list-style-type: none"> Student data and school needs inform the majority of the professional development plan and provide the basis for differentiating professional development offerings. <i>Consistent, high-quality professional development for central office personnel is aligned to the district strategic plan.</i> Professional development initiatives are strategically and collaboratively selected, sustained, and monitored for fidelity of implementation aligned to the district's strategic plan. <i>Frequent evaluation of professional development offerings ensures highly effective implementation.</i> Central office prepares all staff to support global education. 	<ul style="list-style-type: none"> Student data and school needs are reflected in parts of the professional development plan and are somewhat linked to differentiating the professional development offerings. <i>High-quality professional development for central office personnel is usually aligned to the district strategic plan.</i> Professional development initiatives are selected with or without input, and sometimes sustained and monitored for fidelity of implementation aligned to the district's strategic plan. <i>Some evaluation of professional development offerings ensures implementation.</i> Central office prepares most staff to support global education. 	<ul style="list-style-type: none"> Student data and school needs do not link to the professional development plan. <i>Professional development for central office personnel is offered and sometimes aligned to the district strategic plan.</i> Professional development initiatives are selected by the administration and sometimes monitored for fidelity of implementation aligned to the district's strategic plan. <i>Monitoring of professional development offerings for implementation occurs sporadically.</i> Central office prepares some staff to support global education. 	<ul style="list-style-type: none"> Student data and school needs are viewed separate and apart from a professional development plan. <i>Little or no professional development for central office personnel is offered or aligned to the district strategic plan.</i> Professional development initiatives are generally selected by individuals with no clear alignment to the district's strategic plan. <i>No monitoring of professional development implementation occurs.</i> Central office provides little preparation for staff to support global education. 	

<ul style="list-style-type: none"> Professional development offerings consistently exemplify the NC Standards for Effective Professional Development. 	<ul style="list-style-type: none"> Professional development offerings frequently exemplify the NC Standards for Effective Professional Development. 	<ul style="list-style-type: none"> Professional development offerings minimally exemplify the NC Standards for Effective Professional Development. 	<ul style="list-style-type: none"> Professional development offerings are not aligned with the NC Standards for Effective Professional Development.
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DIMENSION C: Professional Capacity			
C10. Talent Recruitment and Retention			
<ul style="list-style-type: none"> • What practices ensure the recruitment and retention of high quality central office personnel, principals, and teachers? • How are high performing central office personnel, principals, and teachers recognized and rewarded? • What patterns emerge from exit interviews? • What support is in place for newly hired, Initially Licensed (ILT), lateral entry and other teachers? • What programs are in place to support principals? • What training and supports are in place to ensure effective professional learning communities? • What policies and/or practices determine who receives extra-pay? • How is compensation determined (e.g., administrator, teacher, extra-pay)? • How does teacher turnover impact the district's instructional program? 			
RUBRIC			
Leading	Developing	Emerging	Lacking
<ul style="list-style-type: none"> • Effective transparent processes are in place to recruit, retain and reward talented, highly-qualified central office personnel, principals and teachers. • <i>Exit interviews are analyzed for patterns to inform processes and practices.</i> • Central office has effective, consistent programs and supports for all newly hired, ILT, lateral entry, and other teachers. • <i>Principals are supported by effective, consistent induction, mentoring, and peer collaboration processes.</i> • Central office provides high-quality training and support to effectively engage staff in professional learning communities. • <i>Compensation is determined by consistently applied, transparent standards.</i> 	<ul style="list-style-type: none"> • Recruitment and retention plans often attract, retain, and reward high quality central office personnel, principals and teachers to the district. • <i>Exit interviews are conducted but are not used to inform practices.</i> • Central office has a process to support newly hired, ILT, lateral entry, and other teachers. • <i>Principals are supported by induction, mentoring, and peer collaboration processes.</i> • Central office provides some training and support to effectively engage staff in professional learning communities. • <i>Compensation is determined by transparent standards.</i> 	<ul style="list-style-type: none"> • Recruitment and retention plans attract few talented, highly qualified central office personnel, principals or teachers to the district. • <i>Exit interviews are not routinely conducted.</i> • Central office has a process that sometimes supports newly hired, ILT, lateral entry, and other teachers. • <i>Principals are sometimes supported by induction, mentoring, and peer collaboration processes.</i> • Central office has minimal training and support to engage staff in professional learning communities. • <i>Compensation is often determined by transparent standards.</i> 	<ul style="list-style-type: none"> • There are no specific processes to attract, retain, or reward talented, highly qualified central office personnel, principals or teachers. • <i>Exit interviews are not conducted.</i> • Central office has no clear process of support for newly hired, ILT, lateral entry, or other teachers. • <i>Principals are seldom supported by induction, mentoring, and peer collaboration processes.</i> • Central office lacks training and support to engage staff in professional learning communities. • <i>Compensation is determined on a case by case basis.</i>

<ul style="list-style-type: none"> • Central office consistently analyzes areas of shortages in teaching positions and has a plan to aggressively recruit teachers in those areas. 	<ul style="list-style-type: none"> • Central office analyzes areas of shortages in teaching positions and has a plan to recruit teachers in those areas. 	<ul style="list-style-type: none"> • Central office knows the areas of shortages in teaching positions and attempts to recruit teachers in those areas. 	<ul style="list-style-type: none"> • Central office is aware of all teaching vacancies in the district.
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DIMENSION D: Planning and Operational Effectiveness				
D11. Resource Allocation				
<ul style="list-style-type: none"> How are budgeting decisions made, and who is involved in making those decisions? How is federal and state supplemental funding being spent? What system-wide practices ensure resources are being concentrated on failing schools? What external sources of funding are available to the school district (e.g., through booster clubs, grants, community/corporate partnerships)? How are principals and teachers assigned to schools? 				
RUBRIC				
Leading	Developing	Emerging	Lacking	
<ul style="list-style-type: none"> The central office consistently collaborates with appropriate stakeholders in making budgetary decisions. 	<ul style="list-style-type: none"> The central office frequently collaborates with appropriate stakeholders in making budgetary decisions. 	<ul style="list-style-type: none"> The central office occasionally collaborates with appropriate stakeholders in making budgetary decisions. 	<ul style="list-style-type: none"> The central office does not collaborate with stakeholders in making budgetary decisions. 	
<ul style="list-style-type: none"> <i>Federal and state supplemental funding is consistently designated to support initiatives that advance the district strategic plan and improve student achievement.</i> 	<ul style="list-style-type: none"> <i>Federal and state supplemental funding is usually designated to support initiatives that advance the district strategic plan and improve student achievement.</i> 	<ul style="list-style-type: none"> <i>Federal and state supplemental funding is sometimes designated to support initiatives that improve student achievement.</i> 	<ul style="list-style-type: none"> <i>Federal and state supplemental funding is rarely designated to support initiatives that improve student achievement.</i> 	
<ul style="list-style-type: none"> Effective, measurable methods are utilized to allocate sufficient resources to schools with high needs. 	<ul style="list-style-type: none"> Measurable methods are usually used to allocate sufficient resources to schools with high needs. 	<ul style="list-style-type: none"> Measurable methods are sometimes used to allocate sufficient resources to schools with high needs. 	<ul style="list-style-type: none"> Measurable methods are rarely used to allocate sufficient resources to schools with high needs. 	
<ul style="list-style-type: none"> <i>The central office aggressively seeks funding in addition to base local and state allocations.</i> 	<ul style="list-style-type: none"> <i>The central office seeks funding in addition to base local and state allocations.</i> 	<ul style="list-style-type: none"> <i>The central office occasionally seeks funding in addition to base and state allocations.</i> 	<ul style="list-style-type: none"> <i>The central office does not actively seek funding beyond base local and state allocations.</i> 	
<ul style="list-style-type: none"> The central office consistently assigns principals and teachers based on changing student needs. 	<ul style="list-style-type: none"> The central office assigns principals and teachers based on current student needs. 	<ul style="list-style-type: none"> The central office assigns principals and teachers considering some but not all students needs. 	<ul style="list-style-type: none"> The central office assigns principals and teachers based on principal and teacher preference as opposed to student needs. 	

DIMENSION D: Planning and Operational Effectiveness

D12. Facilities and Technology

- What processes are in place to determine and address the physical conditions and needs of schools from year to year?
- How does the central office ensure that all schools have adequate space and physical resources based on changes in student enrollment?
- How does the central office ensure that reliability and speed of internet connections are sufficient to support instructional practices?

RUBRIC

Leading	Developing	Emerging	Lacking
<p>The central office:</p> <ul style="list-style-type: none"> • Consistently implements a plan that effectively determines and addresses the physical conditions and needs of the schools. 	<p>The central office:</p> <ul style="list-style-type: none"> • Implements a plan that is utilized for determining and addressing the physical conditions and needs of the schools. 	<p>The central office:</p> <ul style="list-style-type: none"> • Develops a plan that is sometimes implemented to determine and address the physical conditions and needs of the schools. 	<p>The central office:</p> <ul style="list-style-type: none"> • Addresses the physical conditions and needs of the schools on a case by case basis.
<ul style="list-style-type: none"> • <i>Utilizes an effective plan that ensures adequate space and physical resources for all schools.</i> 	<ul style="list-style-type: none"> • <i>Usually utilizes a plan that ensures adequate space and physical resources for all schools.</i> 	<ul style="list-style-type: none"> • <i>Sometimes follows a plan that ensures adequate space and physical resources for some schools.</i> 	<ul style="list-style-type: none"> • <i>Rarely follows a plan that ensures adequate space and physical resources for some schools.</i>
<ul style="list-style-type: none"> • Effectively monitors the technology infrastructure and supplies bandwidth sufficient to support high-quality instructional practices integrating technology. 	<ul style="list-style-type: none"> • Monitors the technology infrastructure and supplies bandwidth sufficient to support high-quality instructional practices integrating technology. 	<ul style="list-style-type: none"> • Sometimes monitors the technology infrastructure and supplies bandwidth sufficient to support some high-quality instructional practices integrating technology. 	<ul style="list-style-type: none"> • Rarely monitors the technology infrastructure and supplies insufficient bandwidth to support high-quality instructional practices integrating technology.

DIMENSION E: Families and Communities				
E13. Family Engagement				
<ul style="list-style-type: none"> In what ways does the central office establish, model, and maintain positive relationships with parents? What practices are utilized to establish consistent communication to all parents regarding the clear expectations for the school district, school, and student achievement? In what ways does the central office include parents as decision-makers in a broad spectrum of decisions? What specific strategies have been implemented to increase parental involvement based on the identified areas of need? How does the central office measure the effectiveness of parent involvement efforts for all schools? 				
RUBRIC				
Leading	Developing	Emerging	Lacking	
<p>The central office:</p> <ul style="list-style-type: none"> Consistently encourages positive relationships with parents by actively sharing best practice parental engagement techniques with all schools. <i>Utilizes on-going, consistent communication to all parents regarding student achievement and expectations through multiple channels (e.g., newsletters, meetings, website).</i> Provides on-going opportunities for parental input on district issues and uses the feedback to make district decisions. <i>Actively provides professional development and/or staff training on effective parental engagement techniques and how to create a welcoming school environment for parents.</i> 	<p>The central office:</p> <ul style="list-style-type: none"> Encourages positive relationships with parents and shares best practice parental engagement techniques with its schools when requested. <i>Communicates with parents through limited communication channels.</i> Provides opportunities for parental input on district issues but does not actively incorporate feedback in decision-making. <i>Sometimes provides professional development and/or staff training on effective parental engagement techniques and how to create a welcoming school environment for parents.</i> 	<p>The central office:</p> <ul style="list-style-type: none"> Encourages positive relationships with parents but does not share best practice parental engagement techniques with its schools. <i>Uses limited methods to communicate with parents regarding student achievement and expectations on an inconsistent basis.</i> Is accessible to parents who wish to provide input/feedback on district issues. <i>Occasionally provides professional development and/or staff training on effective parental engagement techniques and how to create a welcoming school environment for parents.</i> 	<p>The central office:</p> <ul style="list-style-type: none"> Does not actively encourage positive relationships with parents at its schools. <i>Has no clear system to communicate with parents regarding student achievement and expectations.</i> Provides limited accessibility for parental input/feedback. <i>Expects schools to address issues of effective parental engagement techniques and how to create a welcoming school environment for parents.</i> 	

<ul style="list-style-type: none"> • Consistently monitors participation in and the effectiveness of parental engagement efforts in schools. 	<ul style="list-style-type: none"> • Monitors participation in and the effectiveness of parental engagement efforts on an ad-hoc basis. 	<ul style="list-style-type: none"> • Tracks participation in parental engagement efforts but does not monitor for effectiveness of programs. 	<ul style="list-style-type: none"> • Does not monitor participation in or the effectiveness of parental engagement efforts.
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DIMENSION E: Families and Communities				
E14. Community Engagement				
<ul style="list-style-type: none"> In what ways does the central office establish and maintain positive relationships with businesses and non-profit organizations? How are clear expectations and performance updates for district, school, and student achievement communicated to the community? How does the school work with community partners to establish supplemental programming such as after-school programs or tutoring? How does the central office receive and use feedback from the community? 				
RUBRIC				
Leading	Developing	Emerging	Lacking	
<p>The central office:</p> <ul style="list-style-type: none"> Consistently engages in strategies, policies, and procedures for building positive relationships/partnerships with local businesses, community organizations, and other agencies to meet the needs of the district. <i>Frequently updates the community about expectations, student achievement and high performance of students and staff in all schools through multiple communication channels (e.g., newsletters, website, press releases).</i> Devotes appropriate financial resources and personnel to community partnership efforts. <i>Continually monitors effectiveness of community engagement efforts and uses results to improve future school improvement efforts.</i> 	<p>The central office:</p> <ul style="list-style-type: none"> Occasionally engages in efforts to partner with local businesses, community organizations, and other agencies to meet the needs of the district. <i>Updates the community about expectations, student achievement, and student/staff performance on an ad-hoc basis.</i> Devotes financial resources and part-time personnel resources to community engagement efforts. <i>Monitors effectiveness of community engagement efforts with some results incorporated into school improvement efforts.</i> 	<p>The central office:</p> <ul style="list-style-type: none"> Has a plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or does not clearly align the plan to the needs of the district. <i>Has limited and infrequent methods to update the community about expectations, student achievement, and student/staff performance.</i> Devotes limited financial and no personnel resources to community engagement efforts. <i>Informally monitors effectiveness of community engagement effort.</i> 	<p>The central office:</p> <ul style="list-style-type: none"> Lacks established strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the district. <i>Has no clear system for ongoing communication with the community.</i> Lacks devoted financial and/or human resources for community engagement efforts. <i>Has no process in place for collecting community feedback.</i> 	

District

Self-Evaluation
Form

**North Carolina Department of Public Instruction
Comprehensive Needs Assessment -
District Self-Evaluation Form**

Name of Superintendent:	
Name of District:	
Superintendent's Email:	
Superintendent's Phone:	
Central Office Address:	

Guidance on completing the form:

- Please complete with as much detail as you can. Completing this form will help you prepare for some of the discussions, which will take place both before and during the assessment. It will also help the assessment team get to know your district and understand its unique features.
- Use the completion for staff development, if appropriate, and email the final form to your lead reviewer no later than **two weeks before the review**. Please be evaluative, rather than descriptive. The focus should be on the outcomes in terms of school improvement and student achievement.
- Include references to where the evidence of your self-evaluation can be found e.g. "excellent results in state math tests as shown in annual report to the state", "parents' questionnaires from 2007".
- Be brief (for example, use bullet points or note form).
- Please place an X beside the descriptor, which most accurately reflects your judgment of the overall quality in response to the questions.

	Quality Descriptor	
	Leading	LE
	Developing/Embedded	D
	Emerging	E
	Lacking	LA

- You are advised to **complete section A first and section B last**. Section B is summative and draws on your evaluations elsewhere in the self-evaluation.

How should evaluations be made?

- You are strongly advised to refer to the Notes of Guidance, the dimensions, sub-dimensions and rubrics as you complete the form.
- There is no prescribed or expected method. Districts have adopted different approaches. In some, the superintendent and the leadership team have completed the form as a part of one of their regular meetings. In other districts, parts of various staff meetings have been used to ensure that all central office staff are involved. Other districts have invited school administrators to contribute to a District SEF as a way of involving all schools.

Whatever method is used, the outcome should be the District Self Evaluation as **a single document**, which reflects as accurately as possible the district's evaluation of its work.

District Profile

District Name :

	Number	Percentage of Student Population
Number of students enrolled		
Number of general education students		
Number of Exceptional Children		
Number of Gifted students		
Number of Limited English Proficient students		
Students eligible for Free or Reduced-Price Lunch		
Attendance Rate		
Promotion Rate		
Dropout Rate		
Suspensions		
Ethnic make-up of students:		
• Black		
• White		
• Asian		
• Hispanic		
• American Indian		
• Multi-racial		

A Background of your district

- **What are its distinctive features?**
- **What are the most significant aids and/or barriers to raising student achievement and progress across the district?**

B How effective is your district overall?

(Summarized by reference to the completed sections 1 through 5 of this document)

- What are its notable strengths?
- What are its main priorities for improvement?

	LE	D	E	LA	
District Self- Evaluation					

1. How effective is the district in promoting instructional excellence and alignment?

[Please refer to the comprehensive needs assessment dimensions – Instructional Excellence and Alignment sub-dimensions 1- 4]

- How are high expectations for all staff and students promoted and how effective is the district in this capacity?
- How is rigor, relevance, alignment and excellence promoted with reference to curriculum, assessment and instructional delivery and how effective is the district in this capacity?
- What further systems are in place to support student success and how effective are these?
- How do you know?
- What is the district doing to bring about further improvement?

		LE	D	E	LA	
District Self- Evaluation						

2. How effective is the district in promoting leadership capacity?

[Please refer to the comprehensive needs assessment dimensions – Leadership Capacity – sub-dimensions 5-7]

- What strategic planning procedures are in place which promote the district’s mission and vision and how effective are these?
- How is distributed leadership and collaboration promoted and how effective is the district in this capacity?
- How is instruction in schools monitored and collaboration with higher education providers enabled and how effective are these practices?
- How do you know?
- What is the district doing to bring about further improvement?

		LE	D	E	LA	
District Self- Evaluation						

3. How effective is the district in promoting professional capacity?

[Please refer to the comprehensive needs assessment dimensions – Professional Capacity – sub-dimensions 8-10]

- What does the district do to promote central office capacity, including talent recruitment and retention, and how effective are these practices?
- What does the district do to promote the consistency and sustainability of district wide professional development and how effective are these practices?
- How do you know?
- What is the district doing to bring about further improvement?

		LE	D	E	LA	
District Self- Evaluation						

4. How effective are the district's planning and operational procedures?

[Please refer to the comprehensive needs assessment – Planning and Operational Effectiveness – sub-dimensions 11-12]

- How effective are the district's procedures for determining and addressing the needs of schools in relation to facilities and technology and in allocating resources?
- How effective are the district's student assignment policies and protocols?
- How do you know?
- What is the district doing to bring about further improvement?

		LE	D	E	LA	
District Self- Evaluation						

5. How effective is the district's work with families and communities?

[Please refer to the comprehensive needs assessment dimensions – Families and Community – sub-dimensions 13-14]

- In relation to the district's work to engage parents and communities, where and in what ways are these areas:
 - strongest?
 - most need improvement?
- How do you know?
- What is the district doing to bring about further improvement?

		LE	D	E	LA	
District Self- Evaluation						

6. What other information, if any, do you feel would be important for the reviewers to know prior to the assessment? (For example: superintendent very recently appointed)

Date of completion of this form: _____

Superintendent Signature: _____

Main contributors to completion and their positions/titles:

Name	Position/Title

District

Record
Book

North Carolina NCDPI



Comprehensive Needs Assessment District Record Book

District Name:	
Superintendent's Name:	
Lead Reviewer :	
Team Reviewers:	
Dates of Assessment :	

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Completing the Record Book

- A Record Book must be completed by each a reviewer for each school. Please complete in ink.
- The reviewer uses it to record his/her findings, as well as sources of evidence.
- The scores for all criteria are:

Leading

Developing/Embedded

Emerging

Lacking

- Reviewers should refer to the CNA and rubrics in the Notes of Guidance when completing their Record Books.
- The questions and observations during all activities should be designed to gather evidence that supports the assessment criteria.
- Team reviewers should hand their record books to the lead reviewer at the end of the review.

Please record:

- Sources of evidence to support conclusions and judgments, attaching the Pre-Assessment Preparation form inside the front cover.
- A summary of evidence to be included in the report.
- An overall conclusion, commendations and recommendations.

Meeting with the District and setting the schedule

Each assessment is comprised of activities selected from the following meetings, observations and other activities. Activities in **bold, however**, will take place during all reviews. In the preparation stage, through phone calls, e-mail correspondence, discussion during the initial meeting and discussion of the self-evaluation, the superintendent and the lead reviewer will agree on the exact details of the assessment visit and activities will be chosen according to the most appropriate and as deemed necessary for each school.

The reviewer will then complete the schedule with regard to the guidance below:

<u>Meetings</u>	<u>Observations</u>	<u>Other</u>
<ul style="list-style-type: none">✓ Meet with Superintendent/✓ Meet with Board Members✓ Meet with staff✓ Meet with parents	<ul style="list-style-type: none">✓ Data assessment✓ Review curriculum plans✓ Review financial plans	<ul style="list-style-type: none">✓ Verbal and written feedback to Superintendent, and 1 or 2 lead staff members✓ Report writing✓ Additional evidence gathering

Issues arising from the preparation stage to be followed up during the Assessment

Schedule for the district assessment

	Day One		Day Two
8:00 – 8:30	Introductions and welcome Meeting with the superintendent	8:30 – 9:00	
8:30 – 9:45		9:00 – 10:00	
10:00 – 11:30		10:15 – 11:30	
11:30 – 12:30		11:30 – 12:30	
12:45 – 1:45		12:30 – 1:30	
2:00 – 3:15		1:30 – 3:00	
3:15 – 3:45		3:00 – 3:45	
3:45 – 4:00	Meeting with superintendent and leadership team to assess the day	3:45 – 4:15	Meet with superintendent and leadership team to share emerging findings

Day Three	
8:30 – 8:45	Meeting with the superintendent and leadership team
8:45 – 10:00	
10:15 – 11:30	
11:30 – 12:30	
12:45 – 2:15	
2:15 – 3:15	Team Assessment and reflection
3:45 – 4:00	Meeting with superintendent and leadership team to assess the day

*This is a sample schedule ONLY. The Lead Reviewer and Superintendent will collaborate to develop the schedule to most appropriately fit the individual district.

Notes:

Instructional Excellence and Alignment

Dimension A: Instructional Excellence and Alignment Part I: Teaching and Learning

A1. High expectations for all staff and students

A2. Curriculum and instructional alignment

Sample Questions:

- How are high expectations for all staff and students ensured?
- How does the superintendent ensure high expectations for school and central office staff?
- How does the central office staff model high expectations?
- How does the central office staff build a culture in schools that ensures the belief that high expectations can be met?
- What policies and procedures ensure all students are taught a rigorous, relevant core curriculum enabling them to compete in the global community?
- What district wide practices does the central office staff utilize to ensure the implementation of rigorous and relevant academic standards?
- What district wide practices monitor the alignment of the written, taught, and tested curriculum?
- How does the central office staff support the integration of technology into the delivery of instruction?
- What programs are available to all schools to support continuous learning and career readiness of all students?

Notes:

Instructional Excellence and Alignment Part I

A1 High expectations for all staff and students

A2 Curriculum and instructional alignment

Summary of key issues:

Dimension A: Instructional Excellence and Alignment Part II: Support for Student Achievement

A3 Data analysis and instructional planning
--

A4 Student support services

Sample Questions:

- What practices ensure that school administrators and teachers receive data in a timely manner?
- What systems are in place for collecting and using student test data and other formative data for the modification of instruction to improve student achievement?
- What processes are in place to monitor and evaluate the effectiveness of school programs and assist schools in making modifications where needed (e.g., subgroups, attendance, retention, promotion, graduation)?
- What system-wide practices assist schools in monitoring student progress and determining whether students have achieved high standards?
- How does the central office ensure teachers and administrators use assessment results to maximize teaching and learning?
- How does the school board ensure diversity through student assignment?
- What system-wide practices ensure that high needs students are equitably distributed throughout the district schools?

Notes:

Instructional Excellence and Alignment Part II

A3 Data analysis and instructional planning

A4 Student support services

Summary of key issues:

Notes:

Leadership Capacity

Dimension B: Leadership Capacity

B4. Strategic planning, mission, and vision

B5. Distributed leadership and collaboration

B6. Monitoring instruction in schools

Sample Questions:

- Is there a strategic plan in place? Who participates in the development of the strategic plan?
- What planning practices ensure that the strategic plan addresses the important issues in the school district?
- How do the board, superintendent and central office ensure the plan is owned by all stakeholders?
- How is the strategic plan monitored?
- What practices allow the central office to develop shared understandings which lead to a climate of openness, fairness, mutual respect, support, and inquiry among all stakeholders (e.g., principals, central office staff, superintendent, school board members)?
- What processes are in place to evaluate the progress toward achieving these visions?
- What plans support the safety of all students and staff?
- How does central office leadership specifically address the issues raised by the NC Teacher Working Conditions (NCTWC) survey?
- How is the school board trained to know its roles and responsibilities?
- How are the different roles and responsibilities of the school board and superintendent delineated and maintained?
- What processes are implemented that encourage collaboration between the superintendent and the local board members?
- In what ways is leadership developed and distributed at the central office (e.g., collaborative, hierarchical)?
- What practices ensure that the superintendent and central office are regularly and strategically in classrooms to observe instruction?
- What practices are implemented to foster instructional conversation among and within the following groups: central office to central office, central office to principals, and principals to principals?
- How does central office model the importance of continued adult learning?

Notes:

Leadership Capacity

B4 Strategic planning, mission, and vision

B5 Distributed leadership and collaboration

B6 Monitoring instruction in schools

Summary of key issues:

Notes:	Professional Capacity
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Dimension C: Professional Capacity
C8. Central office capacity and experience
C9. Quality of professional development
C10. Talent recruitment and retention

Sample Questions:

- How are central office personnel selected?
- How do the board and superintendent ensure the effectiveness of central office personnel?
- How are central office staffs'/principals' weaknesses identified and addressed?
- How does central office demonstrate leadership by:
 - Establishing a respectful environment?
 - Utilizing and expanding expertise in their specified area?
 - Facilitating professional growth for district staff?
 - Reflecting on their practice?

- How are professional development programs and offerings differentiated based on student data and school needs?
- How is professional development for central office personnel aligned to the district strategic plan?
- How are professional development initiatives aligned, selected, sustained, and funded?
- What practices ensure the effective implementation of professional development offerings?
- What professional development offerings prepare staff to support global education?
- To what extent does professional development exemplify the NC Standards for Effective Professional Development?
- What practices ensure the recruitment and retention of high quality central office personnel, principals, and teachers?
- How are high performing central office personnel, principals, and teachers recognized and rewarded?
- What patterns emerge from exit interviews?
- What support is in place for newly hired, Initially Licensed (ILT), lateral entry and other teachers?
- What programs are in place to support principals?
- What training and supports are in place to ensure effective professional learning communities?
- What policies and/or practices determine who receives extra-pay?
- How is compensation determined (e.g., administrator, teacher, extra-pay)?
- How does teacher turnover impact the district's instructional program?

Notes:

Professional Capacity

C8 Central office capacity and experience

C9 Quality of professional development

C10 Talent recruitment and retention

Summary of key issues:

Dimension D: Planning and Operational Effectiveness
--

D11 Resource allocation

D12 Facilities and technology

Sample Questions:

- How are budgeting decisions made, and who is involved in making those decisions?
- How is federal and state supplemental funding being spent?
- What system-wide practices ensure resources are being concentrated on failing schools?
- What external sources of funding are available to the school district (e.g., through booster clubs, grants, community/corporate partnerships)?
- How are principals and teachers assigned to schools?
- What processes are in place to determine and address the physical conditions and needs of schools from year to year?
- How does the central office ensure that all schools have adequate space and physical resources based on changes in student enrollment?
- How does the central office ensure that reliability and speed of internet connections are sufficient to support instructional practices?

D11 Resource allocation

D12 Facilities and technology

Summary of Key Issues:

Notes:	Families and Communities
---------------	---------------------------------

Dimension E: Families and Communities
E13 Family engagement
E14 Community engagement

Sample Questions:

- In what ways does the central office establish, model, and maintain positive relationships with parents?
- What practices are utilized to establish consistent communication to all parents regarding the clear expectations for the school district, school, and student achievement?
- In what ways does the central office include parents as decision-makers in a broad spectrum of decisions?
- What specific strategies have been implemented to increase parental involvement, based on the identified areas of need?
- How does the central office measure the effectiveness of parent involvement efforts for all schools?
- In what ways does the central office establish and maintain positive relationships with businesses and non-profit organizations?
- How are clear expectations and performance updates for district, school, and student achievement communicated to the community?
- How does the school work with community partners to establish supplemental programming such as after-school programs or tutoring?
- How does the central office receive and use feedback from the community?

Notes:

Families and Communities

E13 Family engagement

E14 Community engagement

Summary of key issues:

Notes:	Meeting with District Team Members
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Summary of key issues:

Summary of key issues:

Notes:	Meeting with Finance Department
--------	---------------------------------

Summary of key issues:

Notes:

Meeting with Curriculum Team

Summary of key issues:

Notes:

Meeting with

Summary of key issues:

Notes:	Meeting with
--------	--------------

Summary of key issues:

Notes:

Meeting with

Summary of key issues:

Notes:

Meeting with

Summary of key issues:

Notes:	Additional evidence
--------	---------------------

Summary of key issues:

Notes:	Additional evidence
--------	---------------------

Summary of key issues:

Notes:	Conclusions drawn from summary evidence leading to the overall evaluation.
--------	--

Summary judgment drawn for each criterion to form: *overall evaluation*.

Notes:

What the District does well

Please record up to 10 bullet points

Notes:	Areas for Improvement
--------	-----------------------

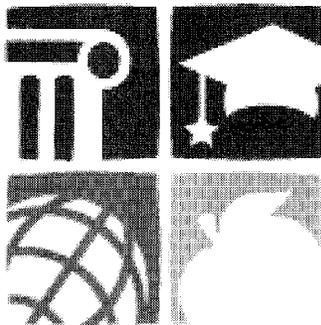
Please record up to six bullet points.

Part 4: Evaluation: Judgment Summary					
	LE	D	E	LA	
Dimension A: Instructional Excellence and Alignment Part I: Teaching and Learning					
A1 High expectations communicated to all teachers and students					
A2 Curriculum and instructional alignment					
Dimension A: Instructional Excellence and Alignment Part II: Support for Student Achievement					
A3 Data analysis and instructional planning					
A4 Student Support Services					
Dimension B: Leadership Capacity					
B5 Strategic Planning, Mission, and Vision					
B6 Distributed Leadership and Collaboration					
B7 Monitoring Instruction in School					
Dimension C: Professional Capacity					
C8 Teacher Quality and Experience					
C9 Quality of Professional Development					
C10 Talent Recruitment and Retention					
Dimension D: Planning and Operational Effectiveness					
D11 Resource Allocation					
D12 Facilities and Technology					
Dimension E: Families and Community					
E13 Family Engagement					
E14 Community Engagement					
Key					
Leading	LE				
Developing/Embedded	D				
Emerging	E				
Lacking	LA				

District

Summary
Draft

NC Department of Public Instruction Comprehensive Needs Assessment District Summary Draft



District Name

Number, street
Town
North Carolina
ZIP

Superintendent: Name

Dates of Assessment : Month date; from to; year

Lead Reviewer: Name

What the district does well:

*Up to 10 bullet points

What the district needs to improve:

*Up to 6 bullet points

Judgments on this form are provisional, and may be subject to change during the quality assurance process.

District

Sample

Final

Report

NC Department of Public Instruction



Comprehensive Needs Assessment District Final Report

District Name

Number street

Town

North Carolina

ZIP

Superintendent: Name

Dates of Assessment: Month date; from to; year

Lead Reviewer: Name

Content of the report

Part 1: The District Context

Background information about the district

Part 2: Overview

What the district does well

What the district needs to improve

Part 3: Main findings

Part 1: The District Context

Information about the district

(250 – 300 words)

Include the distinctive features of the district that influence the way it operates.

This would include those in bold and others where relevant:

- **the type of and number of schools, the age range and number of students enrolled;**
- **the profile of students, including the main ethnic groups, using only the NC terminology, main languages spoken, and the proportion of English language learners;**
- **the proportion of special education students;**
- **how the proportion (percent not %) of students with free or reduced lunch compares with other NC districts (no other reference to socio-economic status);**
- **attendance figures and how these compare with other NC districts;**
- any features of the district's organization or specializations which influence the way it functions;
- any significant aids or barriers to learning;
- any significant changes in the district's circumstances during the recent past;
- any other information relevant to the character of the individual district which has an impact on the performance of its students.

There should be:

- no reference to the district's status;
- no reference to attainment on entry;
- no reference to socio-economic circumstances apart from 'free or reduced cost lunch eligibility'.

This section of the report is setting the context for the 'story' of the district.

Part 2: Overview

What the district does well:

no more than 10 bullets

What the district needs to improve:

no more than 6 bullets

Each bullet should have no more than two sentences and max 2-3 lines.

Improvement points should be in priority order using sub bullets where helpful to explain the ...'by'. However, no more than 2 sub bullets and used sparingly.

Part 3: Main Findings

The district's overall performance

Length 200-300

A summary of the district's overall performance with reference to each of the 5 main dimensions. Write 3-5 sentences for each dimension drawing out main points and making links wherever possible to show key cause and effect. No evaluation grade should go in.

Dimension 1: Instructional Excellence and Alignment Part I: Teaching and Learning

This area of the district's work is xxxxxxxx.

Leading
Developing
Emerging
Lacking

Summarize the district's overall performance (200-250 words) by reference to:

High expectations for all staff and students
Curriculum and instructional alignment

Dimension 1: Instructional Excellence and Alignment Part II: Support for Student Achievement

Summarize the district's overall performance (200-250 words) by reference to

Data analysis and planning
Student Support Services

Dimension 2: Leadership Capacity

This area of the district's work is xxxxxxxx.

Leading
Developing
Emerging
Lacking

Summarize the district's overall performance by reference to:

Strategic Planning, Mission, and Vision
Distributed leadership and collaboration
Monitoring Instruction in Schools

Dimension 3: Professional Capacity

This area of the district's work is xxxxxxxx.

Leading
Developing
Emerging
Lacking

Summarize the district's overall performance by reference to:

Central office quality and experience
Quality of professional development
Talent recruitment and retention

Dimension 4: Planning and Operational Effectiveness

This area of the district's work is xxxxxxxx.

Leading
Developing
Emerging
Lacking

Summarize the district's overall performance by reference to:

Resource allocation
Facilities and technology

Dimension 5: Families and Communities

This area of the district's work is xxxxxxxx.

Leading
Developing
Emerging
Lacking

Summarize the district's overall performance with reference to:

Family engagement
Community Engagement

Code of Conduct

All reviewers sign a Code of Conduct in which they agree to:

- *Evaluate objectively and impartially.*
- *Report honestly, accurately and fairly, ensuring that their evaluations and judgments accurately and reliably reflect the school's work.*
- *Work with integrity, treating everyone with courtesy and respect.*
- *Do all they can to minimize stress, not over-observe staff or demand unreasonable amounts of paperwork.*
- *Act with the best interests and well-being of students and staff.*
- *Communicate clearly, frankly and sensitively in order to ensure understanding between the review team and the school and support the school to improve and develop practice.*
- *Listen respectfully to the evidence presented by the school and within the team.*
- *Respect the confidentiality of information.*
- *Work to deadlines and time scales.*
- *Undertake regular training and development as required.*
- *Accept and comply with NCDPI's monitoring and quality assurance policy.*
- *Uphold the professional standards and quality of NCDPI.*

Print Name: _____

Signature: _____

Date: _____



Comprehensive Needs Assessment

NCDPI CNA SCHOOLS/DISTRICTS Quality Assurance Reader's Report Form		
School/District:	Lead Reviewer :	Reader:
Date of CNA:		Date of first reading:
Purpose: This form is used by the QAR to: <ul style="list-style-type: none"> • Ensure the report is fit for purpose. • Provide additional information to authors of reports where necessary. • Explain changes suggested by the QAR using the track change facility. 		

REPORT		
Key evaluations	Y/N	Comment as appropriate
The report is CONSISTENT: <ul style="list-style-type: none"> ➤ The ratings given in Record Book match those in the report ➤ Judgments made in different parts of the report are consistent- they do not conflict ➤ Strengths can be easily traced throughout the report ➤ The recommendations for improvement can be easily traced throughout the report 		
The report is CONVINCING: <ul style="list-style-type: none"> ➤ The report reads well and gives a convincing picture of the school ➤ Impact is clearly explained and well evidenced 		
The report is CLEAR: <ul style="list-style-type: none"> ➤ The overall rating for each criterion is effectively supported and explained by the text ➤ Cause and effect are explained well ➤ Lively and interesting words are used without resort to inappropriately casual language or jargon ➤ There are no contradictions or inconsistencies 		
The report is CONCISE:		

<ul style="list-style-type: none"> ➤ The overall length of the report is in line with agreed length. ➤ There is no unnecessary repetition ➤ Words are used economically and the language is fit for purpose. 		
<p>The report is COMPLIANT: (please see the latest report template)</p>		
<p>The report is CORRECT:</p> <ul style="list-style-type: none"> ➤ Spelling is accurate (US) ➤ Grammar is correct ➤ Punctuation is correct ➤ Jargon is absent 		
<p>There is sufficient attention to the sub-criteria for each section.</p>		
OVERALL COMMENT		
<p>Overall comment:</p>		

Feedback form on Lead Reviewer by Team Members

*Please complete this form on the performance of the lead reviewer for the Comprehensive Needs Assessment of the district/school given below. The information given will help build up a profile and enable us to monitor quality in order to maintain and improve on the standards set by the DPI and to provide information about needed further training and professional development. **This information is confidential** and will be used to **recognize trends** in strengths and areas for improvement. **Please return 24 hours of the assessment to Dr. Shayne Goodrum at sgoodrum@dpi.state.nc.us.** Thank you.*

Name of district/school:	Assessment start date:
Name of lead reviewer:	Name of team reviewer completing form:

4-Very Strong 3-Strong 2-Average 1-Needs Improvement

Please rate the Lead Reviewer and comment on the following:

Provided useful information and guidance relevant to the district/school context which helped you to prepare for the assessment.	
Supported and guided you well at all stages of the process by following the protocols and guidance as set out in the Notes of Guidance.	
Modeled the process well by communicating clearly, convincingly and succinctly, both orally and in writing.	
Made judgments that were objective, fair and based securely on evidence.	
Formed effective working relationships with the school/district.	
Formed effective working relationships with me and other team members.	
Gave constructive feedback which helped me to develop my skills.	
Utilized my time effectively.	
OVERALL PERFORMANCE	<input style="width: 40px; height: 30px; border: 2px solid black;" type="text"/>
ANY OTHER COMMENTS	

Dated

**NCDPI Comprehensive Needs Assessment
Team Member Feedback
by the Lead Reviewer**

Team reviewer:	Lead reviewer:
Name of School:	Dates of Review:

Please complete one form for each reviewer who served on your team. Return this form to Anne Barnes at abarnes@dpi.state.nc.us by the Monday following the review.

**Please rate each statement and add a brief comment (optional).
Key: 4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree**

Overall comment including any key strengths and areas for development:

<ul style="list-style-type: none">• Good attendance/punctuality		
<ul style="list-style-type: none">• Well prepared for assessment		
<ul style="list-style-type: none">• Establishes effective relationships with the district/school		
<ul style="list-style-type: none">• Effectively participates as a member of the team, contributing fully to the rigor of the assessment process, including compliance with protocols, guidance and code of conduct.		
<ul style="list-style-type: none">• Demonstrates good understanding of the assessment process and principles		
<ul style="list-style-type: none">• Demonstrates good knowledge of the dimensions and rubrics		
<ul style="list-style-type: none">• Understands and records appropriate, pertinent evidence and its sources		
<ul style="list-style-type: none">• Leads meetings well		
<ul style="list-style-type: none">• Has effective questioning skills		
<ul style="list-style-type: none">• Asks for and uses support and guidance as needed		
<ul style="list-style-type: none">• Demonstrates good ability to form appropriate judgments during lesson observations and to record well- informed evidence		
<ul style="list-style-type: none">• Makes diligent and effective use of the record book		

NCDPI Comprehensive Needs Assessment Assessment Preparation Form

District/School:	
Start date and time:	End date:
Lead reviewer:	

Summary of key issues arising from the district/school data, Self-Evaluation Form and School Report Card:

[Please summarize the key issues arising from the analysis of the data and documentation received and identify matters for exploration during the review. Please keep this concise and use bullet points. It is expected that this summary will be no longer than one page in length].

For district assessments, the team will develop the summary during the pre-assessment day. The lead reviewer should ensure that all team members are provided with a copy of this summary which should be attached to record books.

For school assessments, the lead reviewer is responsible for writing this summary and should e-mail to team members as early as possible before the assessment, and at the latest by 12.00 noon the last working day

NCDPI Comprehensive Needs Assessment

Initial Phone-Call Prompt Sheet

This prompt sheet is not a substitute for the lead reviewer's professional experience in establishing the relationship with the principal and the district/school – but is a 'prompt sheet' provides points which will prove useful in conducting this important part of the preparation stage.

- Introduce yourself and give some brief background, introduce the team and begin to build the working relationship.
- Confirm the dates for the assessment and the arrival time, including the arrangements for the district pre-assessment day.
- Check whether the superintendent/principal has read the Notes of Guidance and has an overview of the assessment process and its purpose.
- Answer any questions about the assessment.
- Confirm that a private work space has been arranged for the team.
- Talk the superintendent/principal through the main elements of the schedule including arrangements for the focus groups and meetings. If appropriate, suggest that the superintendent/principal e-mails a draft schedule to you for assessment prior to the visit – explain that this is entirely optional. Note: When arranging parent focus groups, school faculty should be avoided.
- Ensure the superintendent is briefed about the purpose of the district pre-assessment day and that all required documentation will be available for the day.
- For schools, ensure that the principal knows that the team will meet for a short period prior to the first formal meeting.
- For principal's, talk through the arrangements for lesson observations and explain that the agreement about which classes will be observed will be discussed at the beginning of the review. Explain the opportunity for the principal to complete at least one lesson observation with the lead reviewer.
- Talk through any other documentation you may request to see and, for schools, arrangements to see lesson plans and work samples.
- Ensure that the principal/superintendent understands the need for ongoing dialogue and is ready to be available to the team during the course of the assessment.
- Talk through the exit interview arrangements.
- Leave the superintendent/principal with a clear view of the professional relationship they will experience with the team and the expectation of an assessment process that will be valuable to the district/school.

*School/District Provide: Private meeting space for the team, building maps for the team, organizational chart, staff listing with names/grade/room numbers, SIP Plan, master schedule, copies of team schedule, other to be determined by Lead Reviewer.