

**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 school?**

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 dimension – Instructional Excellence and Alignment, sub-dimensions 1-2]

- How are high expectations for all staff and students 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 dimension – 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 dimension – 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 dimension – Professional Capacity, sub-dimensions 8-10]

- How effective is the school in 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 dimension – Planning and Operational Effectiveness, sub-dimensions 11-12]

- How effective are planning and scheduling to ensure the 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-dimensions 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 in need of 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