

## North Carolina Department of Public Instruction Comprehensive Needs Assessment School Self-Evaluation Form (SEF)

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 possible. Completing this form will help you and your staff prepare for some of the discussions, which will take place both before and during the assessment. It will also help the assessment team better understand your school's established systems and programs.
- Use staff development opportunities to complete the self-evaluation form, if appropriate, and email the final form to the Instructional Review Coach contact prior to the on-site Comprehensive Needs Assessment visit.
- Please be evaluative, rather than descriptive and make your focus the impact of processes and programs in terms of school improvement and student achievement.
- Include references to where the evidence of your self-evaluation can be found, e.g., "increase in proficiency across all subgroups and grade levels on the state math tests as shown in annual report to the state," "families' questionnaires from 2012."
- Be brief (for example, use bullet points or note form).
- It is highly advised to **complete section "A" first and section "B" last**. Section "B" is summative and draws on your evaluations elsewhere in the self-evaluation.
- Please place an **X** under the descriptor which most accurately reflects your judgment of overall quality in response to the questions.

Quality Descriptor			
Leading	Embedded	Emerging	Lacking

### How should evaluations be made?

It is strongly advised to refer to the Notes of Guidance, and the rubric dimensions, sub-dimensions, and indicators as you complete the form.

### What approach should we take?

There is no prescribed or expected method to completing the SEF. 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 process 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.

<b>School Profile</b>		
<b>School Name:</b>		
	<b>Number</b>	<b>Percentage of Student Population</b>
<b>Number of Students Enrolled</b>		
<b>Number of General Education Students</b>		
<b>Number of Students with Disabilities (EC)</b>		
<b>Number of Academically and Intellectually Gifted Students (AIG)</b>		
<b>Number of Limited English Proficient Students (LEP)</b>		
<b>Students Eligible for Free or Reduced-price Lunch (EDS)</b>		
<b>If 100% of your students receive Free or Reduced-Price Lunch, please check the box representing why.</b> <input type="checkbox"/> All students qualify for Free or Reduced-Price Lunch <input type="checkbox"/> All students receive Free lunch through a school or district-wide program		
<b>Attendance Rate</b>		
<b>Promotion Rate</b>		
<b>Dropout Rate</b>		
<b>Suspensions</b>		
<b>Ethnic Make-up of Students:</b>		
• Black		
• White		
• Asian		
• Hispanic		
• American Indian		
• Multi-racial		

<b>Number of Assistant Principals</b>	
<b>Number of Classroom Teachers</b>	
<b>Number of Teacher Assistants</b>	

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 the school's distinctive features?**
- **What are the most significant aids and/or barriers to raising student achievement and progress?**

**B. How effective is your school overall?**

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

- **What are the school’s notable strengths?**
  
- **What are the school’s main priorities for improvement?**

	<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<b>School Self-Evaluation</b>				

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

[Please refer to the school comprehensive needs assessment dimension A part I – Instructional Excellence and Alignment, sub-dimensions A1-2]

- **How effectively are high expectations for all staff and students promoted?**
  - **How do you know?**
  
- **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?**

	<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<b>School Self-Evaluation</b>				

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

[Please refer to the school comprehensive needs assessment dimension A part II – Instructional Excellence and Alignment, sub-dimensions A3-4]

- **How effectively does the school address achievement across all subgroups?**
  - **How do you know?**
  
- **How effectively does the school address attendance issues?**
  - **How do these practices impact student achievement?**
  
- **How effectively does the school address issues relating to graduation/promotion [as applicable] and transition?**
  - **How do you know?**
  
- **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?**

	<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<b>School Self-Evaluation</b>				

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

[Please refer to the school's comprehensive needs assessment dimension B – Leadership Capacity, sub-dimensions B5-7]

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

	<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<b>School Self-Evaluation</b>				

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

[Please refer to the school’s comprehensive needs assessment dimension C – Professional Capacity, sub-dimensions C8-10]

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

	<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<b>School Self-Evaluation</b>				



**4. How effective are the school’s planning and operational systems, structures, and procedures?**

[Please refer to the school’s comprehensive needs assessment dimension D – Planning and Operational Effectiveness, sub-dimensions D11-12]

- **How effective are planning and scheduling to ensure the best use of teachers and learning time?**
  - **How do you know?**
  
- **Describe the school’s budgetary decision making and resource allocation processes in relation to continual school improvement?**
  - **How are school and student needs determined in terms of the budgetary process and resource allocation?**
  
  - **How effective are these processes?**
  
- **What funding sources are currently available and how are they utilized?**

<b>Funding Source:</b> (e.g. Title I, grants)	<b>Uses:</b> (Please be specific. e.g. create support positions such as instructional coach, purchase student consumable materials like notebooks or planners, provide trainings such as guided reading or math foundations)

- **What does the school do to address issues related to teacher turnover and retention?**
  - **How effective are these practices?**
  
- **How effectively does the school use technology to support curriculum, instruction, and assessment?**

<ul style="list-style-type: none"> <li>▪ <b>How do you know?</b></li> <li>• <b>What is the school doing to bring about further improvement?</b></li> </ul>				
	<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
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**5. How effective is the school’s work with families and the community?**

[Please refer to the school’s comprehensive needs assessment dimension E – Families and Communities, sub-dimension E13-14]

- **In relation to the school’s work to engage families and communities, where and in what ways are these areas strongest and in most need of improvement?**

- **How do you know?**

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

	<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<b>School Self-Evaluation</b>				

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

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Date of completion of this form:

Principal's Signature: \_\_\_\_\_

Main contributors to completion and their positions/titles:

<b>Name</b>	<b>Position/Title</b>