

# **NCDPI Comprehensive Needs Assessment**

## **NOTES OF GUIDANCE FOR THE STATE, DISTRICTS, AND REVIEWERS**



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

**North Carolina Department of Public Instruction**

# Notes of Guidance

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## **PART 1: 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 review teams, ensuring that process guidance is clear, consistent, and comprehensive.
2. A comprehensive reference for the NCDPI and quality assurance managers to ensure all support and guidance consistently reflect the processes and protocols outlined.
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 The Role of Self Evaluation**

The Comprehensive Needs Assessment is one part of the NCDPI's program for district and school improvement. It is a third-party, evidence-based, objective validation of the district's/school's 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's/school's self-evaluation complements external assessment as an ongoing 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's/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.

The 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 that can be developed. For example, lesson observation and work analysis, monitoring through discussion with students, families, school personnel, and other stakeholders, and the use of questionnaires to seek a range of views on the quality of district's/school's work; and
- ensures a quality framework which operates consistently in all districts and schools.

### **1.3 Building Capacity**

The framework has been designed to offer a rigorous process that combines third-party school evaluation with professional development that will strengthen the capacity within the NCDPI and districts/schools. Key professional staff members have taken part in a training program designed to extend and widen skills of assessment and to prepare them to take part in district and school assessments as lead reviewers and/or as team reviewers. Following this initial training, reviewers then utilize, practice, and hone their skills on-site, while mentored and supported by an experienced Instructional Review 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 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.

### **1.4 Comprehensive Needs Assessment Dimensions**

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

- Instructional Excellence and Alignment Part I: Teaching and Learning
- Instructional Excellence and Alignment 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 rubrics of dimensions and sub-dimensions for schools and districts are included within the school and district sections.

## **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.

A NC DPI representative will conduct an orientation with school and/or district leadership prior to the CNA Visit. During this orientation, the representative will provide an overview of the CNA process, including a typical schedule, arrangements for before, during and after the visit, and explain the Self-Evaluation Form. The Self-Evaluation form will be emailed from a member of the IRC team to the district or school leader. The SEF is due back to that NCDPI representative 2 weeks prior to the CNA visit. The NCDPI representative collecting SEF's will forward a copy of the completed SEF to the lead reviewer for that visit. The lead reviewer will email copies of the SEF along with other key data to team members so that they are fully involved in the preparatory process.

The district/school will be asked to complete a 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 six 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, 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 that are taking place to support improvement.

#### **Stage 2: District/School Visit**

The reviewers will be on-site in a school for two days and in a district for three to four days. While on-site, the reviewers will follow an intensive 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 visits, 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 six dimensions in line with the four judgments – *leading, embedded, 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, reviewers 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 provide initial feedback to the principal/superintendent in relation to the six 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's/school's work. These are synthesized into a report which reflects an analysis of the district's/school's strengths and areas for improvement, along with an evaluation of how well the organization meets each of the six dimensions in line with judgments. The judgment descriptors are: *leading, embedded, 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 Part 4, Quality Assurance, page 21, 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; therefore, these judgments are final. However, there is a complaints procedure for issues relevant to the CNA process.

### **PART 3.1: 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.

#### *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 team assignment. Reviewers should not be members of the team if they have been the principal or assistant principal within the previous five 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*

An NCDPI representative will contact the school/district by phone one week prior to the assessment, and this phone call will be followed by an email. Confirmation of receipt of the Self-Evaluation Form (SEF) will be made at this point. The school will have received the SEF during the orientation.

The preparatory data for schools is:

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

Available on-site:

- School Improvement Plan
- School report card [provided by the NCDPI]
- Associated key trend data [provided by the 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, and issues used to provide a focus and context for assessment using the Assessment Preparation Form (APF);
2. Emails the form to the team members along with an introductory and welcoming email;
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 throughout the CNA;
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:

1. 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. Therefore, all team members should be aware that the school will be the conduit for any phone calls requiring an immediate, emergency response.
2. This meeting is then followed by the first formal meeting with the principal as per the schedule.

Team member responsibilities:

1. Upon receipt of the data and documents, a confirmatory email should be sent within 24 hours to both the NCDPI 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 in addition to the APF, 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 the NCDPI contact 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 two days (for schools). The team typically consists of one lead reviewer plus two to three team members. During some assessments, the NCDPI representative will act as the lead reviewer.

The day will begin with a 30-45-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 which will be negotiated with the principal in the initial phone call. However, the headings 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 teaching and learning 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 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, during the preparatory telephone call and 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 teaching and learning. They will want to visit classes in core and special area subjects, and to 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 teaching and learning. Observations should last 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, information may include how many students are Exceptional Children and how many students are Limited English Proficient. Reviewers are interested in looking at student work; therefore, it is suggested that teachers make available samples of student work to show a range of achievement in core subjects (in elementary, middle and high schools) as well as elective subjects (in middle and high schools).

#### *Meetings with Staff, Families, 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 [approx. 6-8 students, 45 min.] is not attended by staff members. Ideally, students should represent the full age group and range of the student population.

#### *Meetings with Staff and Families*

Meetings with staff and families provide reviewers with a valuable insight into the quality of education offered at the school. The teacher focus group [approx. 6-8 teachers, 45 min.] should represent the breadth of the staff. The principal and/or assistant-principal do not attend this meeting. Schools should try to arrange for a group of approximately eight families to attend a focus group meeting [approx. 45 min.]. 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 families 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 that 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.

**North Carolina Comprehensive Needs Assessment  
Sample Site-Visit Schedule  
Any Town Middle School, April 23-24, 2013**

	<b>Day 1</b>		<b>Day 2</b>
7:30 a.m.	<b>CNA Team Meeting</b>	7:30 a.m.	<b>CNA Team Meeting</b>
8:00-9:30	<b>Meeting with Principal</b>	8:00-9:00	Meeting with Principal
9:30-10:15	Class observation w/ Principal	9:00-9:45	Family Focus Group
9:30-12:00	Classroom visits (several 30 min. observations in pairs)	9:45-10:15	Collaborative meeting (i.e., PLC, grade-level) and class visits
12:00-12:45	CNA Team Reflections/ Working Lunch	10:15-11:15	Classroom visits
12:45-1:30	Student Focus Group	11:15-12:00	Interview group with selected support staff (counselors, social worker, PBIS, nurse, etc.); Separate group-AP/IFs
1:30-3:00	Classroom visits	12:00-12:30	CNA Team Reflections/Working lunch
3:00-3:15	Team reflections	12:30-1:30	Additional evidence gathering/ discussions with staff/lesson observations (as needed)
3:15-4:00	Teacher Focus Group	1:30-3:15	CNA Assessment Team meeting
4:00-4:20	Team Reflections	3:15 p.m.	<b>Feedback to principal</b> (Optional: members of leadership team or School Improvement Team)
4:20 p.m.	<b>Review of Day with Principal</b>		

\* The schedule above is a sample. Please adjust to fit the needs of your school and return to the lead reviewer prior to visit. Please keep the **bold items** in these locations but the times are adjustable. Focus groups are 45 minutes each.

- Teacher Focus Group (representing main subject areas and grades taught; not supervisory positions)
- Student Focus Group (representing all grades, subgroups, and abilities)
- Family Focus Group (representative students of different grades, subgroups, and abilities; no staff members); **Schedule Focus Group before noon on Day 2; anytime on Day 1**

## 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; and
- 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, ongoing and final feedback to the principal, calibration of judgments with the team, all final decisions on the judgments, 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 report should be approximately 3,000-3,500 words in length.

1. In order to calibrate and quality assure judgments, the lead reviewer will pair with each team member to co-observe at least two lessons during 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 the NCDPI, along with his/her own, having used the evidence contained in all record books to inform the report.
3. The principal will select at least five teachers for the team to observe. Therefore, when the lesson observation schedule is agreed between each lead reviewer and the principal, they will have input into some of the classes to be visited. The remaining classes will be chosen by the lead reviewer to ensure an appropriate range of lessons are observed. 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 the 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 include all meetings with the principal, leadership team, and/or any collaborative team meetings as well as teacher, family, and student focus groups 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 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 lead reviewer will monitor the record book 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, making all observation notes in the Record Book 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.

### Stage 3: Final Report

The lead reviewer will have completed a *Draft* Summary Feedback Form, 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 CNA. In most cases, there will be a maximum number of **10 strengths, “what the school does well,” and six areas for improvement, “what the school needs to improve.”** The content 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 3,000-3,500 words long, using the evidence gathered by the team and recorded in their record books. All reports are subject to the 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 five working days to correct any factual errors and then send them back to the NCDPI designee, who will then send proposed corrections to the lead reviewer, as necessary, for any changes to be made. The final copy of the report is then sent to the school and the superintendent.

*In the case of complaint, the school should refer to the Complaints Policy on pages 23-24 of this document.*

## **PART 3.2**

### **COMPREHENSIVE NEEDS ANALYSIS-SPECIFIC DETAILS OF THE DISTRICT PROCESS**

As with school assessments, the provision of a rigorous and valuable district assessment experience is supported by a strong process wherein all parties understand their roles and responsibilities, implement these consistently, and adhere to the Code of Conduct and other agreed protocols.

The district may assign a “designated representative” from its staff to act as point of contact with the lead reviewer and the 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 team assignment. 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 s/he has been a principal, assistant principal, or central office employee within the previous five 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 the NCDPI personnel before the assessment, and this phone call will be followed by an email. The request for the district self-evaluation form (SEF) will be made at this point. The NCDPI personnel will copy the lead reviewer into the confirmatory email. The 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) that include roles, responsibilities and any recent changes;
- details of the staff professional development program;
- school board policies; and
- any other plans.

A NCDPI representative will conduct an orientation with school and/or district leadership prior to the CNA Visit. During this orientation, the representative will provide an overview of the CNA process, including a typical schedule, arrangements for before, during and after the visit, and explain the Self-Evaluation Form. The Self-Evaluation form will be emailed from a member of the IRC team to the district or school leader. The SEF is due back to that NCDPI representative 2 weeks prior to the CNA visit. The NCDPI representative collecting SEF’s will forward a copy of the completed SEF to the lead reviewer for that visit. The lead reviewer will

email copies of the SEF along with other key data to team members so that they are fully involved in the preparatory process.

### *Lead Reviewer*

Before the assessment, the lead reviewer:

1. Emails the team members an introductory and welcoming email/letter 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, develop 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 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 that 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. Therefore, all team members should be aware 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 that 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 email 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 preparation for the assessment day by reviewing all 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 the NCDPI designee, 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 by 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 workspace for the team so 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 one lead reviewer plus three to five team members. During the three to 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 negotiation and adjustment to accommodate the particular district context and will be discussed in the initial phone call. However, the headings 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 assessments, results of external tests and examinations, the district budget, 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 subgroups. 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 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 valuable insight into the quality of the services provided by the district. Talking with students, families, teachers, other school and district staff members, key members of the community, and the Board provide sources of evidence to answer the key questions which support the assessment process.

**NC Comprehensive Needs Assessment**  
**District CNA Visit Schedule**  
**District/Date**  
(Sample Schedule)

	<b>Day 1</b>		<b>Day 2</b>
8:00-8:30 am	<b>CNA Assessment Team Meeting</b>	8:00-8:30 am	<b>CNA Assessment Team Meeting</b>
8:30-10:30	<b>Meeting with Supt.</b>	8:30-9:15 am	<b>Meeting with Supt. (if needed)</b>
10:30-11:30	Asst. Supt(s).**	9:15-10:00	Director interview**
11:30-12:30 pm	C&I Director**	10:00-10:45	Director interview**
12:30-1:30	CNA Team lunch	10:45-11:30	Meeting with school board members
1:30-2:15	Director interview**	11:30-12:00	Other interviews (other staff, as needed)
2:15-3:00	Director interview**	12:00-1:00 pm	CNA Team meeting and/or working lunch
3:00-3:45	Director interview**	1:00-1:30	Additional evidence gathering/discussions with staff
3:45-4:00	Team Reflections	1:30-4:00	CNA Assessment Team meeting
4:00 pm	<b>Review of Day with Supt.</b>	4:00 pm	<b>Feedback to Supt.</b>
6:30 pm	Board Meeting (or night before)		

\* *The schedule above is a sample. Please adjust to fit the needs of your district and return to the lead reviewer prior to visit.*

\*\*Director interviews include but are not limited to: Curriculum & Instruction, Human Resources, Accountability, Student Support Services, Exceptional Children, Finance, Maintenance, Technology, Food and Nutrition, Transportation, other directors etc.

*We will need a private space to interview staff for the two days.*

## 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 managing the assessment, including team meetings, decisions about the lesson observations, ongoing and final feedback to the superintendent, calibration of judgments with the team, all final decisions on the judgments 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 writing 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 emails and informs the 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 monitor their contribution, enabling them to participate in all events as well as lead the calibration of their judgments. Team members will facilitate focus groups as agreed with the lead reviewer and the team; however, the lead reviewer will usually lead 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 lead reviewer will monitor the Record Book during the visit to ensure that it is being completed with sufficient detail and evidence to support team judgments.

### Stage 3: The Final Report

#### *After the Assessment, Feedback, and Reporting:*

Verbal feedback is delivered to the superintendent and 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, “what the district does well,” and six areas of improvement, “what 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 the 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 30 days 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 five working days to correct any factual errors and then send back to the NCDPI designee 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 complaints, the district should refer to the Complaints Policy on pages 23-24 of this document.*

## **PART 4: QUALITY ASSURANCE**

### **4.1 Quality Assurance**

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

- Training and development of high-quality reviewers;
- The assignment of reviewers who have the 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 the 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 submitted by the reviewers; and
- Requesting feedback from districts on the quality of the assessment, listening to and reflecting on 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's/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 and 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; and
- Accept and comply with monitoring and quality assurance policy.

## PART 5: 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 rubrics contained in these Notes of Guidance 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 **embedded 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 **embedded 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 indicate that 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.

## **PART 6: COMPLAINTS PROCEDURES**

### **Introduction**

As part of its commitment to quality, the NCDPI provides rigorous and continuous training, professional development, feedback, and support for all staff to ensure they can deliver a high-quality service to the 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.

Within this framework, there may 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 outlines the procedures determined by the NCDPI 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 heard, investigated in a thorough manner, and resolved in an objective way.

### **Stage 1: Informal Complaints**

1. If, at any time during the assessment, district/school leader is not satisfied with the conduct or outcomes of the assessment, s/he should seek to resolve the particular issues through discussion with the lead reviewer. Ideally, this discussion would occur before the lead reviewer leaves the school/district after the final exit conference.
2. It is anticipated that many issues of concern can be resolved to the district's/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 arise. The goal is to manage the concern in a professional and positive way, enabling 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 arises because of comments made in the draft report sent out for accuracy/factual check, the superintendent/principal should write back explaining where the inaccuracy has occurred, giving the page and paragraph number so that it can be accurately identified. 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 of the district/school.
4. If there are issues that remain unresolved after the completion of this informal stage, the formal complaint process will begin, and the ways in which this will be investigated and resolved are explained in the following section.

## **Stage 2: Formal Complaints**

1. If the informal process outlined in the prior section has failed to resolve issues, and the report has been published, the superintendent/principal should, in the first instance, discuss matters with the Instructional Review Coach Team Lead or capital NCDPI designee. If it is agreed that the matter needs to be taken forward, the Instructional Review Coach Team Lead will write a letter summarizing the nature and exact content of any complaint for formal resolution. This should also be copied to a designated team lead for the NCDPI.
2. The letter will be acknowledged within two working days of receipt.
3. A formal investigation will be carried out by a senior member of the NCDPI team, and a response will be sent to the district/school within 10 working days of the acknowledgement letter being sent. This will summarize the findings of the investigation and any changes to the CNA report that would be made, if there are any. Sources of evidence that could be used in the investigation include the contents of the letter of complaint, the record books completed by the reviewers, if appropriate, and any necessary discussions, telephone conversations, and email contacts between the district/school and the reviewers.
4. The written response of the investigating officer will be sent by mail to the school, and a copy will also be sent to the designated contact at the NCDPI. If changes have been made to the district/school's Final Report, a copy of the new report will also be sent with the response.
5. If the district/school remains dissatisfied with the situation after the completion of the formal investigation, there is a final recourse to the NCDPI, which will carry out an investigation, the outcome of which will be binding on all parties.

## **Stage 3: Executive Investigation**

1. In the event of it being decided that a final resolution to a formal complaint is needed, all the documentation from the procedures should be submitted by the NCDPI's designee, along with 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.
2. Having completed this review, s/he will issue a final ruling on the matters being investigated and send copies to the Instructional Review Coach Team Lead for the NCDPI.
3. If changes to the Final Report are required, amendments will be completed within two working days of receipt of this final instruction from the NCDPI, and the amended document will be re-issued.

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



**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 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 school.
- 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," "families' questionnaires from 2012."
- 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
Embedded
Emerging
Lacking

- 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 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.

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 meals		
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).

<b>A. Background of your school</b>
<ul style="list-style-type: none"><li>• <b>What are its distinctive features?</b></li><li>• <b>What are the most significant aids and/or barriers to raising student achievement and progress across the district?</b></li></ul>

**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?

	Leading	Embedded	Emerging	Lacking
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 A1-2]

- **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?**

	Leading	Embedded	Emerging	Lacking
School Self-Evaluation				

**1b. 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 A3-4]

- **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?**

	Leading	Embedded	Emerging	Lacking
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 B5-7]

- 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 develop, monitor, and review mission, vision, and plans to improve practices? 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?

	Leading	Embedded	Emerging	Lacking
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 C8-10]

- How effective is the school in ensuring teacher quality and experience in order 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?

	Leading	Embedded	Emerging	Lacking
School Self-Evaluation				



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

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

- **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 related 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?**

	Leading	Embedded	Emerging	Lacking
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 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?

	Leading	Embedded	Emerging	Lacking
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 was very recently appointed)?**

Date of completion of this form:

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

Main contributors to completion and their positions/titles:

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



# NCDPI Comprehensive Needs Assessment

## SCHOOL RECORD BOOK



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

<b>District Name:</b>	
<b>School Name:</b>	
<b>Principal's Name:</b>	
<b>Lead Reviewer:</b>	
<b>Team Reviewers:</b>	
<b>Dates of Assessment:</b>	

North Carolina Department of Public Instruction

## NCDPI Comprehensive Needs Assessment Code of Conduct

**As a CNA reviewer, I agree to:**

- Evaluate objectively and impartially.
- Report honestly, accurately, and fairly, ensuring that my evaluations and judgments accurately and reliably reflect the school's work.
- Work with integrity, treating everyone with courtesy and respect.
- Do all I 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 the 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 CNA RECORD BOOK

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

**Leading**

**Embedded**

**Emerging**

**Lacking**

- Reviewers should refer to the rubric when completing their Record Books.
- 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 learning, 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?
  - Ongoing 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.

## 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		

## MEETING WITH THE PRINCIPAL AND SETTING THE SCHEDULE

Each assessment is comprised of activities selected from these categories: 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:

Meetings	Observations	Other
<ul style="list-style-type: none"><li>• <b>Meet with principal</b></li><li>• <b>Meet with teachers</b></li><li>• <b>Meet with students</b></li><li>• <b>Meet with families</b></li><li>• <b>Meet with leadership team</b></li><li>• <b>Meet with additional staff</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Class visits</b></li><li>• <b>Observe collaborative activity</b></li><li>• <b>Data review</b></li><li>• Observe beginning and/or end of school</li><li>• Site tour</li><li>• Assess curriculum plans</li><li>• Observe any before/after school activities</li></ul>	<ul style="list-style-type: none"><li>• <b>Verbal and written feedback to principal and 1 or 2 lead faculty</b></li><li>• <b>Report writing</b></li><li>• Additional evidence gathering</li><li>• Collect additional data including student work</li></ul>

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

Notes:	Instructional Excellence and Alignment: Part I – Meeting with the Principal
--------	---

<b>Dimension A: Instructional Excellence and Alignment: Part I – Teaching and Learning</b>
<b>A1. High expectations communicated to all teachers and students</b>
<b>A2. Curriculum and instructional alignment</b>

### 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?

**A1. High expectations communicated to all teachers and students**

**A2. Curriculum and instructional alignment**

**Summary of key issues:**

Notes:	Instructional Excellence and Alignment: Part II – Meeting with the Principal
--------	--

<b>Dimension A: Instructional Excellence and Alignment: Part II – Support for Student Achievement</b>
<b>A3. Data analysis and instructional planning – collection, dissemination, subgroups, attendance, retention, promotion, and graduation rates</b>
<b>A4. Student support services</b>

## 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 foci for improvement at this time?
- How does the school identify students 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 do the promotion/graduation/retention rates vary across different student subgroups?
- How is the responsibility for promotion and graduation shared among all core and non-core subject area teachers?
- How is the school preparing students for the NC Graduation Project? (high school only, if relevant)

### *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 are used by instructional staff when transitioning students year to year?
- What strategies are used to help families when transitioning students year to year?
- What strategies support students' transitions to higher education or careers?

**A3. Collection and Dissemination of Data****A3. Subgroups****A3. Attendance**

**A3. Retention/promotion/graduation**

**A4. Student support services**

**Summary of key issues:**





Notes:	Leadership Capacity – Meeting with the Principal
--------	--

<b>Dimension B: Leadership Capacity</b>
<b>B5. Strategic planning, mission, and vision</b>
<b>B6. Distributed leadership and collaboration</b>
<b>B7. Monitoring instruction in school</b>

### 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 do administrative, departmental, and 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?
- How 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 do administrative and departmental leadership model the importance of continued adult learning?



Notes:	Professional Capacity – Meeting with the Principal
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<b>Dimension C: Professional Capacity</b>
<b>C8. Teacher quality and experience</b>
<b>C9. Quality of professional development</b>
<b>C10. Talent recruitment and retention</b>

### 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 two 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 Teachers (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
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<b>C8. Teacher quality and experience</b>
<b>C9. Quality of professional development</b>
<b>C10. Talent recruitment and retention</b>
<b>Summary of key issues:</b>

Notes:	Planning and Operational Effectiveness – Meeting with the Principal
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<b>Dimension D: Planning and Operational Effectiveness</b>
<b>D11. Resource allocation</b>
<b>D12. Facilities and technology</b>

### 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?

**D11. Resource allocation**

**D12. Facilities and technology**

**Summary of key issues:**

Notes:	Families and Communities – Meeting with the Principal
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<b>Dimension E: Families and Communities</b>
<b>E13. Family engagement</b>
<b>E14. Community engagement</b>

**Sample Questions:**

- How does the school create an inviting and welcoming environment when families visit the campus?
- In what ways does the school establish and maintain positive collaborative relationships with families and involve them in shared decision-making?
- How are clear expectations for school and student achievement communicated to families? How does the school ensure that these are received and understood?
- What specific strategies have been implemented to increase familial involvement, based on the identified areas of need?
- How does the school measure the effectiveness of family 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?



**E13. Family engagement**

**E14. Community engagement**

**Summary of key issues:**



Notes:	Meeting with the Teachers
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Teacher Demographics (Grade/Subject/Ethnicity/Gender)

Notes:	Meeting with the Teachers – continued
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Notes:	Meeting with the Teachers – continued
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<p><b>Summary of key issues:</b></p>
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Notes:	Meeting with the Students
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Student Demographics (Grade/Ethnicity/Gender)

Notes:	Meeting with the Students – continued
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<b>Summary of key issues:</b>
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Notes:	Meeting with the Families/Guardians
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Family Demographics and Grade/Gender of Student:



Notes:	Meeting with the Families/Guardians – continued
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<p><b>Summary of key issues:</b></p>
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Notes:	Meeting with the Leadership Team
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Grades/subjects represented:

Notes:	Meeting with the Leadership Team – continued
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<p><b>Summary of key issues:</b></p>
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Notes:	Meeting with the Additional Staff
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Notes:	Meeting with the Additional Staff– continued
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<p><b>Summary of key issues:</b></p>
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Notes:	Collaborative Meeting
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Notes:	Collaborative Meeting – continued
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<p><b>Summary of key issues:</b></p>
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## **Classroom Observations**

**\* Cause and effect style**

**\* Student impact**

**\* Rigor**

**\* Expectations**

**\* Level of Work**

**\* Student Engagement**

Notes:	Classroom Observation – Class 1	
	Start Time:	End Time:

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

<i>Learning Target:</i>
-------------------------

**Evidence and observations:**

**Key Strengths:**

**Key Areas for Improvement:**

Notes:	Classroom Observation – Class 2	
	Start Time:	End Time:

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:	

<i>Learning Target:</i>

**Evidence and observations:**

**Key Strengths:**

**Key Areas for Improvement:**

Notes:	Classroom Observation – Class 3	
	Start Time:	End Time:

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:	

<i>Learning Target:</i>

**Evidence and observations:**

*Classroom Observation 3 Continued*

**Key Strengths:**

**Key Areas for Improvement:**

Notes:	Classroom Observation – Class 4	
	Start Time:	End Time:

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:	

<i>Learning Target:</i>

**Evidence and observations:**



**Key Strengths:**

**Key Areas for Improvement:**

Notes:	Classroom Observation – Class 5	
	Start Time:	End Time:

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:	

<i>Learning Target:</i>

**Evidence and observations:**

**Key Strengths:**

**Key Areas for Improvement:**

Notes:	Classroom Observation – Class 6	
	Start Time:	End Time:

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:	

<i>Learning Target:</i>

**Evidence and observations:**

**Key Strengths:**

**Key Areas for Improvement:**

Notes:	Classroom Observation – Class 7	
	Start Time:	End Time:

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:	

<i>Learning Target:</i>          
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**Evidence and observations:**

**Key Strengths:**

**Key Areas for Improvement:**

Notes:	Classroom Observation – Class 8	
	Start Time:	End Time:

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:	

<i>Learning Target:</i>

**Evidence and observations:**



**Key Strengths:**

**Key Areas for Improvement:**

Notes:	Classroom Observation – Class 9	
	Start Time:	End Time:

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:	

<i>Learning Target:</i>
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**Evidence and observations:**

**Key Strengths:**

**Key Areas for Improvement:**

Notes:	Classroom Observation – Class 10	
	Start Time:	End Time:

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:	

<i>Learning Target:</i>

**Evidence and observations:**

**Key Strengths:**

**Key Areas for Improvement:**

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
--------	---------------------------

**Please record up to 10 bullet points.**



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

**Please record up to 6 bullet points.**



# NCDPI Comprehensive Needs Assessment

## SCHOOL SUMMARY DRAFT



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

<b>District Name:</b>	
<b>School Name:</b>	
<b>Street Address:</b>	
<b>City, State, ZIP:</b>	
<b>Principal's Name:</b>	
<b>Dates of Assessment:</b>	
<b>Lead Reviewer:</b>	

North Carolina Department of Public Instruction

**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.**

# NCDPI Comprehensive Needs Assessment

## SCHOOL FINAL REPORT



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

<b>LEA Name:</b>	
<b>School Name:</b>	
<b>Street Address:</b>	
<b>City, State, ZIP:</b>	
<b>Principal's Name:</b>	
<b>Dates of Assessment:</b>	
<b>Lead Reviewer:</b>	

North Carolina Department of Public Instruction

# Content of the Report

<b>PART 1: The School Context.....</b>	<b>103</b>
Background information about the school	
<b>PART 2: Overview .....</b>	<b>104</b>
What the school does well	
What the school needs to improve	
<b>PART 3: Main Findings .....</b>	<b>105</b>
The school’s overall performance	

## 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 and the proportion of Limited English Proficient students;**
- **the proportion of special education students;**
- **how the proportion (percent not %) of students receiving free or reduced-price meals 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-price meal 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 a maximum of two to three lines.

### What the school needs to improve:

There should be no more than six bullets.

“Does well” and “needs to improve” are set out as bullets. Each bullet should have no more than two sentences and a maximum of two to three lines.

Improvement points should be in priority order using sub-bullets where helpful. However, no more than two sub-bullets, used sparingly.



## PART 3: Main Findings

### The School's Overall Performance

Length 200-300 words

This section is a summary of the school's overall performance with reference to each of the six main dimensions. Write three to five 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.

<b>Dimension A – Part I: Instructional Excellence and Alignment</b>
---

<b>Teaching and Learning</b>
------------------------------

**This area of the school's work is**

Leading  
Embedded  
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**

<b>Dimension A – Part II: Instructional Excellence and Alignment</b>
--

<b>Support for Student Achievement</b>
--

**This area of the school's work is**

Leading  
Embedded  
Emerging  
Lacking

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

**Data analysis and instructional planning**

**Student support services**

<b>Dimension B: Leadership Capacity</b>
---

**This area of the school's work is**

Leading  
Embedded  
Emerging  
Lacking

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

**Strategic Planning, mission, and vision**

**Distributed leadership and collaboration**

**Monitoring instruction in school**

### **Dimension C: Professional Capacity**

**This area of the school's work is**

Leading

Embedded

Emerging

Lacking

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

**Teacher quality and experience**

**Quality of professional development**

**Talent recruitment and retention**

### **Dimension D: Planning and Operational Effectiveness**

**This area of the school's work is**

Leading

Embedded

Emerging

Lacking

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

**Resource allocation**

**Facilities and technology**

### **Dimension E: Families and Communities**

**This area of the school's work is**

Leading

Embedded

Emerging

Lacking

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

**Family engagement**

**Community engagement**



**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," "families' questionnaires from 2012."
- Be brief but descriptive (for example, use bullet points or note form).
- Please place an X below the descriptor which most accurately reflects your judgment of the overall quality in response to the questions.

Quality Descriptor
Leading
Embedded
Emerging
Lacking

- 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 districts, 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.
- 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 meals		
Attendance Rate		
Promotion Rate		
Dropout Rate		
Suspensions		
Ethnic make-up of students:		
• Black		
• White		
• Asian		
• Hispanic		
• American Indian		
• Multi-racial		

<b>A. Background of your district</b>
<ul style="list-style-type: none"><li>• <b>What are its distinctive features?</b></li><li>• <b>What are the most significant aids and/or barriers to raising student achievement and progress across the district?</b></li></ul>



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

(Summarized by reference to the completed sections 1 through 6 of this document)

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

	Leading	Embedded	Emerging	Lacking
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 A1-4]

- **How are high expectations for all staff and students promoted, and how effective is the district in this capacity?**
- **How are 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 they?**
- **How do you know?**
- **What is the district doing to bring about further improvement?**

	Leading	Embedded	Emerging	Lacking
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 B5-7]

- **What strategic planning procedures are in place to promote the district’s mission and vision, and how effective are these?**
- **How are 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? How effective are these practices?**
- **How do you know?**
- **What is the district doing to bring about further improvement?**

	Leading	Embedded	Emerging	Lacking
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 C8-10]

- 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?

	Leading	Embedded	Emerging	Lacking
District Self-Evaluation				

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

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

- 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?

	Leading	Embedded	Emerging	Lacking
District Self-Evaluation				

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

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

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

	Leading	Embedded	Emerging	Lacking
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





# NCDPI Comprehensive Needs Assessment

## DISTRICT RECORD BOOK



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

<b>District Name:</b>	
<b>Superintendent's Name:</b>	
<b>Lead Reviewer:</b>	
<b>Team Reviewers:</b>	
<b>Dates of Assessment:</b>	

North Carolina Department of Public Instruction

## **NCDPI Comprehensive Needs Assessment Code of Conduct**

**As a CNA reviewer, I agree to:**

- Evaluate objectively and impartially.
- Report honestly, accurately, and fairly, ensuring that my evaluations and judgments accurately and reliably reflect the district's work.
- Work with integrity, treating everyone with courtesy and respect.
- Do all I 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 district and to support the district to improve and develop practice.
- Listen respectfully to the evidence presented by the district 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 the 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 CNA RECORD BOOK

- A Record Book must be completed by each reviewer for the district. Please complete in ink.
- The reviewer uses the record book to write his/her findings and to refer to as sources of evidence
- The scores for all criteria are:
  - Leading**
  - 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 give 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.

**Sample Schedule for the District Assessment (adjust as needed)**

<b>TIME</b>	<b>DAY ONE</b>	<b>TIME</b>	<b>DAY TWO</b>
8:00 – 8:30	Introductions and welcome	8:00 – 8:30	
8:30 – 10:00	Meeting with the superintendent	8:30 – 10:00	
10:00 – 11:30		10:00 – 11:30	
11:30 – 12:30		11:30 – 12:30	
12:30 – 1:45		12:30 – 1:45	
1:45 – 2:45		1:45 – 2:45	
2:45 – 3:45		2:45 – 3:45	
3:45 – 4:00		3:45 – 4:00	

<b>TIME</b>	<b>DAY THREE</b>
8:30 – 8:45	Meeting with the superintendent and leadership team
8:45 – 10:00	
10:00 – 11:30	
11:30 – 12:30	
12:30 – 2:15	
2:15 – 3:45	Team assessment and reflection
3:45 – 4:00	Meeting with superintendent and leadership team to provide feedback

## MEETING WITH THE DISTRICT AND SETTING THE SCHEDULE

Each assessment is comprised of activities selected from the following categories: Meetings, Observations, and Other activities. Activities in **bold**, however, will take place during all reviews. In the preparation stage, the superintendent and lead reviewer will agree on the exact details of the assessment through phone calls, email correspondence, and discussion during the initial meeting and discussion of the self-evaluation. Activities will be chosen according to the priorities and needs of each school.

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

Meetings	Observations	Other
<ul style="list-style-type: none"><li>• <b>Meet with superintendent</b></li><li>• <b>Meet with board members</b></li><li>• <b>Meet with staff</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Data assessment</b></li><li>• <b>Review curriculum plans</b></li><li>• <b>Review financial plans</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Verbal and written feedback to superintendent and one or two lead staff members</b></li><li>• <b>Report writing</b></li><li>• <b>Additional evidence gathering</b></li></ul>

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





# Meeting with the Superintendent

Notes:	Instructional Excellence and Alignment Part I – Meeting with Supt.
--------	--

<b>Dimension A: Instructional Excellence and Alignment Part I – Teaching and Learning</b>
<b>A1. High expectations for all staff and students</b>
<b>A2. Curriculum and instructional alignment</b>

### 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 do the central office staff members 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?

**A1. High expectations for all staff and students**

**A2. Curriculum and instructional alignment**

**Summary of key issues:**

Notes:	Instructional Excellence and Alignment Part II – Meeting with Supt.
--------	---

<b>Dimension A: Instructional Excellence and Alignment Part II – Support for Student Achievement</b>
<b>A3. Data analysis and instructional planning</b>
<b>A4. Student support services</b>

### 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's schools?

**A3. Data analysis and instructional planning**

**A4. Student support services**

**Summary of key issues:**

Notes:	Leadership Capacity – Meeting with Supt.
--------	--

<b>Dimension B: Leadership Capacity</b>
<b>B5. Strategic planning, mission, and vision</b>
<b>B6. Distributed leadership and collaboration</b>
<b>B7. Monitoring instruction in schools</b>

### 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:	Professional Capacity – Meeting with Supt.
--------	--

<b>Dimension C: Professional Capacity</b>
<b>C8. Central office quality and experience</b>
<b>C9. Quality of professional development</b>
<b>C10. Talent recruitment and retention</b>

### 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 staff and principal 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 Teachers (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:	Planning and Operational Effectiveness – Meeting with Supt.
--------	---

<b>Dimension D: Planning and Operational Effectiveness</b>
<b>D11. Resource allocation</b>
<b>D12. Facilities and technology</b>

**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. 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 – Meeting with Supt.
--------	---

<b>Dimension E: Families and Communities</b>
<b>E13. Family engagement</b>
<b>E14. Community engagement</b>

**Sample Questions:**

- In what ways does the central office establish, model, and maintain positive relationships with families?
- What practices are utilized to establish consistent communication to all families regarding the clear expectations for the school district, school, and student achievement?
- In what ways does the central office include families as decision makers in a broad spectrum of decisions?
- What specific strategies have been implemented to increase familial involvement, based on the identified areas of need?
- How does the central office measure the effectiveness of family involvement efforts for all schools?
- In what ways does the central office establish and maintain positive relationships with businesses and nonprofit 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 – Meeting with Supt.
--------	---

**E13. Family engagement**

**E14. Community engagement**

**Summary of key issues:**

Notes:	Observation of School Board Meeting
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Notes:	Observation of School Board Meeting
--------	-------------------------------------

<p><b>Summary of key issues:</b></p>
--------------------------------------

Notes:	Meeting with School Board Members
--------	-----------------------------------



Notes:	Meeting with School Board Members
--------	-----------------------------------

<p><b>Summary of key issues:</b></p>
--------------------------------------

Notes:	Meeting with Curriculum Team
--------	------------------------------

Notes:	Meeting with Curriculum Team
--------	------------------------------

<p><b>Summary of key issues:</b></p>
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Notes:	Meeting with Finance Department
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**Summary of key issues:**

Notes:	Meeting with Human Resources
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<p><b>Summary of key issues:</b></p>
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Notes:	Meeting with
--------	--------------

*NOTE: There are approximately 10 pages for notes related to interviews with various personnel within the school district.*

**Summary of key issues:**

Notes:	Additional evidence
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<p><b>Summary of key issues:</b></p>
--------------------------------------

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:	What the district needs to improve
--------	------------------------------------

**Please record up to six bullet points.**

The NCDPI Comprehensive Needs Assessment Rubric appears in each District Record Book at this location.

# **NCDPI Comprehensive Needs Assessment DISTRICT SUMMARY DRAFT**



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

<b>District Name:</b>	
<b>Street Address:</b>	
<b>City, State, ZIP:</b>	
<b>Superintendent Name:</b>	
<b>Dates of Assessment:</b>	
<b>Lead Reviewer:</b>	

**North Carolina Department of Public Instruction**

**What the district does well:**

\*up to 10 bullet points

- 
- 

**What the district needs to improve:**

\*up to six bullet points

- 
- 

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

## DISTRICT NEEDS ASSESSMENT FINAL

# NCDPI Comprehensive Needs Assessment DISTRICT FINAL REPORT



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

<b>District Name:</b>	
<b>Street Address:</b>	
<b>City, State, ZIP:</b>	
<b>Superintendent Name:</b>	
<b>Dates of Assessment:</b>	
<b>Lead Reviewer:</b>	

North Carolina Department of Public Instruction

# Content of the Report

<b>PART 1: The District Context .....</b>	<b>161</b>
Background information about the district	
<b>PART 2: Overview .....</b>	<b>162</b>
What the district does well	
What the district needs to improve	
<b>PART 3: Main Findings .....</b>	<b>163</b>



## 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, and the proportion of Limited English Proficient students;**
- **the proportion of special education students;**
- **how the proportion (percent not %) of students receiving free or reduced-price meals 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-price meals eligibility."

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

## PART 2: Overview

### What the school does well:

No more than 10 bullets

- 
- 

### What the school needs to improve:

No more than six bullets

Each bullet should have no more than two sentences and a maximum of two to three lines.

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

- 
-

## PART 3: Main Findings

### The District's Overall Performance

A summary of the district's overall performance with reference to each of the six main dimensions. Write three to five 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.

<b>Dimension A: Instructional Excellence and Alignment Part I:</b>
--

<b>Teaching and Learning</b>
------------------------------

**This area of the district's work is**

Leading  
Embedded  
Emerging  
Lacking

Summarize the district's overall performance by reference to: (approximately 300 words)

**High expectations for all staff and students**

**Curriculum and instructional alignment**

<b>Dimension A: Instructional Excellence and Alignment Part II:</b>
---

<b>Support for Student Achievement</b>
--

**This area of the district's work is**

Leading  
Embedded  
Emerging  
Lacking

Summarize the district's overall performance by reference to: (approximately 300 words)

**Data analysis and instructional planning**

**Student support services**

<b>Dimension B: Leadership Capacity</b>
---

**This area of the district's work is**

Leading  
Embedded  
Emerging  
Lacking

Summarize the district's overall performance by reference to: (approximately 300 words)

**Strategic Planning, Mission, and Vision**

**Distributed leadership and collaboration**

**Monitoring instruction in schools**

### **Dimension C: Professional Capacity**

**This area of the district's work is**

Leading

Embedded

Emerging

Lacking

Summarize the district's overall performance by reference to: (approximately 300 words)

**Central office quality and experience**

**Quality of professional development**

**Talent recruitment and retention**

### **Dimension D: Planning and Operational Effectiveness**

**This area of the district's work is**

Leading

Embedded

Emerging

Lacking

Summarize the district's overall performance by reference to: (approximately 300 words)

**Resource allocation**

**Facilities and technology**

### **Dimension E: Families and Communities**

**This area of the district's work is**

Leading

Embedded

Emerging

Lacking

Summarize the district's overall performance by reference to: (approximately 300 words)

**Family engagement**

**Community engagement**



# **NCDPI Comprehensive Needs Assessment SCHOOL RUBRIC**



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

**North Carolina Department of Public Instruction**

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

## PROCESS

Detailed processes and procedures for the NCDPI 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			
<ul style="list-style-type: none"> <li>• How does the school administration model high expectations?</li> <li>• How does the school create a culture for both faculty and students in which high expectations can be met?</li> <li>• How does the school consistently maintain and communicate high expectations for students?</li> <li>• How do teachers help students understand the quality of work necessary to meet these high expectations?</li> <li>• How does the school ensure consistency within the school and subject area/departments on what constitutes “high-quality” work?</li> <li>• How does the use of instructional time in the classroom reflect high expectations and curriculum alignment?</li> </ul>			
Rubric			
Leading	Embedded	Emerging	Lacking
The school: <ul style="list-style-type: none"> <li>• Exemplifies and models a culture of high expectations at all times.</li> </ul>	The school: <ul style="list-style-type: none"> <li>• Frequently exemplifies and models a culture of high expectations.</li> </ul>	The school: <ul style="list-style-type: none"> <li>• Sometimes exemplifies and models a culture of high expectations.</li> </ul>	The school: <ul style="list-style-type: none"> <li>• Rarely exemplifies and models a culture of high expectations.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Has developed, implemented, and frequently utilizes a plan that communicates clear goals with instructional strategies aligned with the NC Standard Course of Study.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has developed, implemented, and regularly utilizes a plan that communicates clear goals with instructional strategies aligned with the NC Standard Course of Study.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has developed, implemented, and inconsistently utilizes a plan that communicates clear goals with instructional strategies aligned with the NC Standard Course of Study.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has not developed, implemented, or utilized a plan that communicates clear goals with instructional strategies aligned with the NC Standard Course of Study.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Benchmarks expectations for student work that frequently incorporate national and state standards for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmarks expectations for student work that regularly incorporate national and state standards for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmarks expectations for student work that sometimes incorporate national and state standards for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmarks expectations for student work that rarely incorporate national and state standards for some students.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Frequently develops and utilizes rubrics and exemplars of high quality student work to ensure teachers, students, and families understand the expectations for assignments.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Regularly utilizes rubrics and exemplars of high quality student work to ensure teachers and students understand the expectations for assignments.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Inconsistently utilizes rubrics and exemplars for assessing student work to ensure teachers and students understand the expectations for assignments.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Rarely or never utilizes rubrics or exemplars for assessing student work to ensure teachers and students understand the expectations for assignments.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Fully utilizes instructional time for optimal learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly utilizes instructional time for optimal learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently utilizes instructional time for optimal learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely utilizes instructional time for optimal learning opportunities.</li> </ul>

<b>DIMENSION A: Instructional Excellence and Alignment Part I: Teaching and Learning</b>			
<b>A2. Curriculum and Instructional Alignment</b>			
<ul style="list-style-type: none"> <li>• What practices ensure all students are taught a rigorous, relevant core curriculum, enabling them to compete in the global community?</li> <li>• What practices are utilized to ensure the curriculum is appropriately implemented in the classroom?</li> <li>• What practices and training ensure the alignment of the written (<i>NC Standard Course of Study</i>), taught, and tested curriculum?</li> <li>• How is technology integrated into the delivery of instruction?</li> <li>• What programs are available to support continuous learning and career readiness of all students?</li> </ul>			
<b>Rubric</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<ul style="list-style-type: none"> <li>• The school consistently provides opportunities and support for all students to engage in rigorous coursework to be prepared for the global community.</li> </ul>	<ul style="list-style-type: none"> <li>• The school provides opportunities and support for most students to engage in rigorous coursework to be prepared for the global community.</li> </ul>	<ul style="list-style-type: none"> <li>• The school provides limited opportunities and support for some students to engage in rigorous coursework to be prepared for the global community.</li> </ul>	<ul style="list-style-type: none"> <li>• The school provides no to limited opportunities for few students to engage in rigorous coursework to be prepared for the global community.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>School leadership engages in frequent, ongoing professional dialogue with teachers to ensure the curriculum is appropriately implemented.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School leadership regularly engages in professional dialogue with teachers to ensure the curriculum is appropriately implemented.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School leadership occasionally engages in professional dialogue with teachers to ensure the curriculum is appropriately implemented.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School leadership rarely engages in professional dialogue with teachers to ensure the curriculum is appropriately implemented.</i></li> </ul>
<ul style="list-style-type: none"> <li>• School administration frequently provides opportunities for collaboration among teachers and other professional colleagues with align instruction and assessment to the <i>North Carolina Standard Course of Study</i> and district, state, and national standards.</li> </ul>	<ul style="list-style-type: none"> <li>• School administration regularly assists teachers in alignment of instruction and assessment with the <i>North Carolina Standard Course of Study</i> and district, state, and national standards.</li> </ul>	<ul style="list-style-type: none"> <li>• School administration occasionally assists teachers in alignment of instruction and assessment with the <i>North Carolina Standard Course of Study</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• School administration rarely or never assists teachers in alignment of instruction and assessment with the <i>North Carolina Standard Course of Study</i>.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Teachers frequently administer and use both summative and ongoing formative assessment to align and inform instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teachers regularly administer both summative and ongoing formative assessment aligned with instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teachers administer summative assessments and occasionally formative assessment aligned with instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teachers administer summative assessments inconsistently aligned with instruction.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Teachers frequently integrate student use of technology resources into classroom instruction across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers regularly integrate student use of technology resources into classroom instruction across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers occasionally integrate technology resources into classroom instruction only for selected students or in limited curriculum areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and students rarely use technology resources in the classroom that link to curriculum.</li> </ul>

DIMENSION A: Instructional Excellence and Alignment Part II: Support for Student Achievement			
A3. Data Analysis and Instructional Planning:			
<p>Collection and Dissemination of Data</p> <ul style="list-style-type: none"> <li>What practices ensure that teachers receive data in a timely manner?</li> <li>What systems are in place for collecting and using student test data and formative assessment data for the modification of instruction to improve student achievement?</li> </ul> <p>Subgroups</p> <ul style="list-style-type: none"> <li>What are the most effective practices/programs the school implements to increase student achievement across subgroups?</li> <li>Which subgroups are particular foci for improvement at this time?</li> <li>What practices are being used to identify students who are experiencing difficulty, and what is being done to assist them?</li> <li>What processes are in place to identify underrepresented student groups in advanced classes (e.g., AIG, Honors, AP)?</li> <li>What opportunities are available to meet the needs of high-achieving students (e.g., skipping grades, earning college transfer credits)?</li> </ul> <p>Attendance</p> <ul style="list-style-type: none"> <li>How is student attendance monitored?</li> <li>How are attendance patterns identified, and how are problems addressed?</li> </ul> <p>Retention/Promotion/Graduation Rates</p> <ul style="list-style-type: none"> <li>How are issues that keep students from advancing to the next grade level or graduating identified and addressed?</li> <li>How does the promotion/graduation/retention rate vary across different student subgroups?</li> <li>How is the responsibility for promotion and graduation shared among all core and non-core subject area teachers?</li> </ul>			
Rubric			
Collection and Dissemination of Data			
Leading	Embedded	Emerging	Lacking
<p>School leadership:</p> <ul style="list-style-type: none"> <li>Shares and discusses data in an understandable format in a timely and effective manner.</li> </ul>	<p>School leadership:</p> <ul style="list-style-type: none"> <li>Disseminates data in a user-friendly format in a timely manner.</li> </ul>	<p>School leadership:</p> <ul style="list-style-type: none"> <li>Disseminates data in a format that may not be easily understood.</li> </ul>	<p>School leadership:</p> <ul style="list-style-type: none"> <li>Disseminates minimal data.</li> </ul>
<ul style="list-style-type: none"> <li><i>Effectively manages a shared process for data collection and analysis that informs instructional planning.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Manages a process for data collection and analysis that informs most instructional planning.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Manages a process for data collection and analysis that informs some instructional planning.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Provides several types of data without a clear process for analysis that informs instructional planning.</i></li> </ul>
<ul style="list-style-type: none"> <li>Effectively facilitates a systematic process for including all staff members in data analysis in a timely and effective manner.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates a systematic process for including the school improvement team in data analysis in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates a process for including the school improvement team in data analysis in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Includes no to few staff in data analysis to inform school improvement decisions.</li> </ul>

Subgroups			
<p>The school:</p> <ul style="list-style-type: none"> <li><i><b>Frequently evaluates the effectiveness of implemented practices/programs to improve student achievement across all subgroups.</b></i></li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li><i><b>Regularly evaluates the effectiveness of implemented practices/programs to improve student achievement across all subgroups.</b></i></li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li><i><b>Inconsistently evaluates the effectiveness of practices/programs in improving student achievement across targeted subgroups.</b></i></li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li><i><b>Seldom/never evaluates the effectiveness of implemented practices/programs to improve student achievement.</b></i></li> </ul>
<ul style="list-style-type: none"> <li>Frequently provides focused support to all subgroups and accelerates the progress of all subgroups with responsive support plans.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly provides focused support to most subgroups and accelerates the progress of targeted subgroups with responsive support plans.</li> </ul>	<ul style="list-style-type: none"> <li>Provides some focused support for remediation of some subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>Provides little support for the performance of subgroups.</li> </ul>
<ul style="list-style-type: none"> <li><i><b>Has an effective process in place to identify and provide extensive support to students experiencing difficulty meeting standards.</b></i></li> </ul>	<ul style="list-style-type: none"> <li><i><b>Has an established process to identify and provide support to students experiencing difficulty meeting standards.</b></i></li> </ul>	<ul style="list-style-type: none"> <li><i><b>Inconsistently identifies and provides limited targeted support to students experiencing difficulty meeting standards.</b></i></li> </ul>	<ul style="list-style-type: none"> <li><i><b>Has no formal process in place to identify and does not provide support to students experiencing difficulty meeting standards.</b></i></li> </ul>
<ul style="list-style-type: none"> <li>Frequently monitors the participation of underrepresented groups in advanced classes and aggressively recruits students.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly monitors the participation of underrepresented groups in advanced classes and deliberately recruits students.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently monitors participation of underrepresented groups in advanced classes with limited student recruitment.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely monitors the participation of underrepresented groups in advanced classes.</li> </ul>
<ul style="list-style-type: none"> <li><i><b>Offers consistent, high-quality opportunities that extend learning for high-performing students.</b></i></li> </ul>	<ul style="list-style-type: none"> <li><i><b>Offers a variety of opportunities that extend learning for high-performing students.</b></i></li> </ul>	<ul style="list-style-type: none"> <li><i><b>Offers limited opportunities that extend learning for high-performing students.</b></i></li> </ul>	<ul style="list-style-type: none"> <li><i><b>Offers no opportunities that extend learning for high-performing students.</b></i></li> </ul>
Attendance			
<p>The school:</p> <ul style="list-style-type: none"> <li>Systematically monitors attendance, dropout rates, and promotion/graduation rates to identify trends.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Frequently monitors attendance, dropout rates, and promotion/graduation rates.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Occasionally monitors attendance, dropout rates, and promotion/graduation rates.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Rarely or never monitors attendance, dropout rates, and promotion/graduation rates.</li> </ul>
<ul style="list-style-type: none"> <li><i><b>Frequently and systematically facilitates the early identification of students with attendance problems and provides support for both families and students.</b></i></li> </ul>	<ul style="list-style-type: none"> <li><i><b>Regularly facilitates the early identification of students with attendance problems and provides some support for both families and students.</b></i></li> </ul>	<ul style="list-style-type: none"> <li><i><b>Occasionally facilitates the early identification of students with attendance problems and rarely provides support for families and students.</b></i></li> </ul>	<ul style="list-style-type: none"> <li><i><b>Rarely or never facilitates the early identification of students with attendance problems and provides no support for families and students.</b></i></li> </ul>

Promotion/Graduation Rates			
<p>The school:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Provides intervention strategies before, during, and after school for students who are at-risk for not meeting grade-level benchmarks or graduation requirements.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Provides some intervention strategies during and/or after school for students who are at-risk for not meeting grade level benchmarks or graduation requirements.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Provides few interventions for students who are at-risk for not meeting grade-level benchmarks or graduation requirements.</li> </ul>
<ul style="list-style-type: none"> <li><i>Consistently implements a comprehensive plan to assure that the needs of students of differing cultures, abilities, and primary languages are taken into account in class placement.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Engages in strategies to assure that the needs of students of differing cultures, abilities, and primary languages are taken into account in class placement.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has tracking practices that exist in the school, yet some efforts are in place to ensure equity in class placement.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has tracking practices that exist in the school, and there are no efforts to ensure equity in class placement.</i></li> </ul>
<ul style="list-style-type: none"> <li>Systematically monitors promotion and graduation rates and identifies trends.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly monitors promotion and graduation rates.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally monitors promotion and graduation rates.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely or never monitors promotion and graduation rates.</li> </ul>
<ul style="list-style-type: none"> <li><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></li> </ul>	<ul style="list-style-type: none"> <li><i>Has a plan that includes most teachers in supporting students at risk of retention or not meeting graduation requirements.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has a plan that includes a few teachers in supporting students at risk of retention or not meeting graduation requirements.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has no defined plan for involving teachers in supporting students at risk of retention or not meeting graduation requirements.</i></li> </ul>

DIMENSION A: Instructional Excellence and Alignment Part II: Support for Student Achievement			
A4. Student Support Services			
<p>Student Support Services</p> <ul style="list-style-type: none"> <li>• How does the school meet the social and emotional needs of students?</li> <li>• How is the time of school counselor(s) utilized to support students?</li> <li>• What process does the school have for academic advisement?</li> <li>• How does the school ensure student nutrition and health?</li> <li>• How is character education taught and reinforced?</li> <li>• 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?</li> <li>• What strategies support student transitions year to year?</li> <li>• What strategies support families as students transition?</li> <li>• What strategies support student transitions to higher education or careers?</li> </ul>			
RUBRIC			
Leading	Embedded	Emerging	Lacking
<p>The school:</p> <ul style="list-style-type: none"> <li>• Implements a systematic, effective, and developmentally appropriate program supporting the social and emotional needs of all students.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Implements an effective and developmentally appropriate program supporting the social and emotional needs of most students.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Provides inconsistent support for the social and emotional needs of some students.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Provides minimal support for the social and emotional needs of students.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Consistently utilizes the time of counselors for appropriate direct work with all students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Often utilizes the time of counselors for appropriate direct work with all students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Uses counselors in some roles that limits time for appropriate direct work with students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Uses counselors in roles that minimize time for appropriate direct work with students.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Implements an effective, systematic process for academic advisement.</li> </ul>	<ul style="list-style-type: none"> <li>• Implements a regular process for academic advisement.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides some academic advisement for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides little or no academic advisement for students.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Supports student nutrition and health through effectively operating processes and programs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Supports student nutrition and health through processes and programs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Offers some programs to support student nutrition and health.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Offers limited support for student nutrition and health.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Frequently utilizes an integrated process for teaching and reinforcing character education through curricular and extracurricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly teaches and reinforces character education through curricular and extracurricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides minimal teaching of character education.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not directly teach character education.</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Develops and implements consistent, intentional, ongoing plans to support student transitions from grade to grade and level to level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Develops and implements adequate plans to support student transitions from grade to grade and level to level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Implements minimal plans to support student transitions from grade to grade and level to level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has no intentional plan to support student transitions from grade to grade and level to level.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Develops and frequently implements effective plans that facilitate vertical articulation and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly implements plans that facilitate regular vertical articulation and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently implements some plans that facilitate vertical articulation and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides no clear plans to facilitate vertical articulation and transitions.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Utilizes a consistent, ongoing process to support family understanding and involvement as students transition from grade to grade and level to level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Maintains an ongoing process to support family understanding and involvement as students transition from grade to grade and level to level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Inconsistently provides some activities for family understanding and involvement as students transition from grade to grade and level to level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provides no activities to support family understanding and involvement as students transition from grade to grade and level to level.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Utilizes an effective, systematic process that supports students' transition to higher education or careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses an established process that supports students' transition to higher education or careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently provides some support for students' transition to higher education or careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides little to no support for students' transition to higher education or careers.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>The school collaborates with the community to provide opportunities for all students to know and experience potential career choices.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The school collaborates with the community to provide opportunities for most students to know and experience potential career choices.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The school collaborates with the community to provide some opportunities for some students to learn about potential career choices.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The school collaborates with the community to provide minimal opportunities for few students to learn about potential career choices.</i></li> </ul>

<b>DIMENSION B: Leadership Capacity</b>			
<b>B5. Strategic Planning, Mission, and Vision</b>			
<ul style="list-style-type: none"> <li>Who participates in the development of the School Improvement Plan (SIP)?</li> <li>What structures are in place to meet the diverse needs of students?</li> <li>How does administrative and departmental/grade-level leadership facilitate the collaborative development of annual school improvement plans to realize strategic goals and objectives?</li> <li>What processes provide for periodic review and revision of the school's vision, mission, and strategic goals by all school stakeholders?</li> <li>How does the school communicate its vision, goals, and priorities to appropriate stakeholders?</li> <li>What processes are in place to evaluate the progress toward achieving these goals?</li> <li>What strategies are in place to create a culture and climate conducive to learning?</li> <li>What plans support the safety of all students and staff?</li> <li>How does school leadership specifically address the issues raised by the NC Teacher Working Conditions (NC TWC) survey?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
Leadership: <ul style="list-style-type: none"> <li>Effectively involves all stakeholder groups and uses all available data in developing the School Improvement Plan.</li> </ul>	Leadership: <ul style="list-style-type: none"> <li>Involves many stakeholders in using data from several sources in developing the School Improvement Plan.</li> </ul>	Leadership: <ul style="list-style-type: none"> <li>Involves select stakeholders in using data in developing the School Improvement Plan.</li> </ul>	Leadership: <ul style="list-style-type: none"> <li>Does not involve stakeholders in developing the School Improvement Plan.</li> </ul>
<ul style="list-style-type: none"> <li>Customizes structures and strategies to meet the needs of all student populations.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates structures and strategies to meet the needs of most student populations.</li> </ul>	<ul style="list-style-type: none"> <li>Provides some oversight for structures and strategies to meet the needs of some student populations.</li> </ul>	<ul style="list-style-type: none"> <li>Provides little to no oversight for strategies implemented to address the needs of its student populations.</li> </ul>
<ul style="list-style-type: none"> <li><i>Consistently facilitates a successful process for monitoring, revising, and implementing the School Improvement Plan with shared responsibilities for all stakeholder groups.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Facilitates a process for monitoring, revising, and implementing the School Improvement Plan with primary responsibility shared with the School Improvement Team.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Informs staff of necessary changes in the School Improvement Plan with little collaboration to ensure support.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Provides no clear system for ensuring support for school changes as outlined in the School Improvement Plan.</i></li> </ul>
<ul style="list-style-type: none"> <li>Maintains a consistent process for ensuring that the school's vision and mission drive decisions and inform the culture of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains a process for periodically reviewing the school's vision and mission to drive decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains a process for periodically reviewing the school's vision and mission.</li> </ul>	<ul style="list-style-type: none"> <li>Has no process for reviewing the school's vision and mission.</li> </ul>
<ul style="list-style-type: none"> <li><i>Effectively utilizes the School Improvement Plan to drive the change process and ensure continual support with shared responsibility for all stakeholder groups.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Utilizes the School Improvement Plan to drive the change process and ensure continual support with shared responsibility for most staff.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Provides periodic review and revision of the School Improvement Plan with shared responsibility for limited staff.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has no process for annual review of the School Improvement Plan.</i></li> </ul>



<ul style="list-style-type: none"> <li>Effectively utilizes appropriate data to evaluate program effectiveness and to inform and prioritize action plans.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes appropriate data to evaluate program effectiveness and to inform and prioritize action plans.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes some data other than summative state assessments to inform school action plans.</li> </ul>	<ul style="list-style-type: none"> <li>Limits data sources and bases decisions primarily on state assessment outcomes.</li> </ul>
<ul style="list-style-type: none"> <li><i>Facilitates a comprehensive plan for building a school culture and climate conducive to learning based on collaboration, egalitarianism, and collegiality.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has developed a comprehensive plan for building a school culture and climate conducive to learning.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has developed some plans for building a school culture and climate conducive to learning.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has no clear plan for building a school culture and climate conducive to learning.</i></li> </ul>
<ul style="list-style-type: none"> <li>Consistently implements a thorough safety plan approved by the school board and local safety units.</li> </ul>	<ul style="list-style-type: none"> <li>Implements an appropriate safety plan approved by the school board.</li> </ul>	<ul style="list-style-type: none"> <li>Implements a safety plan that addresses most school needs.</li> </ul>	<ul style="list-style-type: none"> <li>Implements an inadequate safety plan.</li> </ul>
<ul style="list-style-type: none"> <li><i>Has a clearly developed plan to address issues raised by the NC TWC survey and collaborates with all staff and other appropriate stakeholders to address them.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has a plan to address issues raised by the NC TWC survey and shares responsibility of implementing plans with all staff.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Develops a plan to address issues raised by the NC TWC survey and informs all staff and/or appropriate stakeholders.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Addresses issues raised by the NC TWC survey in an inconsistent or informal way.</i></li> </ul>

<b>DIMENSION B: Leadership Capacity</b>			
<b>B6. Distributed Leadership and Collaboration</b>			
<ul style="list-style-type: none"> <li>• How are the different roles and responsibilities of the school staff delineated and maintained?</li> <li>• What processes are implemented that encourage collaboration between the administration and faculty?</li> <li>• In what ways is leadership developed and distributed in the school?</li> <li>• How does school leadership foster an atmosphere of trust and mutual respect within the school?</li> <li>• 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?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• School administration monitors student achievement data along with selected school leadership and uses results to revise school strategies and initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• School administration monitors student achievement results with limited shared responsibility for staff.</li> </ul>	<ul style="list-style-type: none"> <li>• School administration has no clearly defined process for monitoring student achievement data.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>School administration has well-established, effective, ongoing processes for collaboration with the faculty.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School administration has regular processes for collaboration with the faculty.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School administration has some processes for collaboration with the faculty.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School administration has few processes for collaboration.</i></li> </ul>
<ul style="list-style-type: none"> <li>• The development and distribution of leadership is clearly understood, equitable, and transparent.</li> </ul>	<ul style="list-style-type: none"> <li>• The development and distribution of leadership is mostly understood, equitable, and transparent.</li> </ul>	<ul style="list-style-type: none"> <li>• The development and distribution of leadership is somewhat understood, equitable, and transparent.</li> </ul>	<ul style="list-style-type: none"> <li>• The development and distribution of leadership at the school is unclear.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>School administration frequently models expectations set for staff and students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School administration regularly models expectations set for staff and students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School administration occasionally models expectations set for staff and students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School administration does not model expectations set for staff and students.</i></li> </ul>
<ul style="list-style-type: none"> <li>• There is a well-developed and implemented plan to build a sense of efficacy, empowerment, and collaboration among staff.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a plan to build a sense of efficacy, empowerment, and collaboration for most staff.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a plan to build a sense of efficacy, empowerment, and collaboration for a limited number of staff.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no defined plan to encourage collaboration or to empower staff.</li> </ul>

<b>DIMENSION B: Leadership Capacity</b>			
<b>B7. Monitoring Instruction in School</b>			
<ul style="list-style-type: none"> <li>• What strategies ensure that leadership is visible in all classrooms, and how is that informal observation used to foster student and teacher growth?</li> <li>• What practices are in place to ensure classroom observations are used to support improved instruction?</li> <li>• What practices do administrative and departmental leadership use to support change?</li> <li>• How does administrative and departmental leadership model the importance of continued adult learning?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
Leadership: <ul style="list-style-type: none"> <li>• Frequently maintains high visibility within the school and among school staff with a systematic process for providing feedback to improve teaching and learning.</li> </ul>	Leadership: <ul style="list-style-type: none"> <li>• Conducts both formal and informal classroom visits with a process for providing developmental feedback to teachers.</li> </ul>	Leadership: <ul style="list-style-type: none"> <li>• Occasionally visits classrooms for purposes beyond staff evaluation with inconsistent or limited feedback to teachers.</li> </ul>	Leadership: <ul style="list-style-type: none"> <li>• Visits classrooms for evaluation of staff only.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Consistently implements an ongoing system of teacher observation that fosters dialogue about effective instructional practice.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Regularly implements an ongoing system of teacher observation that fosters dialogue about effective instructional practice.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Occasionally uses a system of teacher observation that fosters dialogue about effective instructional practice.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Utilizes state or district mandated teacher observation practices, with little/no dialogue about instructional practice.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Effectively communicates the need for change in an understandable and transparent way.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates the need for change so that it is mostly understandable and transparent.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates the need for change that is somewhat understandable.</li> </ul>	<ul style="list-style-type: none"> <li>• Is unclear in communicating the need for change.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Frequently models continued learning on educational issues to improve job-related skills.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Regularly models continued learning on educational issues to improve job-related skills.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Occasionally models continued learning by attending mandatory and some self-selected workshops and conferences on educational topics.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Rarely or never models continued learning by attending only mandatory professional development offerings.</i></li> </ul>

DIMENSION C: Professional Capacity			
C8. Teacher Quality and Experience			
<ul style="list-style-type: none"> <li>How are appropriately certified teachers selected and placed in every curricular area?</li> <li>How are teachers selected?</li> <li>In what areas (grade levels/subject areas) does the school lack effective teachers?</li> <li>How are teacher weaknesses identified and addressed?</li> <li>How do teachers demonstrate leadership by: <ul style="list-style-type: none"> <li>Establishing a respectful environment for a diverse population of students?</li> <li>Knowing the content they teach?</li> <li>Facilitating learning for their students?</li> <li>Reflecting on their practice?</li> </ul> </li> </ul>			
RUBRIC			
Leading	Embedded	Emerging	Lacking
Teachers: <ul style="list-style-type: none"> <li>Are certified at a rate of 100% and teaching in their curricular/grade area.</li> </ul>	Teachers: <ul style="list-style-type: none"> <li>Are certified at a rate of 70-99%, and certified staff are teaching in their curricular/grade area.</li> </ul>	Teachers: <ul style="list-style-type: none"> <li>Are certified at a rate of 51-69%, and those certified are teaching in their curricular/grade area.</li> </ul>	Teachers: <ul style="list-style-type: none"> <li>Are certified at a rate of less than 50%, with those that are certified teaching in their curricular area/grade level.</li> </ul>
<ul style="list-style-type: none"> <li><i>Are collaboratively involved in a systemic process for identifying ineffectiveness and developing plans for improvement.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Engage in a systemic process for identifying ineffectiveness, and a plan for improvement is collaboratively decided.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Engage in a process for identifying ineffectiveness, and plan for improvement is administratively decided.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Engage in no clearly established process for identifying ineffectiveness or have no plan for improvement.</i></li> </ul>
<ul style="list-style-type: none"> <li>Consistently demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Seldom demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs.</li> </ul>
<ul style="list-style-type: none"> <li><i>Consistently facilitate student learning of accurate and appropriate content.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Often facilitate student learning of accurate and appropriate content.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Occasionally facilitate student learning of accurate and appropriate content.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Rarely facilitate student learning of accurate and appropriate content.</i></li> </ul>
<ul style="list-style-type: none"> <li>Are engaged in a consistent process for reflecting on classroom practices and student achievement in an effort to improve their effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly reflect on their classroom practices and student achievement in an effort to improve their effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally reflect on their classroom practices and student achievement in an effort to improve their effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Seldom reflect on their classroom practices and student achievement in an effort to improve their effectiveness.</li> </ul>

DIMENSION C: Professional Capacity			
C9. Quality of Professional Development			
<ul style="list-style-type: none"> <li>• How are professional development programs and offerings differentiated based on student achievement data and school needs?</li> <li>• How is professional development for staff aligned with the school improvement plan?</li> <li>• How are professional development offerings aligned, selected, and sustained?</li> <li>• How are teachers supported in taking and implementing high-quality professional development?</li> <li>• What professional development offerings prepare staff to support global education?</li> <li>• To what extent does professional development exemplify the NC Professional Learning Standards?</li> <li>• How does the school ensure that teachers are attending the appropriate professional development to improve their instruction?</li> <li>• What professional development has the principal participated in during the last two years? How was it selected?</li> </ul>			
RUBRIC			
Leading	Embedded	Emerging	Lacking
Professional development offerings: <ul style="list-style-type: none"> <li>• Frequently model scientifically research-based curriculum, instruction, and assessment strategies to support student learning and to respond to the identified needs in the school.</li> </ul>	Professional development offerings: <ul style="list-style-type: none"> <li>• Regularly model scientifically research-based curriculum, instruction, and assessment strategies to support student learning and to respond to the identified needs in the school.</li> </ul>	Professional development offerings: <ul style="list-style-type: none"> <li>• Inconsistently model scientifically research-based curriculum, instruction, and assessment strategies to support student learning and to respond to the identified needs in the school.</li> </ul>	Professional development offerings: <ul style="list-style-type: none"> <li>• Do not reflect scientifically research-based curriculum, instruction, and assessment strategies to support student learning and to respond to the identified needs in the school.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Are strategically and collaboratively selected, sustained, and consistently monitored for fidelity of implementation aligned with the School Improvement Plan and Personal Growth Plans.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Are selected based on identified needs aligned with the School Improvement Plan and Growth Plan, and plans are sometimes sustained and monitored for fidelity of implementation.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Are selected based on identified needs aligned with the School Improvement Plan and Personal Growth Plan but are not monitored for fidelity of implementation.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Are generally selected by individuals with no clear alignment with the School Improvement Plan or Personal Growth Plans.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Are frequently, strategically implemented and collaboratively designed, shared, and evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>• Are regularly developed utilizing processes and schedules that facilitate the collaborative design, sharing, and evaluation of professional growth opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Are inconsistently developed utilizing some processes or schedules that facilitate some collaboration or sharing of professional growth opportunities with little or no evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Are rarely developed utilizing processes and schedules that facilitate the collaboration, design, sharing, and evaluation of professional growth opportunities.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Consistently exemplify the NC Professional Learning Standards.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Frequently exemplify the NC Professional Learning Standards.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Minimally exemplify the NC Professional Learning Standards.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Are not aligned with the NC Professional Learning Standards.</i></li> </ul>

DIMENSION C: Professional Capacity			
C10. Talent Recruitment and Retention			
<ul style="list-style-type: none"> <li>• What school recruitment strategies are in place to attract highly-qualified staff to the school?</li> <li>• How are high-performing teachers recognized and rewarded?</li> <li>• What patterns emerge from teacher exit interviews?</li> <li>• What support is in place for newly hired, Initially Licensed (ILT), and lateral entry teachers?</li> <li>• How are teachers on action plans supported and coached?</li> <li>• What processes and support structures are in place for all teachers to improve performance (e.g. curricular coaching, study groups)?</li> <li>• What training and supports are in place to ensure effective professional learning communities at the school?</li> <li>• What is the teacher supplement? What other extra-pay structures are in place?</li> <li>• How does teacher turnover impact the school's instructional program?</li> </ul>			
RUBRIC			
Leading	Embedded	Emerging	Lacking
<p>The school:</p> <ul style="list-style-type: none"> <li>• Effectively utilizes district and school resources and seeks other resources to recruit, retain, and reward highly-qualified and effective staff.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Effectively utilizes both district and school resources to recruit, retain, and reward highly-qualified and effective staff.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Utilizes district resources and existing programs to recruit, retain, and reward highly-qualified and effective staff.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Utilizes only existing district resources to recruit, retain, and reward highly-qualified and effective staff.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Frequently guides and supports continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Regularly guides and supports continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Inconsistently guides and supports continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lacks a process for guiding and supporting continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Utilizes effective processes to help all teachers improve effectiveness of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes regular or defined processes to help teachers improve effectiveness of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Has limited processes in place to help teachers improve effectiveness of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks necessary processes to help teachers improve effectiveness of teaching and learning.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Professional learning communities promote professional dialogue and inform instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Professional learning communities occur, promote professional dialogue, and inform instruction in some classrooms.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Professional learning communities occur and promote professional dialogue but do not inform instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Professional learning communities occur but do not promote professional dialogue or inform instruction.</i></li> </ul>

<b>DIMENSION D: Planning and Operational Effectiveness</b>			
<b>D11. Resource Allocation</b>			
<ul style="list-style-type: none"> <li>• How are budgeting decisions made, and who is involved in making those decisions?</li> <li>• What processes have been created to provide for an aligned operational budget for school programs and activities?</li> <li>• In what areas is the school experiencing shortages, and what actions have been taken to address the shortages?</li> <li>• What external sources of funding are available to the school (e.g., through booster clubs, grants, community/corporate partnerships)?</li> <li>• What processes are in place to determine how teachers are assigned to specific courses/classes?</li> <li>• How does the school ensure maximum instructional time for students?</li> <li>• What systems are in place for developing master schedules based on specific school needs?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
School leadership: <ul style="list-style-type: none"> <li>• Consistently collaborates with appropriate stakeholders in making budgetary decisions.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>• Frequently collaborates with appropriate stakeholders in making budgetary decisions.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>• Occasionally collaborates with appropriate stakeholders in making budgetary decisions.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>• Does not collaborate with stakeholders in making budgetary decisions.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Establishes a systematic and transparent process for reviewing and allocating resources to most effectively support school needs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Establishes a systematic process for reviewing and allocating resources to support school needs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has a plan for reviewing and/or allocating resources but does not systematically utilize the plan to support school needs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has no clearly-developed system for reviewing and allocating resources from year to year.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Strategically coordinates and monitors spending of required and discretionary funds to align with identified student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinates spending of required and discretionary funds to align with identified student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinates spending of required funds to align with student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks coordination of required and discretionary funds to best meet student needs.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Aggressively seeks funding in addition to base local and state allocations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Seeks funding in addition to base local and state allocations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Occasionally seeks funding in addition to base local and state allocations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Does not actively seek funding beyond base local and state allocations.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Consistently allocates teachers based on changing student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocates teachers based on current student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocates teachers considering some but not all student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocates teachers based on teacher preference as opposed to student needs.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Maximizes instructional time and quality instruction to support the mission of the school.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Effectively aligns instructional time with student needs across grades and departments.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Aligns instructional time with student needs in some but not all grade levels or departments.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lacks alignment of instructional time with student needs.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Regularly utilizes comprehensive data analysis that is clearly reflected in all schedules and plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly utilizes data analysis that is reflected in all schedules and plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently utilizes data analysis in schedules and plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks collection and analysis of data as basis of planning and scheduling.</li> </ul>

DIMENSION D: Planning and Operational Effectiveness			
D12. Facilities and Technology			
<ul style="list-style-type: none"> <li>How is the physical condition of the school maintained?</li> <li>How does the school ensure that teachers and students have sufficient access to instructional technology, including computers, printers, software, and internet access?</li> <li>To what extent are the reliability and speed of internet connections in this school sufficient to support the integration of 21st century instructional practices?</li> <li>What activities and training support teachers in fully utilizing and integrating instructional technology?</li> </ul>			
RUBRIC			
Leading	Embedded	Emerging	Lacking
School leadership: <ul style="list-style-type: none"> <li>Ensures that the school and grounds are exceptionally clean, well maintained, and safe.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>Ensures that the school and grounds are clean, well maintained, and safe.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>Ensures that some areas of the school and grounds are clean, well maintained, and safe.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>Does not ensure that the school and grounds are clean, well maintained, and safe.</li> </ul>
<ul style="list-style-type: none"> <li><i>Consistently implements a process to determine and acquire necessary instructional technology to support 21<sup>st</sup> century instructional practices.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Determines and acquires adequate instructional technology to support 21<sup>st</sup> century instructional practices.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Acquires some instructional technology to support 21<sup>st</sup> century instructional practices.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has no plan to acquire instructional technology to support 21<sup>st</sup> century instructional practices.</i></li> </ul>
<ul style="list-style-type: none"> <li>Provides a system of sustained professional development for staff in the innovative application of technology for planning, instructional delivery, record keeping, and communications.</li> </ul>	<ul style="list-style-type: none"> <li>Provides ongoing professional development for staff in the application of technology for planning, instructional delivery, record keeping, and communications.</li> </ul>	<ul style="list-style-type: none"> <li>Provides some professional development for staff in the basic applications of technology.</li> </ul>	<ul style="list-style-type: none"> <li>Provides little to no professional development for staff in the innovative application of technology.</li> </ul>



<b>DIMENSION E: Families and Communities</b>			
<b>E13. Family Engagement</b>			
<ul style="list-style-type: none"> <li>• How does the school create an inviting and welcoming environment when families visit the campus?</li> <li>• In what ways does the school establish and maintain positive, collaborative relationships with families and involve them in shared decision making?</li> <li>• How are clear expectations for school and student achievement communicated to families? How does the school ensure that these are received and understood?</li> <li>• What specific strategies have been implemented to increase familial involvement based on the identified areas of need?</li> <li>• How does the school measure the effectiveness of family involvement efforts?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
The school: <ul style="list-style-type: none"> <li>• Creates a welcoming environment where all families and visitors are greeted and assisted.</li> </ul>	The school: <ul style="list-style-type: none"> <li>• Creates an environment where most families and visitors feel welcome.</li> </ul>	The school: <ul style="list-style-type: none"> <li>• Has a designated welcoming area for families and visitors and creates an environment where some families feel welcome.</li> </ul>	The school: <ul style="list-style-type: none"> <li>• Has no welcoming area nor makes any effort to welcome families or visitors.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Proactively requests familial feedback and incorporates feedback into school decisions.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provides opportunities to collect familial feedback/input on school instruction and operations with some consideration for school decisions.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provides family engagement activities mostly limited to large school events, family/teacher conferences, and teacher phone calls home.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provides little to no family engagement.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Provides a broad spectrum of forums for two-way communication with families through school report cards, meetings, announcements, newsletters, and a consistently updated website.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides opportunities for timely, two-way communication with families through school report cards, newsletters, and a frequently updated website.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates with families by newsletters, school report card, and an occasionally updated website.</li> </ul>	<ul style="list-style-type: none"> <li>• Has no clear system to provide families with required school report card information or other timely communication such as newsletters.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Maintains clear policies and processes for researching and applying best practice, familial engagement strategies and activities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has developed policies and procedures for engaging families in student academic performance and school operations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Infrequently engages in discussions with families regarding student academic performance and/or school operations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Practices ad hoc planning of familial engagement programs/workshops.</i></li> </ul>

<b>DIMENSION E: Families and Communities</b>			
<b>E14. Community Engagement</b> <ul style="list-style-type: none"> <li>• In what ways does the school establish and maintain positive relationships with businesses and nonprofit organizations?</li> <li>• How are clear expectations for school and student achievement communicated to the community at large?</li> <li>• How does the school work with community partners to establish supplemental programming such as after-school programs or tutoring?</li> <li>• How does the school receive and use feedback from the community?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
The school: <ul style="list-style-type: none"> <li>• Consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.</li> </ul>	The school: <ul style="list-style-type: none"> <li>• Regularly implements strategies for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.</li> </ul>	The school: <ul style="list-style-type: none"> <li>• Develops plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or plan is not clearly aligned to the needs of the school.</li> </ul>	The school: <ul style="list-style-type: none"> <li>• Lacks established strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Provides a broad spectrum of forums for two-way communication opportunities with the community through newspapers, school report cards, meetings, announcements, and a consistently updated website.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provides opportunities for timely, two-way communication with the community through announcements, school status reports, and a frequently updated website.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Infrequently communicates with the community through a website and other media.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has no clear system for ongoing communication with the community.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Effectively devotes appropriate financial resources and personnel to community partnership efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Devotes financial resources and part-time personnel resources to community engagement efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Devotes limited financial and no personnel resources to community engagement efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks devoted financial and/or human resources for community engagement efforts.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Frequently monitors effectiveness of community engagement efforts and uses results to improve future school improvement efforts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Regularly monitors effectiveness of community engagement efforts with some results incorporated into school improvement efforts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Informally collects community feedback and monitors effectiveness of community engagement efforts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has no process in place for collecting community feedback or monitoring community engagement effort.</i></li> </ul>

<b>PART 4: Evaluation Judgment Summary</b>				
	<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<b>Dimension A: Instructional Excellence and Alignment Part I: Teaching and Learning</b>				
<b>A1 High Expectations Communicated to All Teachers and Students</b>				
<b>A2 Curriculum and Instructional Alignment</b>				
<b>Dimension A: Instructional Excellence and Alignment Part II: Support for Student Achievement</b>				
<b>A3 Data Analysis and Instructional Planning</b>				
<b>A4 Student Support Services</b>				
<b>Dimension B: Leadership Capacity</b>				
<b>B5 Strategic Planning, Mission, and Vision</b>				
<b>B6 Distributed Leadership and Collaboration</b>				
<b>B7 Monitoring Instruction in School</b>				
<b>Dimension C: Professional Capacity</b>				
<b>C8 Teacher Quality and Experience</b>				
<b>C9 Quality of Professional Development</b>				
<b>C10 Talent Recruitment and Retention</b>				
<b>Dimension D: Planning and Operational Effectiveness</b>				
<b>D11 Resource Allocation</b>				
<b>D12 Facilities and Technology</b>				
<b>Dimension E: Families and Community</b>				
<b>E13 Family Engagement</b>				
<b>E14 Community Engagement</b>				

## CNA Visit Day 1 Homework

1. Check Record Book:
  - \* Is your name circled on the front of your record book?
  - \* Are the notes complete including some quotes, and examples?
  - \* Are the notes written in cause and effect style?
  - \* Are the notes legible?
  - \* Did you write a summary for each classroom observation?
2. In the Summary Notes section, summarize key strengths and areas for improvement in bulleted, cause and effect style. (pages 96-97)
3. Highlight any indicators in the rubric in which more evidence is needed or you have questions about.
4. Make notes of any questions which need answering and who needs to be interviewed or what we need to see to collect the evidence.
5. Be sure not to leave any notes/scrap paper etc. in the room or hotel.
6. Maintain confidentiality off campus. Remember when you are in a restaurant or local business people are still watching and listening.
7. All record books will be collected at the end of the visit.
8. If this is your first CNA visit, prepare notes for your writing assignment on any dimension. You will not be able to keep the record book, so be sure to make any notes needed to write the 200-250-word final report piece or make arrangements with the lead reviewer to copy certain pages and email them to you. **Email the writing sample to your lead reviewer within 10 business days of the end of the visit.** This is required to receive credits for completion of the CNA training.

## Tips for Coming to Judgment Using the Rubric

- Remember the rubric is not a checklist
- The C N A looks beyond what a school is doing and attempts to evaluate the effectiveness of what a school is doing (i.e. just having something is not enough)

For example, if a school has ample technology and attempts to acquire more as needed, but it is not used effectively anywhere in the school then the judgment falls back to lacking. If a school has ample technology and attempts to acquire more, and it is used effectively in some classes but not all, the judgment is emerging (consistency is the issue).

- Underlying all indicators are the following questions
  - What is the impact?
  - How widespread is the impact?
  - Is the practice or action effective?
  - What are the outcomes?
  - Can you think of examples/evidence to support that a practice/action is effective or ineffective?
- You will have to use your professional judgment

## Unpacking judgments:

- **Leading:** major strengths within the school and or district, significant positive impact on student learning
- **Embedded:** a number of strengths that are embedded throughout the school or district, positive impact on student learning
- **Emerging:** some strengths, impact may or may be positive on student learning
- **Lacking:** many areas needing improvement, impact is low or may be negative.

## Tips for record book keeping:

- be sure to capture any examples shared during interviews or while observing
- writing down examples of questions written in assignments or asked orally is helpful
- be sure to fill in summary boxes
- capturing a poignant quote is very helpful as well
- it is also appropriate to record things you witness in the hallways, office, or cafeteria that provide evidence (there is a page in the record book titled “additional evidence”)



# **NCDPI Comprehensive Needs Assessment DISTRICT RUBRIC**



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

**North Carolina Department of Public Instruction**

## OVERVIEW

A comprehensive needs assessment is critical to the development of a high-quality district program. A systematic review of practices, processes, and systems within a 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 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 NCDPI Comprehensive Needs Assessment has been designed to analyze district-level information framed by six overarching 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
<b>A. Instructional Excellence and Alignment Part I: Teaching and Learning</b>	<b>1. High Expectations Communicated to All Staff and Students</b> <b>2. Curriculum and Instructional Alignment</b>
<b>A. Instructional Excellence and Alignment Part II: Support for Student Achievement</b>	<b>3. Data Analysis and Instructional Planning</b> <b>4. Student Support Services</b>
<b>B. Leadership Capacity</b>	<b>5. Strategic Planning, Mission, and Vision</b> <b>6. Distributed Leadership and Collaboration</b> <b>7. Monitoring Instruction in Schools</b>
<b>C. Professional Capacity</b>	<b>8. Central Office Quality and Experience</b> <b>9. Quality of Professional Development</b> <b>10. Talent Recruitment and Retention</b>
<b>D. Planning and Operational Effectiveness</b>	<b>11. Resource Allocation</b> <b>12. Facilities and Technology</b>
<b>E. Families and Community</b>	<b>13. Family Engagement</b> <b>14. Community Engagement</b>

## PROCESS

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

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

DIMENSION A: Instructional Excellence and Alignment Part II: Support for Student Achievement			
A3. Data Analysis and Instructional Planning			
<ul style="list-style-type: none"> <li>• What practices ensure that school administrators and teachers receive data in a timely manner?</li> <li>• What systems are in place for collecting and using student test data and formative data for the modification of instruction to improve student achievement?</li> <li>• 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)?</li> <li>• What system-wide practices assist schools in monitoring student progress and determining whether students have achieved high standards?</li> <li>• How does the central office ensure teachers and administrators use assessment results to maximize teaching and learning?</li> <li>• How does the school board ensure diversity through student assignment?</li> <li>• What system-wide practices ensure that high needs students are equitably distributed throughout the district schools?</li> </ul>			
Rubric			
Collection and Dissemination of Data			
Leading	Embedded	Emerging	Lacking
<ul style="list-style-type: none"> <li>• The central office consistently provides school administrators and teachers with test results in a timely, effective manner.</li> </ul>	<ul style="list-style-type: none"> <li>• The central office frequently provides school administrators and teachers with test results in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• The central office sometimes provides school administrators and teachers with test results in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• The central office rarely provides school administrators and teachers with test results in a timely manner.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>The central office effectively manages a shared process for data collection from a wide variety of sources.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The central office manages a process for data collection from a variety of sources.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The central office provides several types of data from various sources.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The central office has established no clear process for collection or analysis of data.</i></li> </ul>
<ul style="list-style-type: none"> <li>• The central office frequently 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.</li> </ul>	<ul style="list-style-type: none"> <li>• The central office regularly disseminates data analysis results to all stakeholders in a timely and effective manner for informing classroom instruction and individual student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The central office disseminates data analysis results to stakeholders but in a format that may not easily understood by all.</li> </ul>	<ul style="list-style-type: none"> <li>• The central office provides limited to no dissemination of data analysis results to stakeholders.</li> </ul>
<ul style="list-style-type: none"> <li>• <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></li> </ul>	<ul style="list-style-type: none"> <li>• <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></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The central office occasionally leads schools through the analysis of their data.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The central office sometimes leads schools through the analysis of their data.</i></li> </ul>

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

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

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

<ul style="list-style-type: none"> <li>• <i>The central office consistently implements a thorough safety plan approved by the school board and local safety units that meets current district needs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The central office periodically implements and disseminates an appropriate safety plan approved by the school board that addresses most of the current district needs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The central office inconsistently implements a safety plan that addresses some of the current district needs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The central office has a safety plan, however, it does not address current district needs.</i></li> </ul>
<ul style="list-style-type: none"> <li>• The central office effectively assists all schools in addressing issues raised by the NC TWC survey.</li> </ul>	<ul style="list-style-type: none"> <li>• The central office effectively assists some schools in addressing issues raised by the NC TWC survey.</li> </ul>	<ul style="list-style-type: none"> <li>• The central office assists schools when requested in addressing issues raised by the NC TWC survey.</li> </ul>	<ul style="list-style-type: none"> <li>• The central office does not assist schools in addressing issues raised by the NC TWC survey.</li> </ul>

IMPACT

<b>DIMENSION B: Leadership Capacity</b>			
<b>B6. Distributed Leadership and Collaboration</b>			
<ul style="list-style-type: none"> <li>• How is the school board trained to know its roles and responsibilities?</li> <li>• How are the different roles and responsibilities of the school board and superintendent delineated and maintained?</li> <li>• What processes are implemented that encourage collaboration between the superintendent and the local board members?</li> <li>• In what ways is leadership developed and distributed at the central office (e.g., collaborative, hierarchical)?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<ul style="list-style-type: none"> <li>• The school board has frequent, effective training that develops teamwork and understanding of its roles and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• The school board has regular training that develops teamwork and understanding of its roles and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• The school board sometimes has trainings on a variety of issues.</li> </ul>	<ul style="list-style-type: none"> <li>• The school board has little training.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>The school board and superintendent have effectively delineated and mutually respected responsibilities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The school board and superintendent have delineated and mutually respected responsibilities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The school board and superintendent have delineated responsibilities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The school board and superintendent do not have clearly delineated responsibilities.</i></li> </ul>
<ul style="list-style-type: none"> <li>• The school board and superintendent have effective, on-going processes for collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• The school board and superintendent have several processes for collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• The school board and superintendent have some processes for collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• The school board and superintendent have few, inconsistent processes for collaboration.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>The roles and responsibilities of the central office staff are clearly understood and transparent.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The roles and responsibilities of the central office staff are mostly understood and transparent.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The roles and responsibilities of the central office staff are somewhat understood and transparent.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The development and distribution of leadership and roles and responsibilities at the central office are unclear.</i></li> </ul>



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

<b>DIMENSION C: Professional Capacity</b>			
<b>C8. Central Office Quality and Experience</b>			
<ul style="list-style-type: none"> <li>• How are central office personnel selected?</li> <li>• How do the board and superintendent ensure the effectiveness of central office personnel?</li> <li>• How are central office staffs'/principals' weaknesses identified and addressed?</li> <li>• How does central office demonstrate leadership by: <ul style="list-style-type: none"> <li>▪ Establishing a respectful environment?</li> <li>▪ Utilizing and expanding expertise in their specified area?</li> <li>▪ Facilitating professional growth for district staff?</li> <li>▪ Reflecting on their practice?</li> </ul> </li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<ul style="list-style-type: none"> <li>• Central office personnel are always selected through equitable, strategic recruitment and hiring.</li> </ul>	<ul style="list-style-type: none"> <li>• Central office personnel are usually selected through equitable, strategic recruitment and hiring.</li> </ul>	<ul style="list-style-type: none"> <li>• Central office personnel are selected through inconsistent hiring practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Central office personnel are rarely selected through equitable, strategic recruitment practices.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Frequent and ongoing evaluation and training for central office personnel occur.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Regular evaluation and training for central office personnel occur.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Inconsistent evaluation and training for central office personnel occur.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Little to no evaluation and training for central office personnel occur.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Supervisory personnel are involved in a collaborative, systemic process for identifying ineffectiveness and developing plans for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Supervisory personnel engage in a systemic process for identifying ineffectiveness and plan for improvement is administratively decided.</li> </ul>	<ul style="list-style-type: none"> <li>• Central office personnel engage in a process for identifying ineffectiveness with some consideration for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Central office personnel do not engage in a clearly established process for identifying ineffectiveness or have no plan for improvement.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Central office administrators consistently and effectively demonstrate leadership by modeling respectful interactions, growing expertise, facilitating professional growth, and reflective practice.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Central office administrators often demonstrate leadership by modeling respectful interactions, areas of expertise, ability to facilitate learning, and thoughtful reflection.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Central office administrators occasionally demonstrate leadership by modeling respectful interactions, areas of expertise, ability to facilitate learning, and thoughtful reflection.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Central office administrators seldom demonstrate leadership by modeling respectful interactions, areas of expertise, ability to facilitate learning, and thoughtful reflection.</i></li> </ul>

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

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

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

DIMENSION D: Planning and Operational Effectiveness			
D12. Facilities and Technology			
<ul style="list-style-type: none"> <li>What processes are in place to determine and address the physical conditions and needs of schools from year to year?</li> <li>How does the central office ensure that all schools have adequate space and physical resources based on changes in student enrollment?</li> <li>How does the central office ensure that reliability and speed of internet connections are sufficient to support instructional practices?</li> </ul>			
RUBRIC			
Leading	Embedded	Emerging	Lacking
The central office: <ul style="list-style-type: none"> <li>Frequently implements a plan that effectively determines and addresses the physical conditions and needs of the schools.</li> </ul>	The central office: <ul style="list-style-type: none"> <li>Regularly implements a plan that is utilized for determining and addressing the physical conditions and needs of the schools.</li> </ul>	The central office: <ul style="list-style-type: none"> <li>Sometimes develops a plan that is implemented to determine and address the physical conditions and needs of the schools.</li> </ul>	The central office: <ul style="list-style-type: none"> <li>Addresses the physical conditions and needs of the schools on a case-by-case basis, but does not have a formal plan.</li> </ul>
<ul style="list-style-type: none"> <li><i>Utilizes an effective plan that ensures adequate space and physical resources for all schools.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Usually utilizes a plan that ensures adequate space and physical resources for all schools.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Sometimes follows a plan that ensures adequate space and physical resources for some schools.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Rarely follows a plan that ensures adequate space and physical resources for some schools.</i></li> </ul>
<ul style="list-style-type: none"> <li>Effectively monitors the technology infrastructure and supplies bandwidth sufficient to support high-quality instructional practices integrating technology.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly monitors the technology infrastructure and supplies bandwidth sufficient to support high-quality instructional practices integrating technology.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes monitors the technology infrastructure and supplies bandwidth sufficient to support some high-quality instructional practices integrating technology.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely monitors the technology infrastructure and supplies insufficient bandwidth to support high-quality instructional practices integrating technology.</li> </ul>

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

<b>DIMENSION E: Families and Communities</b>			
<b>E14. Community Engagement</b>			
<ul style="list-style-type: none"> <li>• In what ways does the central office establish and maintain positive relationships with businesses and nonprofit organizations?</li> <li>• How are clear expectations and performance updates for district, school, and student achievement communicated to the community?</li> <li>• How does the school work with community partners to establish supplemental programming such as after-school programs or tutoring?</li> <li>• How does the central office receive and use feedback from the community?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<p>The central office:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>The central office:</p> <ul style="list-style-type: none"> <li>• Regularly engages in efforts to partner with local businesses, community organizations, and other agencies to meet the needs of the district.</li> </ul>	<p>The central office:</p> <ul style="list-style-type: none"> <li>• 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 with the needs of the district.</li> </ul>	<p>The central office:</p> <ul style="list-style-type: none"> <li>• Lacks established strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the district.</li> </ul>
<ul style="list-style-type: none"> <li>• <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></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has several methods to update the community about expectations, student achievement, and student/staff performance on an ad hoc basis.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has limited and infrequent methods to update the community about expectations, student achievement, and student/staff performance.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has no clear system for ongoing communication with the community.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Devotes appropriate financial resources and personnel to community partnership efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Devotes financial resources and part-time personnel resources to community engagement efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Devotes some limited financial and human resources to community engagement efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks devoted financial and human resources for community engagement efforts, and has no process in place to monitor community engagement efforts.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Frequently monitors effectiveness of community engagement efforts and uses results to improve future school improvement efforts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Monitors effectiveness of community engagement efforts with some results incorporated into school improvement efforts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Informally monitors effectiveness of community engagement efforts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has no process in place for collecting community feedback.</i></li> </ul>



<b>PART 4: Evaluation Judgment Summary</b>				
	<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<b>Dimension A: Instructional Excellence and Alignment Part I: Teaching and Learning</b>				
<b>A1 High Expectations Communicated to All Teachers and Students</b>				
<b>A2 Curriculum and Instructional Alignment</b>				
<b>Dimension A: Instructional Excellence and Alignment Part II: Support for Student Achievement</b>				
<b>A3 Data Analysis and Instructional Planning</b>				
<b>A4 Student Support Services</b>				
<b>Dimension B: Leadership Capacity</b>				
<b>B5 Strategic Planning, Mission, and Vision</b>				
<b>B6 Distributed Leadership and Collaboration</b>				
<b>B7 Monitoring Instruction in School</b>				
<b>Dimension C: Professional Capacity</b>				
<b>C8 Teacher Quality and Experience</b>				
<b>C9 Quality of Professional Development</b>				
<b>C10 Talent Recruitment and Retention</b>				
<b>Dimension D: Planning and Operational Effectiveness</b>				
<b>D11 Resource Allocation</b>				
<b>D12 Facilities and Technology</b>				
<b>Dimension E: Families and Community</b>				
<b>E13 Family Engagement</b>				
<b>E14 Community Engagement</b>				

## CNA Visit Day 1 Homework

1. Check Record Book:
  - \* Is your name circled on the front of your record book?
  - \* Are the notes complete including some quotes, and examples?
  - \* Are the notes written in cause and effect style?
  - \* Are the notes legible?
2. In the Summary Notes section, summarize key strengths and areas for improvement in bulleted, cause and effect style. (pages 154-155)
3. Highlight any indicators in the rubric in which more evidence is needed or about which you have questions.
4. Make notes of any questions that need answering and/or who needs to be interviewed and/or what needs to be observed to collect evidence that is needed.
5. Be sure not to leave any notes/scrap paper etc. in the room or hotel.
6. Maintain confidentiality off site. Remember when you are in a restaurant or local business people are still watching and listening.
7. All record books will be collected at the end of the visit.
8. If this is your first CNA visit, prepare notes for your writing assignment on any dimension. You will not be able to keep the record book, so be sure to make any notes needed to write the 200-250 word final report piece or make arrangements with the lead reviewer to copy certain pages and email them to you. **Email the writing sample to your lead reviewer within 10 business days of the end of the visit.** This is required to receive credits for completion of the CNA training.

## Tips for Coming to Judgment Using the Rubric

- Remember the rubric is not a checklist
- The CNA looks beyond what a district is doing and attempts to evaluate the effectiveness of what a district is doing (i.e. just having something is not enough)

For example, if a district has ample technology and attempts to acquire more for schools in that district and central office as needed, but the technology is not used effectively anywhere in the district then the judgment falls back to lacking. If a district has ample technology and attempts to acquire more, and it is used effectively in some areas of the district but not all, the judgment is emerging (consistency is the issue).

- Underlying all indicators are the following questions
  - What is the impact?
    - How widespread is the impact?
    - Is the practice or action effective?
    - What are the outcomes?
    - Can you think of examples/evidence to support that a practice/action is effective or ineffective?
- You will have to use your professional judgment

### Unpacking judgments:

- **Leading:** major strengths within the school and or district, significant positive impact on student learning
- **Embedded:** a number of strengths that are embedded throughout the school or district, positive impact on student learning
- **Emerging:** some strengths, impact may or may be positive on student learning
- **Lacking:** many areas needing improvement, impact is low or may be negative.

### Tips for record book keeping:

- be sure to capture any examples shared during interviews or while observing
- be sure to fill in summary boxes
- capturing a poignant quote is very helpful as well
- it is also appropriate to record things you witness in the hallways or offices that provide evidence (there is a page in the record book titled “additional evidence”)



## CNA Feedback Form – Lead Reviewer on Team Member

District:	School:
Lead Reviewer:	Team Member:
Assessment Dates:	

*Please complete this form on the performance of the team member for the Comprehensive Needs Assessment of the school listed. The information given will help build a profile and enable us to monitor quality in order to maintain and improve the standards set by the NC DPI and to provide information about further training and professional development. **This information is confidential** and will be used to **recognize trends** in strengths and areas for improvement. This information is not part of an employee's performance evaluation. **Please return within five business days after the CNA** to the IRC team's program assistant, Shenise Lassiter, at [shenise.lassiter@dpi.nc.gov](mailto:shenise.lassiter@dpi.nc.gov). Thank you!*

Use the rating key to tell your level of agreement with each statement about a member of your CNA team. You are welcome to add comments to any item.

Key: 4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree N/A=Non-applicable

	Statement: The team member...	Rating	Comments
1	exhibited good attendance/punctuality.		
2	was prepared for the visit.		
3	was professional in collaborating and communicating with the team and school staff.		
4	followed protocols and adhered to the Code of Conduct for the CNA process.		
5	demonstrated knowledge of the dimensions and rubric.		
6	led a focus group well.		
7	used effective questioning skills.		
8	thoroughly recorded legible and appropriate evidence and its sources.		
9	recorded impact and summary statements based upon the evidence from observations, focus groups, and interviews.		
10	weighed evidence and impact to formulate appropriate judgments regarding sub-dimensions.		
11	was receptive to support and guidance.		
12	completed Day 1 homework.		
13	was adequately prepared with summary data to participate in bullet writing and/or had proposed bullets.		
14	was an effective team member.		
15	I recommend this reviewer for <b>Refresher Training</b> . Please enter <b>yes</b> or <b>no</b> in rating column and add comments as to why or why not.		
<b>Overall comments including key strengths and areas for improvement:</b>  <div style="border: 1px solid black; height: 40px; width: 100%;"></div>			

## CNA Feedback Form – Team Member on Lead Reviewer

District:	School:
Team Member:	Lead Reviewer:
Assessment Dates:	

*Please complete this form on the performance of the lead reviewer for the Comprehensive Needs Assessment of the school listed. The information given will help build a profile and enable us to monitor quality in order to maintain and improve on the standards set by the NC 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 for the CNA Lead Reviewer. **Please return within five business days** to the IRC team's program assistant Shenise Lassiter at [Shenise.lassiter@dpi.nc.gov](mailto:Shenise.lassiter@dpi.nc.gov) who will share your feedback with the CNA Team Lead only. Feedback will be anonymized before it is shared with the lead reviewer. Thank you!*

Use the rating key to tell your level of agreement with each statement. You are welcome to add comments to any item.

Key: 4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree

	Statement: The lead reviewer...	Rating	Comments
1	provided useful information and guidance relevant to the school which helped you prepare for the CNA.		
2	supported and guided you well at all stages of the process by following the protocols set out in the Notes of Guidance.		
3	modeled the process well by communicating clearly, succinctly, and professionally.		
4	formed effective working relationships with the school.		
5	formed effective working relationships with me and the other team members.		
6	gave constructive feedback as needed, which helped me to develop my skills.		
7	facilitated team discussions in formulating judgments that were objective, fair, and based upon evidence and impact.		
8	utilized time effectively throughout the CNA.		
9	Rate the overall performance of the lead reviewer. (Rate 1-4 as above.)		
10	Did your lead reviewer use his/her cell phone during the visit? Please enter Yes or No in the rating column.		
Additional Comments:			

## NCDPI Comprehensive Needs Assessment (CNA) Principal Survey

Name of District:	Name of School:
Name of Principal:	
Assessment Dates:	

- We value your views of the CNA recently conducted at your school.
- Please complete the following questionnaire so that we can learn what works well and how we can improve the CNA process. **This information is confidential and will be used to recognize trends in strengths and areas for improvement.** Please return it to the IRC team program assistant within 48 hours. Thank you.

Key: 4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree

The Assessment		4	3	2	1
1	The reviewers were prepared for the visit and had some prior knowledge of my school.				
2	The reviewers worked collaboratively with the leadership and other staff and established a good climate during the assessment.				
3	The requests for information and documentation placed on the school were reasonable.				
4	The reviewers communicated clearly with the leadership throughout the assessment.				
5	The feedback given at the end of the assessment was clear and concise.				
6	The summary feedback on the last day was based on the rubric, and the reviewers identified appropriate issues for improvement.				
7	We will use the assessment recommendations to move the school forward.				
8	Overall, I am satisfied with the way the assessment was carried out.				
The part of the assessment that I found most useful was:					
The part of the assessment that I found least useful was:					

## NCDPI Comprehensive Needs Assessment (CNA) Superintendent Survey

Name of District:
Name of Superintendent:
Assessment Dates:

- We value your views of the CNA recently conducted in your district.
- Please complete the following questionnaire so that we can learn what works well and how we can improve the CNA process. **This information is confidential and will be used to recognize trends in strengths and areas for improvement.** Please return it to the IRC team program assistant within 48 hours. Thank you.

Key: 4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree

The Assessment		4	3	2	1
1	The reviewers were prepared for the visit and had some prior knowledge of my district.				
2	The reviewers worked collaboratively with the leadership and other staff and established a good climate during the assessment.				
3	The requests for information and documentation placed on the district were reasonable.				
4	The reviewers communicated clearly with the leadership throughout the assessment.				
5	The feedback given at the end of the assessment was clear and concise.				
6	The summary feedback on the last day was based on the rubric, and the reviewers identified appropriate issues for improvement.				
7	We will use the assessment recommendations to move the school forward.				
8	Overall, I am satisfied with the way the assessment was carried out.				
The part of the assessment that I found most useful was:					
The part of the assessment that I found least useful was:					



## NCDPI Comprehensive Needs Assessment Assessment Preparation Form

School:	District:
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 the 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 noon on 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.” It provides points that 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 family 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 formal meeting.
- For principals, 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.

## Planning for the Comprehensive Needs Assessment

### Now that you've attended orientation

- ☐ Read the Notes of Guidance and understand the CNA criteria
- ☐ Raise staff awareness and understanding about the CNA process
- ☐ Decide how your school will prepare the Self-Evaluation Form (SEF)

### Before the Site Visit

- ☐ Send your Self-Evaluation Form to designated IRC team member by \_\_\_\_\_
- ☐ Talk with your Lead Reviewer (S/he will contact you by phone)
- ☐ Send your Lead Reviewer a site visit schedule (sample on page 10)

### Arrangements for the Site Visit

- ☐ Private place for the review team to work
- ☐ Groups (first day and half of visit)
  - Focus Group of Teachers
  - Focus Group of Students
  - Focus Group of Families
- ☐ Copy of School Improvement Plan, school map, master schedule, and group schedule for the team
- ☐ List of five classes you would like the team to visit

### During the Site Visit

- ☐ Be available to talk with the team
- ☐ Make a class visit with the Lead Reviewer
- ☐ Attend the exit conference to hear the major findings from the visit

### After the Site Visit

- ☐ Review the draft report for factual accuracy
- ☐ Plan for addressing issues found in the report
- ☐ Complete and return visit feedback form