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

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

Guidance on completing the form:

- Please complete with as much detail as possible. We recommend referencing your **NCStar Comprehensive Progress Report** as well as your **NCStar Self-Assessment** if completed to assist you. CNA dimensions have been cross walked to the NCStar Key Indicators for your reference. Completing this form will help you and your staff prepare for some of the discussions, which will take place both before and during the assessment. It will also help the assessment team better understand your school's established systems, programs, and evidence pieces which purports impact on student achievement that are associated with school improvement efforts.

- Use staff development opportunities to complete the self-evaluation form, if appropriate, and email the final form to the Instructional Review Coach contact prior to the on-site Comprehensive Needs Assessment visit**.**

- Please be evaluative rather than descriptive and make your focus the impact of processes and programs in terms of school improvement and student achievement.

- Include references to where the evidence of your self-evaluation can be found, e.g., "increase in proficiency across all subgroups and grade levels on the state math tests as shown in annual report to the state," recent family surveys.

- Be brief (for example, use bullet points or note form).

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

- Please place an **X** under the descriptor which most accurately reflects your judgment of overall quality in response to the questions.

Quality Descriptor			
Leading	Embedded	Emerging	Lacking

How should evaluations be made?
It is strongly advised to refer to the Notes of Guidance, and the rubric dimensions, sub-dimensions, and indicators as you complete the form. In addition, questions have been linked to NC Star dimensions and indicators to which they correlate, and you are encouraged to use the school's Comprehensive Progress Report and the NC Star Self-Assessment if completed.

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

School Profile

School Name:

	Number	Percentage of Student Population
Number of Students Enrolled		
Number of General Education Students		
Number of Students with Disabilities (EC)		
Number of Academically and Intellectually Gifted Students (AIG)		
Number of English Learners (EL)		
Students Eligible for Free or Reduced-price Lunch		

If 100% of your students receive Free or Reduced-Price Lunch, please check the box representing why and include the name of the program.
☐ **All students qualify for Free or Reduced-Price Lunch**
☐ **All students receive Free lunch through a school or district-wide program**
Name of Program

	Number	Percentage of Student Population
Attendance Rate		
Promotion Rate		
Dropout Rate		
Suspensions		
Ethnic Make-up of Students:		
• American Indian		
• Asian		
• Black		
• Hispanic		
• Multi-racial		
• White		

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

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

A. Background of your school

- **Is the school a Restart School?**

- **What are the school's distinctive features?**

- **What are the most significant aids and/or barriers to raising student achievement and progress?**

B. How effective is your school overall?
(Summarized by reference to the completed sections 1 through 5 of this document)

- **What are the school's notable strengths?**

- **What are the school's main priorities for improvement?**

	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 Rubric - Dimension A: Part I – Instructional Excellence and Alignment, Sub-dimensions A1 & A2. Also, for reference, NCSTAR Key Indicators A1.07 and A2.04 align to this dimension].

- **How effectively are high expectations for all staff and students promoted?**
  (CNA Sub-dimension A1; NCStar Indicator A1.07)

    - **How do you know? What evidence or data support the above response?**

- **How effectively does the school ensure implementation and delivery of a rigorous, relevant, and aligned curriculum?** *(CNA Sub-dimension A2; NCStar Indicator A2.04)*

    - **How do you know? What evidence or data support the above response?**

- **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 Rubric - Dimension A: Part II – Instructional Excellence and Alignment, Sub-dimensions A3, A4, and A5. Also, for reference, NCSTAR Key Indicators A4.01, A4.06, and A4.16 align to this dimension.

- **How effectively does the school collect, disseminate, and use data to inform instruction and school decision-making?** *(CNA Subdimension A3; NCStar Indicator A4.01)*

- **How effectively does the school address achievement across all subgroups?** *(CNA Sub-dimension A3; NCStar Indicator A4.01)*

    - **How do you know? What evidence or data support the above response?**

- **How effectively does the school address attendance issues?**

    - **How do these practices impact student achievement?**

- **How effectively does the school address issues relating to graduation/promotion [as applicable] and transition?** *(CNA Subdimension A3; NC Star Indicator A4.16)*

    - **How do you know? What evidence or data support the above response?**

- **How effectively does the school meet the social, emotional, and academic advisement needs of students?** *(CNA Subdimension A4; NC Star Indicator A4.06)*

    - **How do you know? What evidence or data support the above response?**

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

- **How effectively does the school ensure quality Early Learning experiences, including Pre-K, for 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 Comprehensive Needs Assessment Rubric - Dimension B – Leadership Capacity, Sub-dimensions B6, B7, and B8. Also, for reference, NCSTAR Key Indicators B1.01, B1.03, B2.03, and B3.03 align to this dimension]

- **What does the school do to create a culture conducive to learning for staff and students?** *(CNA Subdimension A1; NC Star Indicator B2.03 and B3.03)*

    - **How effective are these practices?**

- **What does the leadership do to develop, monitor, and review mission, vision, and plans to improve practices?** *(CNA Subdimension B5; NC Star Indicator B1.03)*

    - **How effective are these strategies?**

- **What are the greatest challenges in leading change and improvement efforts?**

    - **How effective are practices to support change?**

    - **How do you know? What evidence or data support the above response?**

- **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 Comprehensive Needs Assessment Rubric - Dimension C: Professional Capacity, Sub-dimensions C9, C10, and C11 Also, for reference, NCSTAR Key Indicators C2.01 and C3.04 align to this dimension]

- **How effective is the school in ensuring teacher quality and experience in order to meet the needs of its students and curriculum?** *(CNA Subdimension C8; NC Star Indicator C2.01 and C3.04)*

    - **How do you know? What evidence or data support the above response?**

- **How effective is the school in providing quality professional development which meets identified student learning and staff needs?** *(CNA Subdimension C9; NC Star Indicator C2.01)*

    - **How do you know? What evidence or data support the above response?**

- **How successful are the school's strategies for ensuring effective coaching, support, and collaboration between staff?** *(CNA Subdimension C9 & C10; NC Star Indicator C3.04)*

    - **How do you know? What evidence or data support the above response?**

- **What does the school do to address issues related to teacher turnover and retention?** *(CNA Subdimension C10; NC Star Indicator C3.04)*

    - **How effective are these practices?**

- **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 Comprehensive Needs Assessment Rubric - Dimension D: Planning and Operational Effectiveness, Sub-dimensions D12 and D13 and the school's Comprehensive Progress Report (CPR) Also, for reference, NCSTAR Indicators D1.02 and D1.03 align to this dimension]

- **How effective are planning and scheduling to ensure the best use of teachers and learning time?** *(CNA Subdimension D11; NC Star Indicator D1.03)*

    - **How do you know? What evidence or data support the above response?**

- **Describe the school's budgetary decision making and resource allocation processes in relation to continual school improvement?** *(CNA Subdimension D11; NC Star Indicator D1.02)*

    - **How are school and student needs determined in terms of the budgetary process and resource allocation?**

    - **How effective are these processes?**

- **What funding sources are currently available and how are they utilized?**

Funding Source: (e.g. Title I, grants)	**Uses:** (*Please be specific. Sample: used funds to hire additional personnel, a reading specialist and tutors, purchased consumable materials for students including notebooks and planners, trainings on guided reading or math foundations*).

- **How effectively does the school use technology to support curriculum, instruction, and assessment?** *(CNA Subdimension D12; NC Star Indicator D1.02 and D1.03)*

    - **How do you know? What evidence or data support the above response?**

• **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 E – Families and Communities, Sub-dimensions E14 and E15. Also, for reference, NCSTAR Key Indicators E1.03 and E1.06 align to this dimension]

- **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?** *(CNA Subdimension E1.03; NC Star Indicator E1.06)*

  - **How do you know? What evidence or data support the above response?**

- **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 being recently appointed)?

Date of completion of this form:

Principal's Signature: _____

Main contributors to completion and their positions/titles:

Name	Position/Title