

**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 and use bullet points or note form where applicable.
- Please place an X below the descriptor which most accurately reflects your judgment of the overall quality in response to the questions.

<b>Quality Descriptor</b>			
Leading	Embedded	Emerging	Lacking

Note: 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 rubric 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, and some districts have also 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.

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

**A. Background of your district**

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

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

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

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

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

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

[Please refer to the comprehensive needs assessment dimension A – Instructional Excellence and Alignment, sub-dimensions A1-4]

- **How effectively are high expectations for all staff and students promoted?**
  - **How do you know?**
  
- **How effectively are rigor, relevance, alignment, and excellence promoted with reference to curriculum, assessment, and instructional delivery?**
  - **How do you know?**
  
- **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?**

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

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

[Please refer to the comprehensive needs assessment dimension B – 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?**

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

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

[Please refer to the comprehensive needs assessment dimension C – 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?**
  - **How do you know?**
  
- **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?**

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

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

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

- **Describe the district’s budgetary decision making and resource allocation processes in relation to continual improvement, facilities, and technology?**
  - **How are district needs determined in terms of the budgetary process and resource allocation?**
  - **How effective are these processes?**
- **How effective are the district’s student assignment policies and protocols?**
  - **How do you know?**
- **What funding sources are currently available and how are they utilized?**

<b>Funding Source:</b> (e.g. Title I, grants)	<b>Uses:</b> <i>(Please be specific. Sample: used funds to hire additional personnel or fund school level positions, purchased curriculum programs or materials, provided trainings on guided reading or math foundations).</i>

- **How effectively does the school use technology to support curriculum, instruction, and assessment?**
  - **How do you know?**
- **What is the district doing to bring about further improvement?**

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



**5. How effective is the district’s work with families and the community?**

[Please refer to the comprehensive needs assessment dimension E – 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 and in most need of improvement?**
  - **Areas of strength:**
  
  - **Areas for improvement:**
  
  - **How do you know?**
  
- **What is the district doing to bring about further improvement?**

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

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

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Date of completion of this form: \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_

Main contributors to completion and their positions/titles:

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

