

NCDPI Comprehensive Needs Assessment DISTRICT RUBRIC



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

DISTRICT AND SCHOOL TRANSFORMATION DIVISION
North Carolina Department of Public Instruction
July 2013

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

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

DIMENSION A: Instructional Excellence and Alignment Part I: Teaching and Learning

A2. Curriculum and Instructional Alignment

- 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 does the central office staff 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?

Rubric

| Leading | Embedded | Emerging | Lacking |
|--|---|---|---|
| The central office staff: <ul style="list-style-type: none"> • Facilitates a process with instructional staff that focuses on rigorous coursework to prepare all students for the global community. | The central office staff: <ul style="list-style-type: none"> • Leads instructional staff to focus on rigorous coursework to prepare most students for the global community. | The central office staff: <ul style="list-style-type: none"> • Encourages instructional staff to focus on rigorous coursework to prepare some students for the global community. | The central office staff: <ul style="list-style-type: none"> • Takes little role with instructional staff in each building to focus on rigorous coursework to prepare select students for the global community |
| <ul style="list-style-type: none"> • <i>Has regular, ongoing interactions with teachers designed to discuss student work standards and to foster relevant lessons and activities.</i> | <ul style="list-style-type: none"> • <i>Regularly meets with teachers to discuss student work standards and foster relevant lessons and activities.</i> | <ul style="list-style-type: none"> • <i>Periodically meets with teachers to discuss student achievement and the curriculum.</i> | <ul style="list-style-type: none"> • <i>Occasionally meets with teachers to discuss student achievement and the curriculum.</i> |
| <ul style="list-style-type: none"> • Frequently and consistently uses formal and informal classroom visits to monitor the alignment of the written, taught, and tested curriculum. | <ul style="list-style-type: none"> • Regularly uses formal and informal classroom visits to monitor the alignment of the written, taught, and tested curriculum. | <ul style="list-style-type: none"> • Uses only formal classroom visits to monitor the alignment of the written, taught, and tested curriculum. | <ul style="list-style-type: none"> • Visits classrooms occasionally or when invited for special class activities. |
| <ul style="list-style-type: none"> • <i>Supports and frequently models the effective use of integrated instructional technology in professional development with teachers and administrators.</i> | <ul style="list-style-type: none"> • <i>Regularly uses integrated instructional technology in professional development with teachers and administrators.</i> | <ul style="list-style-type: none"> • <i>Sometimes uses instructional technology in professional development with teachers and administrators.</i> | <ul style="list-style-type: none"> • <i>Uses technology in very limited ways, such as PowerPoint presentations, email, and word processing.</i> |
| <ul style="list-style-type: none"> • Ensures ongoing opportunities for teachers and administrators to learn and practice the use of instructional technology. | <ul style="list-style-type: none"> • Provides some opportunities for teachers and administrators to learn and practice the use of instructional technology. | <ul style="list-style-type: none"> • Provides occasional opportunities for teachers and administrators to learn about the use of instructional technology. | <ul style="list-style-type: none"> • Provides few opportunities for teachers and administrators to learn about the use of instructional technology. |
| <ul style="list-style-type: none"> • <i>Collaborates with the school staff and the community to provide opportunities for all students to know and experience potential career choices.</i> | <ul style="list-style-type: none"> • <i>Leads the school staff and the community to provide opportunities for most students to know and experience potential career choices.</i> | <ul style="list-style-type: none"> • <i>Encourages the school staff and the community to provide some opportunities for some students to learn about potential career choices.</i> | <ul style="list-style-type: none"> • <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> |

DIMENSION A: Instructional Excellence and Alignment Part II: Support for Student Achievement

A3. Data Analysis and Instructional Planning

- 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 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 schools?

Rubric

Collection and Dissemination of Data

| Leading | Embedded | Emerging | Lacking |
|---|--|--|---|
| <ul style="list-style-type: none"> • The central office consistently provides school administrators and teachers with test results in a timely, effective manner. | <ul style="list-style-type: none"> • The central office frequently provides school administrators and teachers with test results in a timely manner. | <ul style="list-style-type: none"> • The central office sometimes provides school administrators and teachers with test results in a timely manner. | <ul style="list-style-type: none"> • The central office rarely provides school administrators and teachers with test results in a timely manner. |
| <ul style="list-style-type: none"> • <i>The central office effectively manages a shared process for data collection from a wide variety of sources.</i> | <ul style="list-style-type: none"> • <i>The central office manages a process for data collection from a variety of sources.</i> | <ul style="list-style-type: none"> • <i>The central office provides several types of data from various sources.</i> | <ul style="list-style-type: none"> • <i>The central office has established no clear process for collection or analysis of data.</i> |
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • The central office disseminates data analysis results to stakeholders but in a format that may not easily understood by all. | <ul style="list-style-type: none"> • The central office provides limited to no dissemination of data analysis results to stakeholders. |
| <ul style="list-style-type: none"> • <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> | <ul style="list-style-type: none"> • <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> | <ul style="list-style-type: none"> • <i>The central office occasionally leads schools through the analysis of their data.</i> | <ul style="list-style-type: none"> • <i>The central office sometimes leads schools through the analysis of their data.</i> |

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

IMPACT

DIMENSION A: Instructional Excellence and Alignment Part II: Support for Student Achievement

A4. Student Support Services

- What practices are in place to support schools in meeting the social and emotional needs of students?
- What policies does the central office have for ensuring academic advisement at all schools?
- How does the central office support schools to ensure student nutrition and health?
- 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?

RUBRIC

| Leading | Embedded | Emerging | Lacking |
|---|--|--|--|
| The central office: <ul style="list-style-type: none"> • Consistently supports the schools' work in meeting the social and emotional needs of all students. | The central office: <ul style="list-style-type: none"> • Regularly supports the schools' work in meeting the social and emotional needs of students. | The central office: <ul style="list-style-type: none"> • Sometimes supports the schools' work in meeting the social and emotional needs of some students. | The central office: <ul style="list-style-type: none"> • Provides minimal support in meeting the social and emotional needs of students. |
| <ul style="list-style-type: none"> • <i>Ensures that students have ongoing, effective academic advisement.</i> | <ul style="list-style-type: none"> • <i>Ensures that students have ongoing academic advisement.</i> | <ul style="list-style-type: none"> • <i>Ensures that students have some academic advisement.</i> | <ul style="list-style-type: none"> • <i>Does not ensure that students have academic advisement.</i> |
| <ul style="list-style-type: none"> • Has effective, ongoing programs to support student nutrition and health. | <ul style="list-style-type: none"> • Has ongoing programs to support student nutrition and health. | <ul style="list-style-type: none"> • Has limited programs to support student nutrition and health. | <ul style="list-style-type: none"> • Has few programs to support student nutrition and health. |
| <ul style="list-style-type: none"> • <i>Fosters ongoing, effective collaboration with community colleges and institutions of higher education to ensure all students have enhanced learning options.</i> | <ul style="list-style-type: none"> • <i>Frequently fosters collaboration with community colleges and institutions of higher education to ensure most students have enhanced learning options.</i> | <ul style="list-style-type: none"> • <i>Occasionally fosters collaboration with community colleges and institutions of higher education to ensure some students have enhanced learning options.</i> | <ul style="list-style-type: none"> • <i>Does not use the resources available with community colleges and institutions of higher education to provide students with enhanced learning options.</i> |

| DIMENSION B: Leadership Capacity | | | |
|--|--|---|--|
| B5. Strategic Planning, Mission, and Vision | | | |
| <ul style="list-style-type: none"> • 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 the vision of the district? • 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 (NC TWC) survey? | | | |
| RUBRIC | | | |
| Leading | Embedded | Emerging | Lacking |
| <ul style="list-style-type: none"> • The school district has a strategic plan that is collaboratively developed and updated by the board, superintendent, and central office staff. | <ul style="list-style-type: none"> • The school district has a strategic plan that is developed and updated by some members of the board, superintendent, and central office staff. | <ul style="list-style-type: none"> • The school district has a strategic plan that is updated occasionally by the superintendent or designee. | <ul style="list-style-type: none"> • The school district does not have a strategic plan or has a strategic plan that has not been updated on a regular basis. |
| <ul style="list-style-type: none"> • <i>The central office involves all stakeholders and considers all available data in strategic planning.</i> | <ul style="list-style-type: none"> • <i>The central office uses data gathered from several sources in strategic planning.</i> | <ul style="list-style-type: none"> • <i>The central office uses some data in strategic planning.</i> | <ul style="list-style-type: none"> • <i>The district's strategic plan may or may not be based on data.</i> |
| <ul style="list-style-type: none"> • The board, superintendent, and central office effectively ensure that all stakeholders share ownership of the strategic plan. | <ul style="list-style-type: none"> • The board, superintendent, and central office effectively ensure that some stakeholders share ownership of the strategic plan. | <ul style="list-style-type: none"> • The board, superintendent, and central office ensure that select stakeholders share ownership of the strategic plan. | <ul style="list-style-type: none"> • The board, superintendent, and central office ensure that stakeholders are aware of the strategic plan. |
| <ul style="list-style-type: none"> • <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> | <ul style="list-style-type: none"> • <i>The central office consistently utilizes practices that have built a climate of openness, fairness, mutual respect, support, and inquiry among some stakeholders.</i> | <ul style="list-style-type: none"> • <i>The central office inconsistently utilizes practices that represent a climate of openness, fairness, mutual respect, support, and inquiry among some stakeholders.</i> | <ul style="list-style-type: none"> • <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> |
| <ul style="list-style-type: none"> • The central office has a systematic, ongoing process for monitoring the progress toward achieving the goals of the strategic plan. | <ul style="list-style-type: none"> • The central office has an ongoing process for monitoring the progress toward achieving the goals of the strategic plan. | <ul style="list-style-type: none"> • The central office has an inconsistent process for monitoring the progress toward achieving the goals of the strategic plan. | <ul style="list-style-type: none"> • The central office does not have a process for monitoring the progress toward achieving the goals of the strategic plan. |

| | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> • <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> | <ul style="list-style-type: none"> • <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> | <ul style="list-style-type: none"> • <i>The central office inconsistently implements a safety plan that addresses some of the current district needs.</i> | <ul style="list-style-type: none"> • <i>The central office has a safety plan, however, it does not address current district needs.</i> |
| <ul style="list-style-type: none"> • The central office effectively assists all schools in addressing issues raised by the NC TWC survey. | <ul style="list-style-type: none"> • The central office effectively assists some schools in addressing issues raised by the NC TWC survey. | <ul style="list-style-type: none"> • The central office assists schools when requested in addressing issues raised by the NC TWC survey. | <ul style="list-style-type: none"> • The central office does not assist schools in addressing issues raised by the NC TWC survey. |

IMPACT

| DIMENSION B: Leadership Capacity | | | |
|---|---|--|---|
| B6. Distributed Leadership and Collaboration | | | |
| <ul style="list-style-type: none"> • 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)? | | | |
| RUBRIC | | | |
| Leading | Embedded | Emerging | Lacking |
| <ul style="list-style-type: none"> • The school board has frequent, effective training that develops teamwork and understanding of its roles and responsibilities. | <ul style="list-style-type: none"> • The school board has regular training that develops teamwork and understanding of its roles and responsibilities. | <ul style="list-style-type: none"> • The school board sometimes has trainings on a variety of issues. | <ul style="list-style-type: none"> • The school board has little training. |
| <ul style="list-style-type: none"> • <i>The school board and superintendent have effectively delineated and mutually respected responsibilities.</i> | <ul style="list-style-type: none"> • <i>The school board and superintendent have delineated and mutually respected responsibilities.</i> | <ul style="list-style-type: none"> • <i>The school board and superintendent have delineated responsibilities.</i> | <ul style="list-style-type: none"> • <i>The school board and superintendent do not have clearly delineated responsibilities.</i> |
| <ul style="list-style-type: none"> • The school board and superintendent have effective, on-going processes for collaboration. | <ul style="list-style-type: none"> • The school board and superintendent have several processes for collaboration. | <ul style="list-style-type: none"> • The school board and superintendent have some processes for collaboration. | <ul style="list-style-type: none"> • The school board and superintendent have few, inconsistent processes for collaboration. |
| <ul style="list-style-type: none"> • <i>The roles and responsibilities of the central office staff are clearly understood and transparent.</i> | <ul style="list-style-type: none"> • <i>The roles and responsibilities of the central office staff are mostly understood and transparent.</i> | <ul style="list-style-type: none"> • <i>The roles and responsibilities of the central office staff are somewhat understood and transparent.</i> | <ul style="list-style-type: none"> • <i>The development and distribution of leadership and roles and responsibilities at the central office are unclear.</i> |

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

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

| DIMENSION C: Professional Capacity | | | |
|---|---|--|--|
| C9. Quality of Professional Development | | | |
| <ul style="list-style-type: none"> • 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 Professional Learning Standards? | | | |
| RUBRIC | | | |
| Leading | Embedded | Emerging | Lacking |
| <ul style="list-style-type: none"> • Student data and school needs inform the majority of the professional development plan and provide the basis for differentiating professional development offerings. | <ul style="list-style-type: none"> • Student data and school needs are reflected in parts of the professional development plan and are somewhat linked to differentiating the professional development offerings. | <ul style="list-style-type: none"> • Student data and school needs rarely link to the professional development plan. | <ul style="list-style-type: none"> • Student data and school needs are viewed separate and apart from a professional development plan. |
| <ul style="list-style-type: none"> • <i>Consistent, high-quality professional development for central office personnel aligns with the district strategic plan.</i> | <ul style="list-style-type: none"> • <i>High-quality professional development for central office personnel is usually aligns with the district strategic plan.</i> | <ul style="list-style-type: none"> • <i>Professional development for central office personnel is offered and sometimes aligns with the district strategic plan.</i> | <ul style="list-style-type: none"> • <i>Little or no professional development for central office personnel is offered or aligns with the district strategic plan.</i> |
| <ul style="list-style-type: none"> • Professional development initiatives are strategically and collaboratively selected, sustained, and monitored for fidelity of implementation aligned with the district’s strategic plan. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Professional development initiatives are selected by the administration and sometimes monitored for fidelity of implementation aligned with the district’s strategic plan. | <ul style="list-style-type: none"> • Professional development initiatives are generally selected by individuals with no clear alignment with the district’s strategic plan. |
| <ul style="list-style-type: none"> • <i>Frequent evaluation of professional development offerings ensures highly effective implementation.</i> | <ul style="list-style-type: none"> • <i>Some evaluation of professional development offerings ensures implementation.</i> | <ul style="list-style-type: none"> • <i>Monitoring of professional development offerings for implementation occurs sporadically.</i> | <ul style="list-style-type: none"> • <i>No monitoring of professional development implementation occurs.</i> |
| <ul style="list-style-type: none"> • Central office prepares all staff to support global education. | <ul style="list-style-type: none"> • Central office prepares most staff to support global education. | <ul style="list-style-type: none"> • Central office prepares some staff to support global education. | <ul style="list-style-type: none"> • Central office provides little preparation for staff to support global education. |
| <ul style="list-style-type: none"> • <i>Professional development offerings consistently exemplify the NC Professional Learning Standards.</i> | <ul style="list-style-type: none"> • <i>Professional development offerings frequently exemplify the NC Professional Learning Standards.</i> | <ul style="list-style-type: none"> • <i>Professional development offerings minimally exemplify the NC Professional Learning Standards.</i> | <ul style="list-style-type: none"> • <i>Professional development offerings are not aligned with the NC Professional Learning Standards.</i> |

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

DIMENSION D: Planning and Operational Effectiveness

D11. Resource Allocation

- How are budgeting decisions made, and who is involved in making those decisions?
- How are federal and state supplemental funds 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., through booster clubs, grants, community/corporate partnerships)?
- How are principals and teachers assigned to schools?

RUBRIC

| Leading | Embedded | Emerging | Lacking |
|--|---|--|---|
| <ul style="list-style-type: none"> • The central office consistently collaborates with appropriate stakeholders in making budgetary decisions. | <ul style="list-style-type: none"> • The central office frequently collaborates with appropriate stakeholders in making budgetary decisions. | <ul style="list-style-type: none"> • The central office occasionally collaborates with appropriate stakeholders in making budgetary decisions. | <ul style="list-style-type: none"> • The central office does not collaborate with stakeholders in making budgetary decisions. |
| <ul style="list-style-type: none"> • <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> | <ul style="list-style-type: none"> • <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> | <ul style="list-style-type: none"> • <i>Federal and state supplemental funding is sometimes designated to support initiatives that improve student achievement.</i> | <ul style="list-style-type: none"> • <i>Federal and state supplemental funding is rarely designated to support initiatives that improve student achievement.</i> |
| <ul style="list-style-type: none"> • Effective, measurable methods are utilized to allocate sufficient resources to schools with high needs. | <ul style="list-style-type: none"> • Measurable methods are usually used to allocate sufficient resources to schools with high needs. | <ul style="list-style-type: none"> • Measurable methods are sometimes used to allocate sufficient resources to schools with high needs. | <ul style="list-style-type: none"> • Measurable methods are rarely used to allocate sufficient resources to schools with high needs. |
| <ul style="list-style-type: none"> • <i>The central office aggressively seeks funding in addition to base local and state allocations.</i> | <ul style="list-style-type: none"> • <i>The central office regularly seeks funding in addition to base local and state allocations.</i> | <ul style="list-style-type: none"> • <i>The central office occasionally seeks funding in addition to base and state allocations.</i> | <ul style="list-style-type: none"> • <i>The central office does not actively seek funding beyond base local and state allocations.</i> |
| <ul style="list-style-type: none"> • The central office frequently assigns principals and teachers based on changing student needs. | <ul style="list-style-type: none"> • The central office regularly assigns principals and teachers based on current student needs. | <ul style="list-style-type: none"> • The central office occasionally assigns principals and teachers considering some but not all student needs. | <ul style="list-style-type: none"> • The central office assigns principals and teachers based on principal and teacher preference as opposed to student needs. |

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

DIMENSION E: Families and Communities

E13. Family Engagement

- 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 familial involvement efforts for all schools?

RUBRIC

| Leading | Embedded | Emerging | Lacking |
|---|---|--|---|
| <p>The central office:</p> <ul style="list-style-type: none"> • Consistently encourages positive relationships with families by actively sharing research-based best practice familial engagement techniques with all schools. | <p>The central office:</p> <ul style="list-style-type: none"> • Encourages positive relationships with families and shares research-based best practice familial engagement techniques with its schools when requested. | <p>The central office:</p> <ul style="list-style-type: none"> • Encourages positive relationships with families but does not share research-based best practice familial engagement techniques with its schools. | <p>The central office:</p> <ul style="list-style-type: none"> • Does not actively encourage positive relationships with families at its schools. |
| <ul style="list-style-type: none"> • <i>Utilizes frequent ongoing, consistent communication to all families regarding student achievement and expectations through multiple channels (e.g., newsletters, meetings, website).</i> | <ul style="list-style-type: none"> • <i>Regularly communicates with families through several communication channels regarding student achievement and expectations.</i> | <ul style="list-style-type: none"> • <i>Uses limited methods to communicate with families regarding student achievement and expectations and does so on an inconsistent basis.</i> | <ul style="list-style-type: none"> • <i>Has no clear system to communicate with families regarding student achievement and expectations.</i> |
| <ul style="list-style-type: none"> • Provides frequent ongoing opportunities for familial input on district issues and uses the feedback to make district decisions. | <ul style="list-style-type: none"> • Provides regular opportunities for familial input on district issues but does not actively incorporate feedback in decision-making. | <ul style="list-style-type: none"> • Is accessible to families who wish to provide input/feedback on district issues. | <ul style="list-style-type: none"> • Provides limited opportunities for families to provide input/feedback. |
| <ul style="list-style-type: none"> • <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> | <ul style="list-style-type: none"> • <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> | <ul style="list-style-type: none"> • <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> | <ul style="list-style-type: none"> • <i>Expects schools to address issues of effective familial engagement techniques and the creation of a welcoming school environment for families.</i> |
| <ul style="list-style-type: none"> • Consistently monitors participation in and the effectiveness of familial engagement efforts in schools. | <ul style="list-style-type: none"> • Monitors participation in and the effectiveness of familial engagement efforts on an ad hoc basis. | <ul style="list-style-type: none"> • Tracks participation in familial engagement efforts but does not monitor for effectiveness of programs. | <ul style="list-style-type: none"> • Does not monitor participation in or the effectiveness of familial engagement efforts. |

| DIMENSION E: Families and Communities | | | |
|---|--|---|--|
| E14. Community Engagement | | | |
| <ul style="list-style-type: none"> • 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? | | | |
| RUBRIC | | | |
| Leading | Embedded | Emerging | Lacking |
| <p>The central office:</p> <ul style="list-style-type: none"> • 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. | <p>The central office:</p> <ul style="list-style-type: none"> • Regularly engages in efforts to partner with local businesses, community organizations, and other agencies to meet the needs of the district. | <p>The central office:</p> <ul style="list-style-type: none"> • 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. | <p>The central office:</p> <ul style="list-style-type: none"> • Lacks established strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the district. |
| <ul style="list-style-type: none"> • <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> | <ul style="list-style-type: none"> • <i>Has several methods to update the community about expectations, student achievement, and student/staff performance on an ad hoc basis.</i> | <ul style="list-style-type: none"> • <i>Has limited and infrequent methods to update the community about expectations, student achievement, and student/staff performance.</i> | <ul style="list-style-type: none"> • <i>Has no clear system for ongoing communication with the community.</i> |
| <ul style="list-style-type: none"> • Devotes appropriate financial resources and personnel to community partnership efforts. | <ul style="list-style-type: none"> • Devotes financial resources and part-time personnel resources to community engagement efforts. | <ul style="list-style-type: none"> • Devotes some limited financial and human resources to community engagement efforts. | <ul style="list-style-type: none"> • Lacks devoted financial and human resources for community engagement efforts, and has no process in place to monitor community engagement efforts. |
| <ul style="list-style-type: none"> • <i>Frequently monitors effectiveness of community engagement efforts and uses results to improve future school improvement efforts.</i> | <ul style="list-style-type: none"> • <i>Monitors effectiveness of community engagement efforts with some results incorporated into school improvement efforts.</i> | <ul style="list-style-type: none"> • <i>Informally monitors effectiveness of community engagement efforts.</i> | <ul style="list-style-type: none"> • <i>Has no process in place for collecting community feedback.</i> |

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

