

NC
 Bartlett Yancey High (Caswell County)
 466 E. Main Street
 Yanceyville NC 27379
 336-694-4212

Needs Assessment - School Self-Assessment

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. Note: *When downloading the self-assessment as a Word document formatting may shift.*

[Click to access the NCStar Self-Assessment Canvas Page for guidance and resources.](#)

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DATA COLLECTION AND ANALYSIS

To analyze data for school improvement, integrate student growth and achievement metrics with attendance, discipline, demographic, and retention data to identify trends and areas needing attention. Examine student growth and achievement to assess academic progress and pinpoint gaps. Analyze attendance and discipline records to uncover patterns impacting learning environments. Consider demographic and retention data to understand diverse student needs and retention challenges. Additionally, gather stakeholder perception data from surveys and feedback to incorporate community insights and ensure comprehensive, data-driven decisions that address both academic and socio-emotional aspects of student development. Below are example questions to begin the data collection and analysis process.

Student Achievement and Growth Data

Is proficiency for some grade levels and/or subjects higher or lower than others?
 Yes.

Math 1- 34.2%

Math 3- 58.1%

Biology- 27.6%

English II- 44.6%

Have there been increases or decreases in proficiency averages from one year to the next or within student cohorts? Are there gaps between various subgroups of students (Subgroup > 30 students)?
Yes- From 2024 to 2025:

Math 1- 19.2-34.2%

Math 3- 34.7-58.1%

Biology- 14.4-27.6%

English II- 40.3-44.6%

- In 2025, Females were 46.5% proficient, Males were 36.2% overall
- In 2025, Females were 70.1% proficient in Math 3, Males were 47% proficient in Math 3
- In 2025, Females were 53.5% proficient in English II, Males were 35% proficient in English II
- Significant gaps in proficiency from Black students to all other non SWD 7 AIG subgroups in Math 1.
- Multi subgroup was 66.7% proficient in Math 1, significantly higher than all other subgroups
- Significant gaps in proficiency from Black students to all other non SWD, AIG and EDS subgroups in English II.
- Black students were 19.4% proficient in Biology, White students were 32.8% proficient in biology
-

How many teachers met growth last year? How many teachers exceeded growth? Any noticeable strengths/weaknesses in grade levels? [Do not list names]
Individual Teacher EVAAS Growth Data is pending.

Student Attendance, Discipline, Retention, and Demographic Data

What is the school's student attendance rate? Are there particular days/months/blocks in the school year during which there are increases or decreases in student attendance rates? How has attendance data changed from year to year?

6.5% Increase from 2024-2025

Attendance policy has changed in previous years

2nd Semester tends to be worse

When analyzing discipline data (to include office referrals, in school suspensions, and out of school suspensions), do any trends exist when it comes to reason, location, grade levels and/or subgroups?
2025- 884 Office Referrals, 2117 Minors, 529 OSS, 347, ISS

2024- 1412 Office Referrals, 1412 Minors, 897 OSS, 576 ISS

2023- 1542 Office Referrals, 3805 Minors, 1316 OSS, 740 ISS

How has student demographic data shifted through the years (including socio-economic composition)? Are there grade levels and/or subgroups that experience higher retention rates?

Teacher Recruitment, Retention, & Attendance Data

How many beginning teachers (BT1, BT2, and BT3) are there at your school? (Please indicate a number for each)? What is the teacher turnover rate? Did it increase or decrease from previous year? Is it specific to a grade level or subject?
Two BT1s

Does the school have difficulties finding teachers for a particular subject or grade level?
Very difficult to recruit teachers, especially for core areas.

What is the school's teacher attendance rate? Are there particular days/months/blocks in the school year during which there are increases or decreases in teacher attendance rates? How has attendance data changed from year to year?
Low teacher attendance on Fridays.

Perception Data

According to the Teacher Working Conditions Survey what areas did teachers indicate the highest percentage of "Strongly agree"?

Overall, My School is Good Place to Work and Learn.- 97.5%

Administration Sets Clear Expectations- 97%

Communicates a Clear Vision- 100%

Daily Operations- 100%

Safe and Orderly Environment- 100%

According to the Teacher Working Conditions Survey what areas did teachers indicate the highest percentage of "Strongly disagree"?

Parent Contributions-57%

Differentiated PD- 47%

Students Follow Rules-50%

Assisting in Determining Budget- 27.5%

Wouldn't Want to Work in Another School-67.5%

If the school administers parent surveys, to which areas did parents respond most positively and in which areas did they indicate concerns? If the school administers student surveys, to which areas did students respond most positively and in which areas did they indicate concerns?

USING THE DPI RUBRIC AND FRAMEWORK

Overview: This self-assessment is designed to help schools evaluate their practices across four key domains. Each domain has a scale ranging from 4 to 12, where 4 represents the lowest and 12 represents the highest level of implementation.

***Shifts/Domains:**

1. **Turnaround Leadership**
2. **Talent Development**
3. **Instructional Transformation**
4. **Culture**

Instructions:

1. **Review Each Domain:**
 - > Carefully read the descriptions for each practice within each domain.
2. **Select Only One Response per Practice:**
 - > Choose the option that most accurately describes the school's reality. Each practice should have only one selected response.
3. **Complete the Assessment:**
 - > Ensure all practices within each domain are assessed and assigned ratings. There are no right or wrong answers; choose the responses that best fit the school's reality. Team members are encouraged to share evidence.
4. **Calculate Scores:**
 - > After completing the self-assessment, add up the total points per domain based on the responses chosen:
 - Leading responses: 4 points each
 - Embedded responses: 3 points each
 - Emerging responses: 2 points each
 - Lacking responses: 1 point each
5. **Reflect on Scores:**
 - > Add together the total scores for each of the four domains to determine an overall assessment score. A higher score indicates stronger practices are in place, while a lower score suggests areas for

potential improvement.

6. Interpret Results and Next Steps:

- > Consider what the scores reveal about the school's strengths and areas needing attention.
- > Discuss the results as a team or leadership group. Identify priorities for action and develop strategies to enhance practices in identified areas.

These directions should guide the school through the self-assessment process effectively, promoting thoughtful evaluation and actionable insights for improvement.

Accurate self-reflection and self-assessment are critical to the school improvement process. Using a self-assessment tool, such as the rubric below, can assist a school in identifying areas of strength and areas for improvement. This data can then be used to create or revise the current improvement plan housed within NCStar.

The framework below has been divided into sections by Shift & Domain (1 - 4) to help you in the selection process of NCStar indicators. All aspects of the framework and its underlying practices should be underpinned by two essential questions - "How effectively are we implementing each practice?" and most importantly "What is the impact on students?", as the latter ultimately determines the impact.

DETERMINING IMPACT

It is recommended that School Improvement Teams (SIT) use the framework as a guide for discussion of its current state and that ratings/judgments be determined by the team. Another method is to have each team member complete the assessment individually at first, considering specific evidence to support their ratings, and then gathering as a team to share and compare responses and come to consensus (using evidence) on the school's current state. **If certain criteria are met a district may request or be directed to engage in a facilitated self-assessment using the extended school rubric with the assistance of the DPI Diagnostic Services Team.** Any initiative, strategy, program, practice, or behavior can have one of three impacts - a positive impact, a negative impact, or no impact at all. It is important to consider the frequency of a practice to determine trends. However, it is also important to consider the impact. More specifically, Practice 3.2 under Leader Shifts: Domain 3 Instructional Transformation reads "[We] Provide rigorous evidence-based instruction." It is important the team not only consider if this is occurring and the frequency with which it is occurring, they must also ask "What impact do we see it having on student learning?"

Click on the link for more information on [DETERMINING IMPACT](#).

Structure

Underneath each section is a bulleted list of practices/questions. These questions can be used to guide the school improvement team in discussions to give themselves judgments or ratings. However, the team should not feel restricted to these questions, they are a guide for exploration and discussion.

Ratings/Judgments

Below the guiding questions is the rubric for that particular section and it is categorized by four possible ratings/judgments. The ratings/judgments are Lacking, Emerging, Embedded, and Leading. The SIT should discuss the rubric and determine the school's rating/judgment. Ratings/judgments must be based on evidence; team members should be prepared to share evidence that supports the rating/judgment they support. **Click on the link for more information on [triangulation of evidence](#).**

When sharing evidence and ultimately determining ratings/judgments team members should ALWAYS consider the impact on students.

- **Lacking:** Practices may be in place, but they are not having a significant impact on students, or few good practices are demonstrated. Any examples of effectiveness are outliers. There are some strengths, but they are overshadowed by weaknesses.
- **Emerging:** There are some effective practices in place and the school is seeing "green shoots" in terms of impact on students. This means that positive things are beginning to grow from effective practices and

they have an impact on students. The school demonstrates effective practices, but inconsistently or in pockets.

- **Embedded:** Good and effective practices that mostly have a positive impact on students are consistently demonstrated throughout the school. Any examples of ineffectiveness are few and therefore outliers. Examples of ineffectiveness are addressed.
- **Leading:** Innovative, highly effective practices that have a significant impact on students and result in positive outcomes are occurring throughout the school. Examples of ineffectiveness are rare and short-lived because they are addressed quickly and effectively through a research-based process.

USING RATINGS/JUDGEMENTS TO DETERMINE NEEDS

- **Improvement Range 1: 12-33 points scored will require self-assessing all domains using the Extended School Rubric.**
- **Improvement Range 2: 34-48 points scored will result in schools prioritizing the areas of improvement by referring to the lowest scored domain and self-assessing that domain using the Extended School Rubric.**

For further information on each Improvement Range [click here](#).

At the bottom of each rubric section is a "Total." Once you have completed the entire rubric, give each section a total by adding each corresponding row. Domains that have the lowest totals should become areas of focus. It is strongly recommended that the SIT further self-assess any practices with a rating of emerging or lacking using the [EXTENDED SCHOOL RUBRIC](#). Additionally, it is recommended that any schools assessing themselves in Improvement Range 1 utilize the [EXTENDED SCHOOL RUBRIC](#) for further exploration of specific needs. **If specific performance criteria are met, schools scoring in Improvement Range 1, may request assistance from the DPI Diagnostic Services Team with a facilitated self-assessment using the [EXTENDED SCHOOL RUBRIC](#).** The indicators found in NCStar are divided by the Shifts/Domains (1 - 4) to help you easily locate the ones you wish to include in your plan as objectives. To view the NCStar/ NC SHIFTS Crosswalk [click here](#).

LEADERSHIP SHIFT: DOMAIN 1 - TURNAROUND LEADERSHIP

Guiding Questions

- How does the school identify and prioritize areas for improvement?
- How does the school effectively communicate the urgency and importance of these improvements to all stakeholders?
- How does the school utilize data to monitor short- and long-term goals?
- What processes does the school use to customize and target support in order to meet the specific needs?

Rubric

	Practice: 1.1 Prioritize improvement and communicate its urgency**
Leading=4	Consistently prioritizes improvement, communicates its urgency to stakeholders, and involves diverse stakeholder groups in planning and implementing changes. There is a structured approach to continuous improvement with clear roles and responsibilities for all parties involved.
Embedded=3	Regularly prioritizes improvement, communicates its importance to key stakeholders, and involves a variety of stakeholder groups in planning changes. There is a defined approach to improvement with established roles and responsibilities.
Emerging=2	Occasionally prioritizes improvement and communicates its significance to some stakeholders. Limited involvement of stakeholder groups in planning changes. The approach to improvement lacks clear structure, roles, and responsibilities.
Lacking=1	There is no clear approach to continuous improvement beyond legislated school improvement team structures, and roles and responsibilities are undefined.

	Practice 1.1 Score
	Practice: 1.2 Monitor short and long-term goals**
Leading=4	Frequently monitors short and long-term goals related to teaching and learning to assess staff and student progress, identify strengths and weaknesses, and involves all staff in developing plans, monitoring progress, and aligning strategies to meet student needs through a well-defined shared leadership process.
Embedded=3	Regularly monitors short and long-term goals related to teaching and learning to evaluate staff and student progress and identify strengths and weaknesses. Involves most staff in developing plans and aligning strategies to meet student needs through a defined shared leadership process.
Emerging=2	Occasionally monitors short and long-term goals related to teaching and learning, with some evaluation of staff and student progress. Limited involvement of staff in developing plans and aligning strategies, and the shared leadership process is not well-defined.
Lacking=1	No clear process to monitor short and long goals with little to no involvement of staff in developing plans or aligning strategies, and no defined shared leadership process.
	Practice 1.2 Score
	Practice: 1.3 Customize and target support to meet needs**
Leading=4	Frequently customizes and targets support to meet the needs of all subgroups, accelerating their progress with responsive support plans. An effective process identifies and provides extensive support to students struggling to meet standards, resulting in continuous improvement in achievement for all students.
Embedded=3	Frequently customizes and targets support to meet the needs of all subgroups, accelerating their progress with responsive support plans. An effective process identifies and provides extensive support to students struggling to meet standards, resulting in continuous improvement in achievement for all students.
Emerging=2	Occasionally customizes support to address the needs of some subgroups, with intermittent progress seen through sporadic support plans. The process to identify and support students struggling to meet standards is inconsistent, resulting in limited improvement in achievement.
Lacking=1	Rarely customizes support for subgroups, leading to minimal progress.
	Practice 1.3 Score
	<-- Leadership Shift D1 Total

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**Contents referring to school practices:

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TALENT DEVELOPMENT SHIFT: DOMAIN 2 - TALENT DEVELOPMENT

Guiding 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?

Rubric

	Practice: 2.1 Recruit, develop, retain, and sustain talent**
Leading=4	Effectively leverages district and school resources, seeks additional resources to recruit, develop, retain, sustain, and reward highly qualified staff, while frequently guiding and supporting curriculum and instructional improvement.
Embedded=3	Utilizes district and school resources effectively, seeks additional resources to recruit, develop, retain, sustain, and reward highly qualified staff, and supports continuous improvement in curriculum and instruction.
Emerging=2	Utilizes district and school resources adequately, seeks some additional resources for recruiting, developing, and retaining staff, and occasionally supports curriculum and instructional improvement efforts.
Lacking=1	Inconsistently utilizes district and school resources, lacks initiative in seeking additional resources for staff recruitment, development, retention, and reward, and provides minimal support for curriculum and instructional improvement.
	Practice 2.1 Score
	Practice: 2.2 Target professional learning**
Leading=4	Strategically and collaboratively targets professional learning through thorough analysis of school-wide and classroom observation data, aligns professional development closely with specific teacher skills and identified school needs, and consistently monitors effectiveness.
Embedded=3	Targets professional learning through analysis of school-wide and classroom observation data, aligns professional development with teacher skills and school needs, and monitors effectiveness regularly.
Emerging=2	Targets professional learning somewhat through school-wide and classroom observation data analysis, aligns some professional development with teacher skills and school needs, and inconsistently monitors effectiveness.
Lacking=1	Fail to strategically target professional learning through school-wide and classroom observation data analysis, lacks alignment of professional development with teacher skills and school needs, and rarely monitors effectiveness.
	Practice 2.2 Score
	Practice: 2.3 Set clear performance expectations**
Leading=4	Frequently sets clear performance expectations, communicates specific goals and performance measures to employees, and utilizes a collaborative, systematic process for identifying and improving ineffectiveness.
Embedded=3	Sets clear performance expectations, communicates specific goals and performance measures to employees, and employs a systematic process for identifying and improving ineffectiveness.
Emerging=2	Inconsistently sets performance expectations, communicates general goals and performance measures to employees, and inconsistently employs a process for identifying and improving ineffectiveness.
Lacking=1	Fails to set clear performance expectations, lacks communication of goals and performance measures to employees, and lacks a systematic process for identifying and improving ineffectiveness.
	Practice 2.3 Score
	<-- Talent Development Shift D2 Total

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TEACHING & LEARNING SHIFT: DOMAIN 3 - INSTRUCTIONAL TRANSFORMATION

Guiding Questions

- 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?
- What practices ensure all students are taught a rigorous, relevant core curriculum, enabling them to compete in the global community?
- How does the school meet the academic, physical, social, and emotional needs of students?

RUBRIC

	Practice: 3.1 Diagnose and respond to student learning needs**
Leading=4	Consistently evaluates program effectiveness and alignment with benchmarks, state, and national standards. They rigorously utilize data to drive instructional decisions, ensuring optimal learning outcomes, significant improvements in student achievement, and targeted support for diverse subgroups.
Embedded=3	Frequently assesses the effectiveness and alignment of practices and programs with benchmark expectations, state, and national standards. They utilize data to guide instructional decisions, aiming to improve learning outcomes, enhance student achievement, and meet the needs of diverse subgroups.
Emerging=2	Occasionally evaluates program effectiveness and alignment with benchmark expectations and standards. They sometimes use data to inform instructional decisions, aiming to support learning and enhance student achievement across diverse subgroups.
Lacking=1	Inconsistently evaluates program effectiveness and alignment with benchmarks and standards. They rarely use data to drive instructional decisions, resulting in limited improvements in learning outcomes, student achievement, and support for diverse subgroup needs.
	Practice 3.1 Score
	Practice: 3.2 Provide rigorous evidence-based instruction**
Leading=4	Consistently develops, implements, and utilizes clear instructional plans integrating formative and summative assessments, technology, and evidence-based strategies that align seamlessly with rigorous standards.
Embedded=3	Frequently develops and implements clear instructional plans incorporating formative and summative assessments, technology, and evidence-based strategies aligned with rigorous standards.
Emerging=2	Occasionally develops and implements instructional plans that include formative and summative assessments, technology, and evidence-based strategies somewhat aligned with standards.
Lacking=1	Inconsistently develops and implements instructional plans lacking clear integration of formative and summative assessments, technology, and evidence-based strategies aligned with rigorous standards.
	Practice 3.2 Score
	Practice: 3.3 Remove barriers and provide opportunities**
Leading=4	Consistently implements systematic, effective, and responsive systems and programs that comprehensively address academic, physical, social, and emotional needs of all students from Pre-K through 12.
Embedded=3	Frequently implements systematic and responsive systems and programs that effectively address academic, physical, social, and emotional needs of all students from Pre-K through 12.
Emerging=2	Occasionally implements systems and programs that address some academic, physical, social, and emotional needs of students from Pre-K through 12.
Lacking=1	Inconsistently implements systems and programs that inadequately address academic, physical, social, and emotional needs of students from Pre-K through 12.

	Practice 3.3 Score
	<-- Teaching & Learning Shift D3 Total

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CULTURE SHIFT: DOMAIN 4 - CULTURE SHIFT

Guiding 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?

RUBRIC

	Practice: 4.1 Build a strong community intensely focused on student learning**
Leading=4	Uses a consistent process to support family understanding and involvement in school transitions, career choices, and community communication.
Embedded=3	Regularly uses a process to support family understanding and involvement in school transitions, career choices, and community communication.
Emerging=2	Occasionally uses a process to support family understanding and involvement in school transitions, career choices, and community communication.
Lacking=1	Rarely uses a process to support family understanding and involvement in school transitions, career choices, and community communication.
	Practice 4.1 Score
	Practice: 4.2 Solicit and act upon stakeholder input**
Leading=4	Consistently uses strategies, policies, and procedures to partner with and gather feedback from local businesses, community organizations, and agencies to meet school needs.
Embedded=3	Regularly uses strategies and procedures to partner with and collect feedback from local businesses, community organizations, and agencies to address school needs.
Emerging=2	Occasionally uses strategies and procedures to engage with local businesses, community organizations, and agencies, with intermittent feedback collection to meet school needs.
Lacking=1	Rarely uses strategies or procedures to partner with or gather feedback from local businesses, community organizations, and agencies, resulting in minimal alignment with school needs.
	Practice 4.2 Score
	Practice 4.3 Engage students and families in pursuing education goals**
Leading=4	Offers diverse forums for two-way communication with the community and families through newspapers, school report cards, meetings, announcements, and an updated website, while maintaining clear policies and processes for researching and applying best practices in familial engagement strategies and activities.
	Provides multiple forums for two-way communication with the community and families,

Embedded=3	including newspapers, school report cards, meetings, announcements, and a regularly updated website, and maintains policies for researching and applying best practices in familial engagement.
Emerging=2	Offers some forums for two-way communication with the community and families, such as meetings and announcements, with occasional use of newspapers and an updated website, and has basic policies for researching familial engagement strategies.
Lacking=1	Provides limited forums for communication with the community and families, with inconsistent use of newspapers, report cards, and an infrequently updated website, and lacks clear policies for researching and applying best practices in familial engagement.
	Practice 4.3 Score
	<-- Culture Shift D4 Total

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