

## School Self-Evaluation Form

Name of principal:	
Name of school:	

- Please complete with as much relevant detail as you can. The form might be completed as a staff professional development exercise, if appropriate.
- Send the completed form electronically by **October 14, 2011** to James Larson: [jl Larson@doe.in.gov](mailto:jl Larson@doe.in.gov)
- The form will help your school to prepare for the discussions both before and during the review and will help the review team better know you and your school.

### Instructions for Completing the Form

- Be evaluative, rather than descriptive, with a focus on student outcomes.
- Include the sources of the evidence, e.g. "Tenth grade boys performed better in Algebra than 10<sup>th</sup> grade girls according to end of course assessments", "according to parents' questionnaires from 2010."
- Be brief (for example, use bullet points or note form).
- Keep to the document to a maximum of 10, one-sided pages.
- Enter an "X" into the appropriate box (1-4) which most accurately reflects your judgment of overall quality in response to each statement.
- Please omit sections where you feel that you are not in a position to respond.
- Section 3 is summative and asks for your self evaluation of the school overall. Please do not spend time repeating what you have already said elsewhere.

Scale	Description	Interpretation
4	acceptable	routine and consistent - meets standard.
3	fair	present, though limited and/or inconsistent – making progress towards standard.
2	poor	minimal evidence of this happening in the school – attempt to meet the standard.
1	unacceptable	no evidence of this happening in the school – no attempt to meet standard.

### How should the evaluation rating be determined?

You may find it helpful to refer to "Poor" and "Acceptable" statements in the School Quality Review Rubric.

### What approach should we take when completing the self-evaluation?

Schools have adopted different approaches. In some schools, the principal and the leadership team have completed the form as a part of one of their regular meetings. Other schools have devoted part of a faculty meeting as a way of involving all members of staff.

School Profile		
<b>School name:</b> <b>School address:</b> <b>School telephone number:</b> <b>Principal's direct phone number:</b> <b>Principal's e-mail:</b>		
	<b>2010-2011</b>	<b>2011-2012</b>
<b>Grades:</b>		
<b>Number of students enrolled:</b>		
<b>Number of general education students:</b>		
<b>Percentage of special education students:</b>		
<b>Percentage of English language learner students:</b>		
<b>Suspensions:</b>		
<b>Expulsions:</b>		
<b>Percentage of students that are free/reduced lunch eligible:</b>		
<b>Total number of teachers:</b>		
<b>Total number of teachers that did not return from previous year:</b>		
<b>Attendance rate:</b>		
<b>Ethnic make up of the students (percentages):</b>		

1a. What is distinctive about your school?					
1b. Students and parents hold the school in high regards.					
	4	3	2	1	
School Self-Evaluation	acceptable				unacceptable
How do you know?					
What do (a) students and (b) parents most like about the school?					
What do they feel needs improvement, and what action is being taken?					

**1c. Student achievement is continuously improving, especially in the core subjects.**

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

In which subjects and grades do students do best, and why?

In which subjects and grades is improvement needed, and what action is being taken?

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken? (e.g. Boys are performing better than girls in math.)

**2.1. The school culture and environment is safe and conducive to learning, with clear routines and procedures implemented consistently.**

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

**2.2. The school uses a well-rounded curriculum with enrichment activities to add interest and inspire students to learn.**

		4	3	2	1	
School Self-Evaluation	acceptable					Unacceptable

How do you know?

**2.3. The school understands and implements strategies to address the unique personal and academic needs of students' race, ethnicity, poverty, English language learners, and students with special needs.**

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

**2.4 Students in the school have positive and enduring mentor/ teacher relationships.**

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

**2.5. The school has a strong organizational culture, characterized by trust, respect and mutual responsibility for all faculty and staff.**

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

**2.6. The school has coherent systems to gather, analyze and track student performance, using diagnostic, formative and summative assessment data to differentiate instruction.**

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

**2.7. A professional teaching culture exists within the school, which promotes faculty and staff participation, collaboration and training to enhance student learning.**

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

**2.8. The principal has the freedom to make streamlined, mission-driven decisions regarding people, time, money, and program.**

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable
How do you know?						

**2.9. The principal is adept at securing additional resources and leveraging partner relationships to meet particular student needs.**

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable
How do you know?						

**2.10. The principal is flexible and inventive in responding to conflicts and challenges; including, but not limited to, adjusting the schedule, incorporating local projects, leveraging community partnerships.**

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable
How do you know?						

**3a. How effective is your school overall?**

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

What are its notable strengths?

What are the main priorities for improvement?

**3b. What are the most significant aids and/or barriers to raising achievement and progress?**

**3c. The school works in partnership with the school corporation.**

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

What are the strongest features?

What aspects could be improved?

**3d. Is there anything else you would like reviewers to know before they arrive at your school?**