

North Carolina Focus School Quality Review (FSQR)

LEA/School:

Date:

Attendees: [Click here to enter text.](#)

PSQR Reviewer: [Click here to enter text.](#)

The North Carolina Department of Public Instruction (NCDPI) has prepared the following Focus School Quality Review (FSQR) to assist individual Focus Schools and their district support the three-year planning process. LEAs with identified schools that do not exit this status must establish a School Implementation Team with a designated coordinator for each Focus School.

The implementation team, or school leadership team, will utilize the NC Indistar® Tool to facilitate the continuous improvement process through an initial needs assessment related to specific indicators of effective practice; the creation of implementation plans to fully implement indicators of effective practice; and the self-monitoring of progress toward full implementation of interventions designed to support the low-performing subgroup(s).

NCDPI will monitor and evaluate the implementation of the interventions for each of these schools through the use of the NC Indistar® Tool. In addition to utilizing the online tool, NCDPI will conduct on-site reviews, or FSQR's, for gathering qualitative data through surveys, interviews, focus groups, and classroom observations by staff members from the Federal Program Monitoring and Support Division at NCDPI.

FSQRs are designed to monitor the Focus school improvement process. Quality Reviewers use information provided in NC Indistar®, in addition to data gathered from the on-site visit, to complete a FSQR. The FSQR provides feedback regarding a school's current status addressing NC Indistar® Indicators, which have been crosswalked to meet the Elementary and Secondary Act (ESEA) requirements of a schoolwide program. Next to each indicator, the Quality Reviewer has the option to check *Progress Noted* (PN) or check *Revise Indicator* (RI). If an indicator is checked (PN), this indicates that the QR is in agreement with the school's assessment, planning, and level of monitoring documented in NC Indistar®. If an indicator is checked (RI), the school level planning team should review and revise the school's assessment, planning, and/or level of monitoring documented in NC Indistar®. Additionally, FSQRs may include a budget review with district and school leadership as well as summary comments and recommendations from the on-site visit.

KEY

*Level of Development or Implementation:

ND-No Development or Implementation; LD-Limited Development or Implementation; FI-Full Implementation; IN-Indistar Index Rating

*FSQR Key:

PN-Progress Noted; RI-Revise Indicator

Dimension A - Instructional Excellence and Alignment

Indistar® Indicator	Indistar® Description		IN	ND	LD	FI	PN	RI
A01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.		N/A	<input type="checkbox"/>				
A02	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).		N/A	<input type="checkbox"/>				
A03	All teachers maintain a record of each student's mastery of specific learning objectives.		N/A	<input type="checkbox"/>				
A04	All teachers interact instructionally with students (explaining, checking, giving feedback).		N/A	<input type="checkbox"/>				
A05	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).		N/A	<input type="checkbox"/>				
A06	All teachers use a variety of instructional modes (whole class, teacher-directed groups, student-directed groups, independent work, computer-based, and homework).		N/A	<input type="checkbox"/>				
A07	All teachers reinforce classroom rules and procedures by positively teaching them.		N/A	<input type="checkbox"/>				

Classroom Observations

Reviewer Questions:

How are decisions made about meeting individual student needs? What assessments are used to ensure students are making sufficient progress? (A01, A02, A03, A04, A06)

Possible evidences

- Sample student assessments

What interventions/activities are offered to meet the needs of low-achieving children? Or are they programs?

How are high-achieving children challenged to meet academic growth measures? What benchmark measures ensure that instruction demonstrates learning for all students? (A01, A02, A06)

Possible evidences

- Teacher schedules
- MTSS Plan/Intervention Schedule
- Evidence of extended learning opportunities
- Lesson plans
- Benchmark data

What activities engage teachers, students, and families in transitioning students into school and grade-to-grade? (A02, A03)

Possible evidences

- School Improvement Plan
- Evidence of transition activities

Reviewer Comments:

Dimension B - Leadership Capacity

Indistar® Indicator	Indistar® Description	IN	ND	LD	FI	PN	RI
B01	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meet regularly (twice a month or more for an hour each meeting).	N/A	<input type="checkbox"/>				
B02	Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities.	Choose an item.	<input type="checkbox"/>				
B03	The principal monitors curriculum & instruction regularly.	Choose an item.	<input type="checkbox"/>				
<p>Interview Leadership Team (B01)</p> <p>Reviewer Questions:</p> <p>What process ensures that the Focus school plan reflects current needs and plans to address those needs? (B02, B03)</p> <p><i>Possible evidences</i></p> <ul style="list-style-type: none"> • School Improvement Plan • List of school improvement team members • Minutes of meetings <p>What process ensures that needs assessment information is collected, analyzed, and synthesized to communicate needs into effective plans? (B02, B03)</p> <p><i>Possible evidences</i></p> <ul style="list-style-type: none"> • School data (e.g., narratives, charts, graphs) from multiple sources • Agendas/minutes of meetings • School Plan <p>Reviewer Comments:</p>							

Dimension C – Professional Capacity

Indistar® Indicator	Indistar® Description	IN	ND	LD	FI	PN	RI
C01	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reviewer Questions:

How does the school decide what professional development activities will be offered? Is professional development aligned to the results of the needs assessment? What kind of high quality, ongoing, differentiated professional development activities are planned or have been provided to the staff that will assist schools with subgroup gaps? (C01)

Possible evidences

- Professional development plans
- Agendas/Minutes of meetings (planning and implementation)
- Sign-In Sheets
- Mentor/Lead teacher schedules

Do teachers participate in high-quality staff development that demonstrates how to use data to drive instruction?

How is academic assessment data used to monitor the effectiveness of interventions? (C01)

Possible evidences

- Grade level meeting agendas/minutes
- Professional development agendas, sample materials, sign-in sheets
- Formative assessment
- Benchmark data
- Sample lesson plans

How does administration monitor implementation of professional development? (C01)

possible evidences

teacher survey
walk-through data
comprehensive needs assessment
individual growth plan
licensure data
consultant contracts
coaching schedule
school improvement plan

Reviewer Comments:	

Dimension D – Planning and Operational Effectiveness

Indistar® Indicator	Indistar® Description		IN	ND	LD	FI	PN	RI
D01	The district works with the school to provide early and intensive intervention for students not making progress.		N/A	<input type="checkbox"/>				
D02	The district recruits, trains, supports, and places personnel to competently address the problems for schools in need of improvement.		Choose an item.	<input type="checkbox"/>				
D03	The district allows school leaders reasonable autonomy to do things differently in order to succeed.		Choose an item.	<input type="checkbox"/>				

Reviewer Questions:

How does the district provide support and oversight in the implementation of interventions in its Focus schools? (D01, D02)

Possible evidences

- Sample walk-through forms
- Specialized leadership training
- Professional development/Coaching support
- Professional learning communities (PLC) oversight

What other funds are utilized to support school reform efforts? How are decisions made to ensure effective coordination of all school resources? (D03)

Possible evidences

- School Improvement Plans
- Budgets
- School Improvement Team minutes

What does the school do to recruit high-quality teachers? How are highly effective teachers rewarded? (D01, D02, D03)

Possible evidences

- School Improvement Plan
- Records of recruitment activities

Are all students being instructed by highly qualified staff? (D01, D02, D03)

- Principal Attestation Statement
- Human resources reports
- Notification to parents of non-HQ issues

Reviewer Comments:

Dimension E - Families & Community

Indistar® Indicator	Indistar® Description		IN	ND	LD	FI	PN	RI
E01	The school's key documents (Parent Involvement Guidelines, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.		N/A	<input type="checkbox"/>				
E02	The "ongoing conversation" between school personnel and parents (families) is candid, supportive and flows in both directions.		Choose an item.	<input type="checkbox"/>				
E03	All teachers systematically report to parents the student's mastery of specific standards-based objectives.		Choose an item.	<input type="checkbox"/>				

Parent (Family) Interview

Reviewer Questions:

What activities engage teachers, students, and families in transitioning students into school and grade-to-grade? (E03)

Possible evidences

Transition plan

MTSS plan

Parent involvement activities

Parent conferences

What methods (more than one) are used to disseminate the annual report card, parent involvement policy, and compact to parents? (E01, E02)

Possible evidences

- Cover letter
- Newspaper
- Newsletter
- Website
- Automated messaging

How are parents and the public made aware of plans to use Title I funds to improve overall school reform efforts? (E01, E02)

Possible evidences

- Annual Report Cards
- Public notices
- Communication to parents
- Evidence of the annual meeting

How are parents involved in school activities to enable them to make decisions about their child's education? (E03)

Are parents included that represent the school's student population (i.e., subgroups)?

Possible evidences

- Parent involvement plan
- Parent compacts
- Parent notifications/newsletters
- Agendas/minutes from annual meeting
- Communication for non-English speakers
- Parent training sessions

Reviewer Comments:

Summary Commendations/Recommendations:

Budget Review – Initial Budget & Amendments (alignment to positions, intervention materials)

Reviewer Comments: