

# **Targeted School Quality Review (TSQR)**

## **NOTES OF GUIDANCE FOR THE STATE, DISTRICTS, AND REVIEWERS**



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

**North Carolina Department of Public Instruction**

# Notes of Guidance

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## **PART 1:**

### **PRINCIPLES OF THE TARGETED SCHOOL QUALITY REVIEW PROGRAM**

#### **1.1 Overview and Purpose of the Targeted School Quality Review**

The North Carolina Department of Public Instruction (NCDPI) recognizes that all schools continually strive to improve. As a means of supporting continuous improvement, NCDPI offers Targeted School Quality Review (TSQR) to identified schools. A systematic review of strategic/improvement plans, practices, processes, and systems within a school assists district and school leadership in determining needs, examining their nature and causes, and setting priorities for future action. This review consequently supports the continuous cycle of improvement to assist the implementation of meaningful school plans as schools implement any of the 12 Key Indicators found in NCStar® on which they are focusing. In addition, this review provides recommendations to guide ongoing improvement efforts. Research supports that schools and districts that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change. The TSQR provides a framework for conducting that process.

*Note: The TSQR process focuses solely on the 12 Key Indicators found in NCStar®. The review team recognizes that schools may not be actively working on all 12 Key Indicators in any given year. There is an expectation that at minimum targeted schools will assess all 12 key indicators and determine those that are a priority focus. The TSQR team will however look for evidences of all 12 Key Indicators and provide feedback for use should a school in the future choose to focus on that indicator or should the review team determine during the course of the TSQR process that this indicator should be a priority focus.*

Currently, schools receiving federal Innovative Partnership Grants (IPG) from the NCDPI Federal Programs Monitoring and Support Division are prioritized to participate in the TSQR process to meet the federal monitoring requirements around IPGs. Other schools designated as TSI schools and not receiving an IPG may be identified to receive a TSQR (omitting the review of budgeting processes).

The TSQR Notes of Guidance provide:

1. A reference for the review teams, ensuring that the review process is clear, consistent, and comprehensive.
2. A comprehensive reference for the NCDPI and quality assurance managers to ensure all support and guidance consistently reflect the processes and protocols outlined.
3. Transparency for all parties and for all practices and procedures, ensuring that schools, districts, and the state have access to all necessary information regarding the protocols and processes.

#### **1.2 Targeted School Quality Review Process**

The North Carolina Department of Public Instruction (NCDPI) has prepared the Targeted School Quality Review (TSQR) Process and Report to assist schools and districts in reviewing, reflecting on, and revising strategic plans with a goal of continuous improvement. Additionally, TSQRs are currently utilized for assisting in monitoring the Innovative Partnership Grant (IPG). TSI schools who are recipients of an IPG typically receive one TSQR during each year of the grant cycle. However, the scheduling of on-site visits may be adjusted according to school/LEA/PSU need.

TSQRs are completed by Quality Reviewers (QR) from the NCDPI. Schools not receiving an IPG may also be identified to receive a TSQR (omitting the review of budgeting processes).

The NCDPI's TSQR process aids all districts and schools in their development by setting in place a system that:

- identifies strengths and areas for improvement in implementing the NCStar® 12 Key Indicators;
- models strategies that can be developed for future self-assessment. For example, monitoring through discussion with students, families, school personnel, and other stakeholders to seek a range of views on the quality of schools' work; and
- ensures a quality framework which operates consistently in all districts and schools.

Upon completion of the review, the review team uses information gathered during the visit to determine the school's level of implementation of the 12 Key Indicators. The team has the option to check either *Progress Noted* (PN) or *Revise Plan* (RP) for each Key Indicator. If an indicator is checked PN, this indicates that the Quality Review (QR) team agrees with the school's review, planning, and level of monitoring documented in NCStar®. However, recommendations may still be made by the review team regarding documentation or continuation of current programs and/or processes. If an indicator is checked RP, the school-level planning team should review and revise its NCStar® plan and/or processes specifically related to actions for the Key Indicators, and/or descriptions for Key Indicators, and/or the level of detail of monitoring documented. A designation of RP requires changes to areas found in the NCStar® Comprehensive Progress Report. If a school is currently not focusing on one of the NCStar® Key Indicators a notation will be made in the report.

Additionally, TSQRs include budget reviews, summary comments, and recommendations resulting from the on-site visit. For schools receiving a TSQR as part of the IPG monitoring process, the expectation is that evidence of changes made based on these recommendations will be monitored during the next year's TSQR visit. Any budgeting issues related to the IPG that are determined during the visit will be referred to and managed by the Federal Programs Monitoring and Support Division. For schools receiving a TSQR that are NOT part of the IPG monitoring process, the expectation is that evidence of changes made based on these recommendations will be followed-up on and discussed with the Diagnostic Liaison.

The TSQR has grouped the NCStar® Key Indicators to reflect four of the six dimensions of the NCDPI developed Comprehensive Needs Assessment (Instructional Excellence and Alignment Part I, Instructional Excellence and Alignment Part II, Leadership Capacity, Professional Capacity, and Families and Community) to allow schools and districts to review available rubrics by dimension/sub-dimension.

## **1.2 The Value of Self-Reflection**

The TSQR is one part of the NCDPI's program for school improvement. It is a third-party, evidence-based, objective validation of the school's progress towards implementing its school improvement efforts.

When a TSQR is set within a culture of self-reflection, analysis of results, and action, it becomes a very powerful tool for improvement. Using this tool, it is important for the School Improvement Team (SIT) to reflect on its progress and updating that progress within NCStar®. The self-reflection process among the SIT can be complemented by an external review. Feedback from this external review should be utilized to support an ongoing process of identifying strengths and priorities for improvement, monitoring performance, and evaluating outcomes. This TSQR process provides that external review.

### **1.3 Building Capacity**

The TSQR framework has been designed to offer a rigorous review process. Trained professional staff members serve as lead reviewers and/or as team reviewers for the TSQR process. During and after the on-site review, the team calibrates its work and findings thoroughly to ensure that the school/district receives a high quality, consistent, and rigorous experience. The NCDPI lead reviewer quality assures the review, constantly guiding and monitoring the process and ensuring that the team and lead reviewer are faithful to the process, protocols, and evaluation criteria. In this way, the synthesis of skills and experience, coupled with quality assurance, ensures that schools receive a thorough, consistent, quality review.

## **PART 2: OVERVIEW OF THE COMMON ELEMENTS OF THE TARGETED SCHOOL QUALITY REVIEW PROCESS**

### **2.1 The Stages of a TSQR:**

- Stage 1: Preparation
- Stage 2: Site visit
- Stage 3: Final report

#### **2.1A Stage 1: Preparation**

The foundation of a successful TSQR includes proper preparation. As a first step, the designated NCDPI personnel will contact the principal to ensure that the school is fully aware of the process and procedures, including all pre-review documentary requirements and the date for the review.

An NCDPI representative will conduct an orientation with school leadership prior to the initial review and every year of the grant thereafter will conduct a logistics review phone call/virtual meeting. During the orientation, the representative will provide an overview of the TSQR process, including a typical schedule as well as arrangements for before, during, and after the visit. During the logistical review phone call the representative will provide a review of the TSQR process and discuss arrangement for the visit. In preparation for the review, various individuals are responsible for ensuring certain tasks are completed. Below is a list of these individuals and actions:

#### *School Administration responsibilities*

- The principal can expect a call from the lead reviewer prior to the review. The principal can prepare for the phone call and TSQR visit by reading through the Notes of Guidance. Questions can be raised with the lead reviewer during the phone call.
- Ensure the school's NCStar® Comprehensive Progress Report is up to date at least **two weeks prior** to the visit.

- The principal will be expected to prepare staff, students, and other members of the community by informing them of the purpose of the visit and providing them with relevant information to allow them to participate fully and gain from the experience.
- Preparatory data to make available on-site for the review team:
  - a. Two copies of the school map
  - b. Two copies of the master schedule
  - c. Updated IPG budget with any revisions submitted to NCDPI. Provide a detailed budget of expenditures related to the Innovative Partnership Grant.
  - d. Once on-site, it may be necessary for the review team to see additional documentation to ensure an evidence-based approach to the review.
- Provide a suitable private working space for the team so that outcomes can be discussed confidentially and sensitively. The lead reviewer will discuss this with the principal in the initial call.

#### *Lead reviewer responsibilities*

- Make an initial analysis of the data /IPG Application (if applicable), School's NCStar® Comprehensive Report, and condense into bullet points of information, questions, and issues used to provide a focus and context for the review using the Review Preparation Form (RPF).
- Email the RPF to the TSQR team member along with logistical information regarding the visit (i.e. school address, arrival time, etc.).
- Prepare her/himself for the review, ensuring that the team member has the required paperwork for use on-site including a TSQR Record Book for recording evidence throughout the review.
- Contact the principal to introduce her/himself (see Initial Phone-Call Prompt Sheet on page 79) and begin to build the relationship. S/he will clarify the process as needed, agree upon the schedule for the day, explain what will be needed from the school, and discuss the nature and purpose of lesson observations, interviews, and focus groups (where appropriate).
- Respond to any questions or other matters of concern and finalize any outstanding organizational matters.

#### *Team member responsibilities*

- The TSQR team member will prepare by meeting with the lead reviewer, conducting a thorough review of all data received in addition to the RPF, and making notes on the appropriate pages of the record book.
- The team member should provide the school's phone number to anyone who may need to contact them in case of emergency as both cell phones and handheld devices must be powered off while in the school.

## **2.1B Stage 2: Site Visit**

#### *Lead reviewer responsibilities*

Targeted School Quality Reviews (TSQR) will be led by a lead reviewer. The lead reviewer has the following main roles and functions:

- S/he is responsible for ensuring that the school has a rigorous and worthwhile review so that feedback is useful and valuable to the school's improvement. S/he is also responsible for writing the final report.
- While consulting fully with the team member, the lead reviewer will make the final judgments.
- S/he has a responsibility to lead and manage the work of the review team, ensuring that due process and the Code of Conduct are observed.
- The lead reviewer has a duty to manage the review on-site and must comply with the Code of Conduct in order to provide the school with a quality review. S/he will be responsible for the management of key meetings, including team meetings, decisions about the lesson observations, ongoing and final feedback to the principal, calibration of judgments with the team member, all final decisions on the judgments, and quality assurance of the team's work. The lead reviewer typically leads the initial discussion with the principal and the final feedback, as well as manages team deployment for other key meetings.
- During the review, the lead reviewer should ensure the review team member completes all aspects of the record book in full. Record books completed by team members should be submitted by the lead reviewer to the NCDPI, along with his/her own, having used the evidence contained in all record books to inform the report.
- The lead reviewer and principal will discuss and choose the classes that will be visited to ensure an appropriate range of lessons is observed.

#### *The Review Team Member*

- By the day of the site visit, the review team member will have received and read the lead reviewer's Review Preparation Form (RPF) and have all pre-review documentation. The team member prepares thoroughly and acknowledges receipt of all preparatory documents. The review team member and lead reviewer meet prior to the visit to prepare for the visit.
- The team member complies with the agreed protocols in the Code of Conduct and other expectations as communicated by the lead reviewer. Confidentiality and awareness of role while in school must be a high priority for the team member.
- During the review, the team member follows the schedule, and contributes to all team activities and determining the level of progress toward implementation for each NCStar® Key Indicator under the leadership and guidance of the lead reviewer, who, while consulting fully with the team member, will make the final determination of the level of progress toward implementation for each Key Indicator.
- The team member may attend and participate in all meetings. These include all meetings with the principal, leadership team, as well as teacher, family, student, and any focus groups and the exit conference with the principal. They can expect the lead reviewer to lead and monitor their contribution, enabling them to participate in all events as well as leading the calibration of their judgments on lessons and whole school issues. The team member will lead focus meetings as agreed upon with the lead reviewer; however, the lead reviewer will usually lead meetings with the principal, including the final feedback meeting.
- The team member should diligently and accurately record evidence in the Record Book throughout the visit and complete all relevant sections at the end of the day. The lead reviewer will monitor the record book during the visit to ensure that it is being completed

accurately and with sufficient detail and evidence to support the levels of progress toward implementation made within the team.

- Following lesson observations, team members will be expected to discuss their findings and support their judgments and calibrate judgments with the lead reviewer.
- The team member completes the relevant sections of the record book in full and hands this to the lead reviewer before leaving the school.

#### On-site review procedure:

The on-site element of the review lasts one day (minimum) and occurs annually (minimum). The team consists of one lead reviewer plus one additional team member.

- Upon arrival at the school, the team will be introduced to the principal. Following this, the lead reviewer will convene the initial team meeting for approximately 30 minutes to get materials ready for the day's meetings.
- S/he will revisit the Code of Conduct and remind the team of any other protocols required for successful work as a team member during a review. The reviewers must understand they are accountable for the principles outlined within the Code of Conduct.
- This meeting is then followed by the first formal meeting with the principal as per the schedule. Throughout the day, the reviewers will collect evidence through direct observation as well as by having discussions with appropriate staff and stakeholders. This evidence will provide the reviewers with a thorough understanding of the organization's school improvement efforts and quality of implementation of actions listed in the NCStar® Comprehensive Progress Report. This information leads them to determine the level of progress toward implementation of each of the NCStar® Key Indicators.
- The schedule is expected to follow the Notes of Guidance. However, schedule times will need some adjustment to accommodate the particular context of the school and grant year cycle which will be discussed with the principal in the initial phone call. The headings below indicate the activities, which, alongside meetings with the principal and administrative leadership team, must be included during the review, ensuring that observations provide a balance of evidence relevant to the school and the purpose of the review.

#### *Classroom Visits*

Observing how well students learn as a result of actions from the school improvement plan is an important activity in the review process. The reviewers will meet with the principal to establish an appropriate range of lessons and classes to observe during the review based on the school size and its organization as well as the implementation of grant funds when appropriate. Classroom observations will last 10-15 minutes. The purpose of lesson observations in a TSQR review is to gather evidence about the implementation of actions from the NCStar® Comprehensive Progress Report that relate to instructional practices. Reviewers may talk with students during the class visits, if appropriate, but will not otherwise interrupt the flow of the lesson. Without disrupting the flow of the lesson, reviewers may wish to thank the teacher, but the priority is to ensure that the class is not unduly disrupted by the observers. Also, to aid consistency, the team members will work together on calibrating judgments following lesson observations.



### *Meetings with Students, Staff, Families, District Representative, and Innovative Partner Representative*

All meetings will cover questions arising from the TSQR framework, NCStar® Comprehensive Progress Report, and the IPG proposal and budget. Reviewers will follow the Code of Conduct during all meetings. Meetings with staff, families and other stakeholders provide reviewers with valuable insight into the quality of school improvement efforts at the school.

### *Leadership and Management Team*

Meetings with the principal and other key personnel will be an essential element of the review visit. During these meetings, reviewers ask key questions linked to the NCStar® Key Indicators and implementation of the IPG if the school is the recipient of an IPG.

### *Meeting with Students*

- Reviewers will talk with students in classrooms, when appropriate, around the school, and in a focus group meeting in order to assess their understanding and knowledge of various aspects of school improvement efforts and their general feelings about how well the school helps them achieve.
- The focus group meeting with students [approx. 6-8 students, 30 min.] is not attended by staff members. Ideally, students should represent the full age group and range of the student population.
- *For schools receiving TSQRs annually for a period of years, a student focus group will be held as determined by diagnostic services but not less than once over that period of years.*

### *Meetings with Staff*

- Members of the SIT will meet with the review team to provide information on school improvement efforts and grant initiatives and progress, including information documented in the NCStar® Comprehensive Progress Report.
- The teacher focus group [approx. 6-8 teachers, 30 min.] should represent the breadth of the staff (excluding those funded with IPG funds – *see bullet below*). Additionally, the review team needs to meet with teachers who are not on the SIT to get their perspective of school improvement and grant initiatives and progress.
- The principal and/or assistant principal do not attend this meeting.
- If the school is a recipient of an IPG, the review team will also meet with any staff members whose position is funded by the IPG (these staff members should be met with separately from the teacher focus group).

### *Meeting with families*

- Schools should try to arrange for a group of approximately eight family members to attend a focus group meeting [approx. 30 min.]. The reviewers will understand that not all schools will be able to engage the assistance of a group of eight; however, every attempt should be made to arrange for a number of families to be available to attend the meeting.

- *For schools receiving TSQRs annually for a period of years, a family focus group will be held as determined by diagnostic services but not less than once over that period of years.*

#### Meeting with District Representative

- If the school is the recipient of an IPG, the review team will meet with a District-level representative who is familiar with the budget related to the IPG and who can provide information regarding the support the District and Innovative Partner is providing the school as it addresses school improvement.

#### Innovative Partner Representative

- If the school is the recipient of an IPG, the review team will meet with a representative from the Innovative Partner to discuss the support the school is receiving.

#### *IPG Budget Review*

- Schools that are receiving a TSQR due to being a recipient of a federal improvement grant are subject to a review of grant spending. If any spending is found to be out of alignment with grant requirements, this information will be reported to the NCDPI Federal Programs Monitoring and Support Division immediately for further review and investigation.

At the end of the visit, the reviewers provide verbal feedback to the principal in relation to progress made toward the implementation of the Key Indicators. The principal may opt to have a few key members of the leadership team present based upon how s/he chooses to disseminate this information.

## TSQR SCHEDULE (Sample)

<b>7:30 – 8:00</b>	<b>TSQR Review Team Meeting</b>
<b>8:00 – 9:30</b>	<b>Meeting with Principal</b>
<b>9:35 – 10:35</b>	<b>Classroom Visits</b>
<b>10:30 - 11:00</b>	<b>Review Team Meeting</b>
<b>11:00 – 11:30</b>	<b>Meeting with District Representative</b>
<b>11:30 – 12:00</b>	<b>Meeting with Partner Representative</b>
<b>12:00 – 12:30</b>	<b>Review Team Working Lunch</b>
<b>12:30 – 1:00</b>	<b>Student Focus Group</b>
<b>1:00 – 1:30</b>	<b>Meeting with School Improvement Team</b>
<b>1:30 – 2:00</b>	<b>Teacher Focus Group</b>
<b>2:00 – 2:30</b>	<b>Meeting with Grant Funded Positions (if applicable) or staff hired to specifically address a specific component or components of the NCStar/SI plan</b>
<b>2:30 – 3:00</b>	<b>*Family Focus Group</b>
<b>3:00 - 3:30</b>	<b>Review Team Meeting</b>
<b>3:30 – 4:00</b>	<b>Feedback Meeting with Review Team and Principal</b>

- *The schedule above is a sample. Please adjust to fit the needs of your school and return to the lead reviewer prior to the visit. Teacher Focus Group (representing subject areas and grades taught, to include those beyond the core or tested areas and any courses funded through the IPG; not supervisory positions)*
- *Student Focus Group (representing all grades, subgroups, and abilities)*
- *Family Focus Group (representative of students of different grades, subgroups, and abilities; no staff members. For schools receiving TSQRs annually for a period of years, a family focus group will be held as determined by diagnostic services but not less than once over that period of years.*

## **Stage 3: Final Report**

### **2.1C Stage 3: The Final Report**

The lead reviewer will use the evidence gathered to make judgments on the quality of the school's progress towards the implementation of NCStar® Key Indicators as the school addresses continuous improvement. These findings are synthesized into a report which reflects an analysis of the school's strengths and areas for improvement.

If the school is the recipient of an IPG, the draft report will be sent to NCDPI's Federal Programs Monitoring and Support Division for review. The State IPG coordinator will add comments and then finalize the report and send it to the principal. The school can then use the feedback within the report to guide their continuous improvement efforts. The principles of quality assurance support all aspects of the quality review processes and procedures, including the production of the report.

*Any questions about the report should be referred to the Innovative Partnership Grant State Coordinator within Federal Programs and Monitoring or the Diagnostics Services Administrator.*

## **PART 4: QUALITY ASSURANCE**

### **4.1 Quality Assurance**

The NCDPI works to ensure that school reviews are of consistently high quality. Consistency is maintained through:

- training and development of high-quality reviewers;
- the assignment of reviewers who have the professional and interpersonal skills to fulfill the roles to a high standard and who have met quality assurance standards;
- support for the implementation of effective systems to ensure consistent processes and practices;
- selected on-site monitoring and review visits from the NCDPI consultants in order to calibrate the quality of work across and between teams;
- implementing procedures to enable feedback on the work of reviewers, lead reviewers, and coaches;
- quality reading, review, and calibration of reports at the draft and final stage; and
- review and evaluation of the quality of the evidence submitted by the reviewers.

### **4.2 Code of Conduct**

All reviewers sign a Code of Conduct in which they agree to:

- review and evaluate objectively and impartially;
- report honestly, accurately, and fairly, ensuring that their evaluations and judgments accurately and reliably reflect the school's work;
- work with integrity, treating everyone with courtesy and respect;
- do all they can to minimize stress, not over-observe staff, or demand unreasonable amounts of paperwork;
- act with the best interests and well-being of students and staff;

- communicate clearly, frankly, and sensitively in order to ensure understanding between the review team and the school and support the school to improve and develop practice;
- listen respectfully to the evidence presented by the school and within the team;
- respect the confidentiality of information;
- work within deadlines and time scales;
- complete regular training and development as required; and
- accept and comply with the monitoring and quality assurance policy.

#### 4.3 Quality Assurance of Final Report

- Once the lead reviewer has the final report completed, the second team member will do a quality review of the report, referred to as “QA1”. The purpose of this review is to ensure factual accuracy, clarity, and to assist in format and grammar checking.
- Once QA1 is complete, the report returns to the author who makes revisions based on recommendations resulting from QA1 and submits the report to the Diagnostic Services Lead who completes QA2 on the report.
- At this point, the report may or may not be returned to the author for additional revisions.
- If the report is accepted by the Diagnostic Services Lead in the current form, the QA process is complete. For schools receiving an IPG, the report is forwarded to the designated representative in the Federal Programs and Monitoring Division for review and finalization. For schools not receiving an IPG, the report is sent directly to the principal and superintendent by the Diagnostic Services Lead.

# TSI School Quality Review (TSQR) 2022-2023

(Sample Record Book)



**Public Schools of North Carolina**

State Board of Education  
Department of Public Instruction

<b>District Name:</b>	
<b>School Name:</b>	
<b>Partner Name:</b>	
<b>Principal Name:</b>	
<b>Lead Reviewer:</b>	
<b>Reviewer 2:</b>	
<b>Date(s) of Review:</b>	

## Code of Conduct

**All reviewers sign a Code of Conduct in which they agree to:**

- *Evaluate objectively and impartially.*
- *Report honestly, accurately, and fairly, ensuring that their evaluations and judgments accurately and reliably reflect the school's work.*
- *Work with integrity, treating everyone with courtesy and respect.*
- *Do all they can to minimize stress, not over-observe staff, or demand unreasonable amounts of paperwork.*
- *Act with the best interests and well-being of students and staff.*
- *Communicate clearly, frankly, and sensitively to ensure understanding between the review team and the school and support the school and district to improve and develop practice.*
- *Listen respectfully to the evidence presented by the school and/or district and within the team.*
- *Respect the confidentiality of information.*
- *Work to deadlines and time scales.*
- *Undertake regular training and development as required.*
- *Accept and comply with NCDPI's monitoring and quality assurance policy.*
- *Uphold the professional standards and quality of NCDPI.*

**Print Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Staple TSQR Preparation Form to this page.**



## MEETING WITH THE SCHOOL AND SETTING THE SCHEDULE

Each review is comprised of activities selected from the following meetings, observations and other activities. In the preparation stage, through phone calls, e-mail correspondence, discussion during the initial meeting and discussion of the NCStar® Comprehensive Progress Report, the principal and the lead reviewer will agree on the exact details of the review visit and activities will be chosen according to the most appropriate and as deemed necessary for each school.

The reviewer will then complete the schedule regarding the guidance below:

Meetings	Observations	Other
<ul style="list-style-type: none"><li>• Meet with principal</li><li>• Meet with administrative team members</li><li>• Meet with staff</li><li>• Meet with families*</li><li>• Meet with IPG Team</li><li>• Meet with IPG Partner Representative/Team</li><li>• Meet with IPG School Coach</li><li>• Meet with District Representative/Team</li></ul>	<ul style="list-style-type: none"><li>• Data review</li><li>• Review professional development plans</li><li>• Review of IPG Budget</li><li>• Review of NCStar® Comprehensive Progress Report</li></ul>	<ul style="list-style-type: none"><li>• Verbal and written feedback to principal and district designee</li><li>• Report writing</li><li>• Additional evidence gathering</li></ul>

*\*For schools receiving TSQRs annually for a period of years, a family focus group will be met with as determined by diagnostic services but not less than once over that period of years.*

**Issues arising from the preparation stage to be followed up during the review:**

**TSQR SCHEDULE**  
**(Fill in or staple schedule)**

<b>8:00 – 8:30</b>	
<b>8:30 – 10:00</b>	
<b>10:00 – 11:30</b>	
<b>11:30 – 12:00</b>	
<b>12:00 – 12:30</b>	
<b>12:30 – 1:15</b>	
<b>1:15 – 2:00</b>	
<b>2:00 – 3:15</b>	
<b>3:15 – 4:15</b>	
<b>4:15 – 4:45</b>	

## Impact of the Innovative Partnership Grant

**Describe any changes that have occurred at the school since the implementation of the Innovative Partnership Grant. What impacts can be noted at this point?**

**Summary of key points:**

## Instructional Excellence and Alignment-Teaching and Learning

### Curriculum and Instructional Alignment

#### Indicators:

- **A2.04:** *Instructional Teams develop standards-aligned units of instruction for each subject and grade level.*

**Guiding Questions** *(Lead reviewers are expected to and will likely utilize school-specific questions they have developed based on the school's Comprehensive Plan Report in NCStar.)*

#### Grant Year 1

##### A2.04

- *Describe the school's current process to ensure alignment of the State's written curriculum with the taught and tested curriculum in the classroom?*
- *Describe any pacing guides or curriculum maps that are available to teachers. Who participated in the development of these resources? What evidence exists that indicates teachers are effectively utilizing these tools?*
- *Is the curriculum/content at the school developed at the appropriate levels of student mastery? Please provide evidence to support your answer.*
- *What plans and structures are in place to ensure alignment of instructional strategies and approaches?*
- *How are instructional teams organized? How often do they meet?*

#### Grant Year 2-3

##### A2.04

- *Who is responsible for the development and refinement of instructional units?*
- *What processes do they use to ensure quality and consistency of this work?*
- *How are the unit plans reviewed to ensure designed and taught curriculum is based on the learning standards and a variety of resources, including textbooks or other commercial materials and teacher-created materials?*
- *How do you assure that lessons allow students to master standards-based objectives and provide opportunities for enhanced learning while being student-centered?*
- *During the subsequent TSQR visits, please be prepared to provide examples of modified units and minutes from team meetings indicating discussions around units and revisions.*

**A2.04:** *Instructional Teams develop standards-aligned units of instruction for each subject and grade level.*

**Summary of key points:**

Instructional Excellence and Alignment-Support for Student Achievement
Effective Classroom Management
Differentiated Instruction
Student Social and Emotional Needs
Student Transitions
Standards-based Instruction

## Indicators:

- **A1.07:** *ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.*
- **A4.01:** *The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.*
- **A4.06:** *ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.*
- **A4.16:** *The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.*

**Guiding Questions** (Lead reviewers are expected to and will likely utilize school-specific questions they have developed based on the school's Comprehensive Plan Report in NCStar.)

### Grant Year 1

#### A1.07

- Describe the culture and climate in classrooms across the school.
- What behavior management processes do teachers employ that support a positive classroom culture and climate? How are positive behaviors recognized?
- What support is provided to teachers in classrooms where effective classroom management processes are not occurring?

#### A4.01

- Describe your current tiered system of instruction and academic support and evidence of its impact on all students.
- Describe any academic support the school provides to students who do not demonstrate mastery of the Standards?
- Describe the supports received by AIG and other advanced students at the school?
- How does the school tier support address the social and emotional needs of all students?

#### A4.06

- Are teachers and other staff equipped/trained to recognize students' emotional and physiological health? If so, how?
- Are there examples of classroom norms that reinforce social/emotional competencies?
- What are examples of norms in other areas of the school that reinforce social/emotional competencies?
- In what ways does the school engage parents to gain a better understanding of students and to equip parents to foster social/emotional competency at home?

#### A4.16

- What is the school's transition plan for entering students? For exiting the school?
- What is the school's transition plan for moving students from grade-to-grade within the school?
- How are these plans implemented? How do they provide ongoing support for students?
- What evidence do you have that the plans are effective? How is the effectiveness of the plans evaluated, and how is the data used to improve the transition program?

- *How are family members engaged in student transitions and what supports do teachers and other staff provide to parents in this process?*

## **Grant Year 2-3**

### **A1.07**

- *How does the school ensure that all teachers establish and positively teach and reinforce consistent rules and procedures in the classroom? When and how are these shared with students and family members?*
- *How is positive reinforcement of rules and procedures, or lack of reinforcement, documented and shared with staff members?*

### **A4.01**

- *Describe your current tiered system of instruction and academic support and its impact on all students. What evidence do you have to support this impact?*
- *Describe any academic support the school provides to students who do not demonstrate mastery of the Standards.*
- *Describe the supports received by AIG and other advanced students at the school.*
- *How does the school tier support address the social and emotional needs of all students?*
- *What sources of training and professional development are available for teachers who may be struggling in providing evidence-based instruction aligned with the individual needs of students across all tiers? Describe the frequency of said supports and how the impact will be measured.*

### **A4.06**

- *How are teachers and other staff equipped/trained to recognize students' emotional and physiological health? How are staff trained to guide and support student's management of these issues?*
- *What practical emotional skills can be taught to children and reinforced in their behavior?*
- *What are examples of classroom norms that reinforce social/emotional competencies?*
- *What support services and interventions are typically available for students and how do teachers access them? How do students access these supports? How do parents access these supports?*
- *In what ways does the school engage parents to gain a better understanding of students? How are parents equipped to foster social/emotional competency at home?*
- *How has the school prepared for traumatic events (natural disasters, etc.) that may impact staff and students socially and emotionally?*

### **A4.16**

- *What is the school's transition plan for entering students? For exiting the school?*
- *What is the school's transition plan for moving students from grade to grade within the school?*
- *How are these transition plans implemented? How do they provide ongoing support for students?*
- *How is the effectiveness of the plans evaluated, and how is the data used to improve the transition program?*
- *How are family members engaged in student transitions and what supports do teachers and other staff provide to parents in this process?*
- *When and how do teachers engage in cross-grade planning and collaboration? What evidence do you have of this collaboration and what impact have you seen on teaching and learning because of the cross-grade planning and collaboration?*
- *What evidence do you have to support that standards and instruction are aligned across grades?*

**A1.07:** *ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.*

**A4.01:** *The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.*



**A4.06:** *ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.*

**A4.16:** *The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.*

**Summary of key points:**

<b>Leadership Capacity</b>
<b>Effective Classroom Management</b>
<b>Differentiated Instruction</b>
<b>Student Social and Emotional Needs</b>
<b>Student Transitions</b>
<b>Standards-based Instruction</b>

## Indicators:

- **B1.01:** *The LEA/PSU has an LEA/PSU Support & Improvement Team*
- **B1.03:** *A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review the implementation of effective practices.*
- **B2.03:** *The school has established a team structure among teachers with specific duties and time for instructional planning.*
- **B3.03:** *The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.*

**Guiding Questions** (Lead reviewers are expected to and will likely utilize school-specific questions they have developed based on the school's Comprehensive Plan Report in NCStar.)

### Grant Year 1

#### B1.01

- *Describe any support that the LEA/PSU provides the School Improvement Team in the school improvement process. What impact is this support having on school improvement?*
- *Are there any additional supports the school may need from the LEA/PSU in the school improvement process?*

#### B1.03

- *Describe the configuration/membership of the school leadership team. How are members of the leadership team selected? How often does the leadership team meet and what are the topics and outcomes of the meetings? Describe these meetings.*
- *What types of records/minutes are kept from these meetings and where are they stored?*
- *Describe some recent decisions made by the leadership team and their impact on school improvement.*

#### B2.03

- *Outside the leadership team, what opportunities exist for teachers and other staff members to take on leadership roles?*
- *What processes does the school employ to develop teachers' leadership skills to participate in a team structure?*
- *How does the school ensure that time necessary for meetings is supplied and protected for teams?*
- *How does the school document the efforts and impact of teams?*

#### B3.03

- *Discuss the formal and informal instructional monitoring processes the school utilizes?*
- *Who is involved in these processes?*
- *When and how is feedback provided and monitored for implementation of any suggested changes?*
- *What support is provided to teachers when areas of need are identified?*
- *What impact(s) are noted from the instructional monitoring process.*

## **Grant Year 2-3**

### **B1.01**

- *How does the LEA/PSU organize effective transformation team structures?*
- *How does the LEA/PSU ensure that all key stakeholder voices are represented within the transformation teams?*
- *What evidence exists to confirm the transformation team and efforts are productive?*
- *How does the LEA/PSU ensure that teams have the planning time needed to be successful?*

### **B1.03**

- *Describe the configuration/membership of the school leadership team. How are members of the leadership team selected? How often does the leadership team meet and what are the topics and outcomes of the meetings? Describe these meetings.*
- *What types of records/minutes are kept from these meetings and where are they stored?*
- *Describe how the leadership team creates a collaborative culture in which members of the school community works together effectively and are guided by a common vision and purpose.*
- *What information and data does the leadership team use during meetings to establish priorities?*
- *How does the leadership team establish common goals for the school?*

### **B2.03**

- *Describe any specific teams on which teachers participate.*
- *How does the school ensure that time necessary for meetings is supplied and protected for teams?*
- *How does the school prepare teachers for their service on teams?*
- *How does the school articulate in its governance policies and procedures the purpose and expectations of teams?*
- *How does the school document the work of teams and how is the effectiveness of teams monitored?*
- *What impact or outcomes of teams are noted?*

### **B3.03**

- *In what ways and how regularly does the administration monitor curriculum and instruction?*
- *What type of feedback is provided to teachers following classroom visits? Please provide specific examples.*
- *When areas of improvement are noted, what support is provided to teachers to enhance their skills and effectiveness?*
- *What type of follow-up occurs once feedback and support are provided?*
- *How does the principal have difficult conversations around instructional quality and necessary changes?*
- *What impact is the instructional monitoring system having on the quality of instruction? How do you know? What data does the school have to support this impact?*

## Leadership Capacity

**B1.01:** *The LEA/PSU has an LEA/PSU Support & Improvement Team.*

**B1.03:** *A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review the implementation of effective practices.*

**B2.03:** *The school has established a team structure among teachers with specific duties and time for instructional planning.*

## Leadership Capacity

**B3.03:** *The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.*

**Summary of key points**

<b>Professional Capacity</b>
<b>Selection and Quality of Professional Development</b>
<b>Differentiation of Professional Development</b>

#### Indicators:

- **C2.01:** *The LEA/PSU/School 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.*
- **C3.04:** *The LEA/PSU/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.*

**Guiding Questions** (Lead reviewers are expected to and will likely utilize school-specific questions they have developed based on the school's Comprehensive Plan Report in NCStar.)

#### Grant Year 1

##### C2.01

- *Describe any professional development in which the staff participates.*
- *What data was used to determine which professional development teachers would attend and who would attend each?*
- *What metrics are being used to determine the impact professional development is having on teaching and learning?*

##### C3.04

- *Describe the school's system for recruiting, evaluating, rewarding, and replacing staff.*
- *What was the teacher turnover rate for this year?*

#### Grant Year 2-3

##### C2.01

- *How are professional development needs identified?*
- *How does the school ensure professional development is directly tied to classroom observations and analysis of student learning data? Provide specific examples.*
- *How does the administration follow up with teachers who receive professional development to ensure they are effectively implementing new teaching strategies and that professional development is producing significant, positive changes to teaching practices and learning outcomes?*

##### C3.04

- *Who is involved in conducting observations of teachers and what is the purpose of the various observations?*
- *How is evidence of support documented once areas of improvement are identified?*
- *What impact is noted from follow-up support provided to struggling staff members?*
- *How are individuals responsible for evaluating and supporting staff prepared for these duties?*
- *What data are used to identify specific skills a teacher needs when a vacancy exists?*

## Professional Capacity

**C2.01:** *The LEA/PSU/School 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.*

**C3.04:** *The LEA/PSU/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.*

**Summary of key points:**

## Family and Community Engagement

### Curriculum and Instructional Alignment

#### Indicators:

- **E1.06:** *The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).*

**Guiding Questions** (Lead reviewers are expected to and will likely utilize school-specific questions they have developed based on the school's Comprehensive Plan Report in NCStar.)

#### Grant Year 1

- *Describe the school's process for communicating school expectations with families.*
- *What supports are in place to ensure family members develop and possess skills to support the learning process at home?*
- *How does the school effectively communicate its research-based school improvement strategies to families/community members?*

#### Grant Year 2-3

- *What is the school's plan to ensure family members have a voice in the decision-making process?*
- *Is there evidence that the school's efforts have increased two-way communication between the school and home?*
- *How do you know that the school's efforts have increased the ability of families to support its expectations for students?*



## Family and Community Engagement

**E1.06:** *The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).*

**Summary of key points:**

<b>Notes:</b>	<b>Meeting with School IPG Coach</b>
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- *Provide an overview of the role/responsibilities of this position.*
- *Describe communication processes with various stakeholders.*
- *What is the decision-making process with regards to IPG funds? How are those decisions then evaluated?*
- *What does the data show about the effectiveness of current IPG expenditures?*
- *What would you describe as innovative about the school's plan for use of grant funds?*

<b>Notes:</b>	<b>Meeting with School IPG Coach</b>
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**Summary of key points:**

<b>Notes:</b>	<b>Meeting with School IPG Team</b>
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- *Describe decision-making processes for allocating IPG funds. How do these decisions align with the school's NCStar plan?*
- *How are IPG programs specifically monitored? What impacts have been observed?*
- *What would you describe as innovative about the school's plan for use of grant funds?*

<b>Notes:</b>	<b>Meeting with School IPG Team</b>
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**Summary of key points:**

<b>Notes:</b>	<b>Meeting with IPG Funded Positions (If not part of other groups.)</b>
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- *Describe role/responsibilities.*
- *What impact(s) have been observed as a result of the position(s)?*
- *What would you describe as innovative about the school's plan for use of grant funds?*

<b>Notes:</b>	<b>Meeting with IPG Funded Positions (If not part of other groups.)</b>
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**Summary of key points:**

**Notes:****Meeting with SIT**

- *How are members of the SIT selected?*
- *How frequently does the SIT meet, and how are discussions/decisions documented?*
- *Describe the selection process for identifying research-based improvement strategies.*
- *How does the school collaborate with its partner to implement these strategies?*
- *Explain the alignment between the selected strategies and the school's NCStar plan. How are these strategies documented and monitored for effectiveness? How are individuals selected to take the lead of the implementation of each NCStar indicator?*
- *What would you describe as innovative about the school's plan for use of grant funds?*



<b>Notes:</b>	<b>Meeting with SIT</b>
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<p><b>Summary of key points:</b></p>
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**Notes:****Meeting with Teachers**

- *What staff training or professional learning has been conducted around specific IPG programs? What impacts are observed?*
- *How is the implementation of the IPG impacting classroom climate/culture and teaching and learning?*
- *Describe the school's decision-making processes and how teachers are included.*
- *What would you describe as innovative about the school's plan for use of grant funds?*

**Summary of key points:**

<b>Notes:</b>	<b>Meeting with Students</b>
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**Summary of key points:**

**Notes:****Meeting with Families**

- *How does the school communicate its research-based school improvement strategies with families/community members?*
- *What opportunities do families have to engage with the school for improvement purposes?*
- *Describe your awareness of the school's receipt of an Innovative Partnership Grant? How has receiving this grant impacted the school so far?*

<b>Notes:</b>	<b>Meeting with Families</b>
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**Summary of key points:**

**Notes:****Meeting with District Representative/Team**

- *What supports are in place to assist the principal over the implementation years of the grant to ensure the principal's success in leading the school? What impact have you seen thus far?*
- *Describe the decision-making process for allocating funds and expenditures.*
- *What would you describe as innovative about the school's plan for use of grant funds?*
- *How do you see the IPG impacting schools?*



<b>Notes:</b>	<b>Meeting with District Representative/Team</b>
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**Summary of key points:**

**Notes:****Meeting with IPG Partner Representative/Team**

- *What supports are in place to assist the principal over the life of the grant to ensure the principal's success in leading the school?*
- *How did the Partner collaborate with the school to develop objectives?*
- *What metrics are in use to evaluate the Partner's effectiveness in terms of implementation?*
- *How will objectives be changed and/or altered according to monitoring efforts?*
- *What would you describe as innovative about the school's plan for use of grant funds?*

<b>Notes:</b>	<b>Meeting with IPG Partner Representative/Team</b>
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**Summary of key points:**

<b>Notes:</b>	<b>Meeting with</b> _____
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### Summary of key points:

<b>Notes:</b>	<b>Meeting with</b> _____
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**Summary of key points:**

<b>Notes:</b>	<b>Budget Review Comments (Attach copies of current budget/revisions)</b>
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*Consider asking questions specific to personnel, equipment, etc. that are funded through the grant, including evidence of what is being accomplished and the impact on teaching and learning.*

- *Describe the decision-making process for allocating funds and expenditures.*
- *What plans are in place for carryover funds?*

<b>Notes:</b>	<b>Budget Review Comments (Attach copies of current budget/revisions)</b>
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<p><b>Summary of key points:</b></p>
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Notes:	Classroom Observation – Class 1	
	Start Time:	End Time:

Grade and room #:		
Subject time or period		
Number of students		
Type of class	<input type="checkbox"/> Gen Ed. <input type="checkbox"/> Limited English Proficiency (LEP)	<input type="checkbox"/> Exceptional Children (EC) <input type="checkbox"/> Other:

<i>Learning Target:</i>  
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Evidence and observations:



**Key Strengths:**

**Key Areas for Improvement:**

Notes:	Classroom Observation – Class 2	
	Start Time:	End Time:

Grade and room #:			
Subject time or period			
Number of students			
Type of class	<input type="checkbox"/> Gen Ed.	<input type="checkbox"/> Exceptional Children (EC)	
	<input type="checkbox"/> Limited English Proficiency (LEP)	<input type="checkbox"/> Other:	

<i>Learning Target:</i>

**Evidence and observations:**

**Key Strengths:**

**Key Areas for Improvement:**

Notes:	Classroom Observation – Class 3	
	Start Time:	End Time:

Grade and room #:			
Subject time or period			
Number of students			
Type of class	<input type="checkbox"/> Gen Ed.	<input type="checkbox"/> Exceptional Children (EC)	
	<input type="checkbox"/> Limited English Proficiency (LEP)	<input type="checkbox"/> Other:	

<i>Learning Target:</i>

**Evidence and observations:**

**Key Strengths:**

**Key Areas for Improvement:**

Notes:	Classroom Observation – Class 4	
	Start Time:	End Time:

Grade and room #:			
Subject time or period			
Number of students			
Type of class	<input type="checkbox"/> Gen Ed.	<input type="checkbox"/> Exceptional Children (EC)	
	<input type="checkbox"/> Limited English Proficiency (LEP)	<input type="checkbox"/> Other:	

<i>Learning Target:</i>

**Evidence and observations:**

**Key Strengths:**

**Key Areas for Improvement:**

Notes:	Classroom Observation – Class 5	
	Start Time:	End Time:

Grade and room #:			
Subject time or period			
Number of students			
Type of class	<input type="checkbox"/> Gen Ed.	<input type="checkbox"/> Exceptional Children (EC)	
	<input type="checkbox"/> Limited English Proficiency (LEP)	<input type="checkbox"/> Other:	

<i>Learning Target:</i>

**Evidence and observations:**



**Key Strengths:**

**Key Areas for Improvement:**

Notes:	Classroom Observation – Class 6	
	Start Time:	End Time:

Grade and room #:			
Subject time or period			
Number of students			
Type of class	<input type="checkbox"/> Gen Ed.	<input type="checkbox"/> Exceptional Children (EC)	
	<input type="checkbox"/> Limited English Proficiency (LEP)	<input type="checkbox"/> Other:	

<i>Learning Target:</i>  
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**Evidence and observations:**

**Key Strengths:**

**Key Areas for Improvement:**

<b>Notes:</b>	<b>Additional evidence/Review of artifacts</b>
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Attach any additional artifacts.

## Summary of Progress

Based on evidence collected, determine the level of implementation of the NCStar® Key Indicators at this point. Indicate if the review team noted progress towards implementation or if the school should revise the indicator. (Refer to the school's ratings in NCStar®.) Record the review team's responses in the following rubric as well as individual reviewer's comments on what the school does well and areas for improvement in the comment box for each indicator.

**North Carolina Department of Public Instruction  
Targeted School Quality Review (TSQR)  
Final Report  
Fall 2022 – Spring 2023**

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**LEA/PSU/School:**

**Date:**

**Attendees:**

**TSQR Reviewers:**

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The North Carolina Department of Public Instruction (NCDPI) has prepared the following Targeted School Quality Review (TSQR) Report to assist the school and district with the improvement planning process. The target audience for TSQRs are identified TSI schools and CSI schools receiving an Innovative Partnership Grant (IPG). CSI schools who are recipients of an IPG typically receive one TSQR during each year of the grant cycle. However, the scheduling of on-site visits may be adjusted according to school/LEA/PSU need. TSQRs are completed by an assigned Quality Reviewer (QR) from the NCDPI.

TSQRs are designed to monitor progress towards improvement within the framework of the 12 NCStar® Key Indicators. Quality Reviewers use information provided in NCStar®, in addition to data gathered from the on-site visit, to complete a TSQR. The TSQR provides feedback regarding a school's progress in planning for and implementing the 12 NCStar® Key Indicators, which have been cross walked to meet the ESSA /IPG Reform Model Components. Next to each indicator, the Quality Reviewer has the option to check *Progress Noted* (PN) or check *Revise Plan* (RP). If an indicator is checked (PN), this indicates that the QR team agrees with the school's assessment, planning, and level of monitoring documented in NCStar®. If an indicator is checked (RP), the school level planning team should review and revise the school's assessment, planning, and/or level of monitoring documented in NCStar®. Additionally, TSQRs include budget reviews, summary comments, and recommendations from the on-site visit.

The TSQR has grouped the NCStar® Key Indicators to reflect the six dimensions of the NCDPI Comprehensive Needs Assessment (Instructional Excellence and Alignment Part I, Instructional Excellence and Alignment Part II, Leadership Capacity, Professional Capacity, Planning and Operational Effectiveness, and Families and Community) to allow schools and districts to review available rubrics by dimension/sub-dimension.

## **KEY**

### **Level of Development or Implementation:**

**ND** - No Development or Implementation

**LD** - Limited Development or Implementation

**FI** - Full Implementation

### **TSQR Key:**

**PN** - Progress Noted

**RP** - Revise Plan

## Dimension A - School: Instructional Excellence and Alignment

NCStar® Key Indicator	NCStar® Description	ND	LD	FI	PN	RP
A1.07	<i>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2.04	<i>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A4.01	<i>The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A4.06	<i>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A4.16	<i>The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Dimension A - Reviewer's Comments:

## Dimension B – Leadership Capacity

NCStar® Key Indicator	NCStar® Description	ND	LD	FI	PN	RP
B1.01	<i>The LEA/PSU has an LEA/PSU Support &amp; Improvement Team.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B1.03	<i>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review the implementation of effective practices.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2.03	<i>The school has established a team structure among teachers with specific duties and time for instructional planning.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3.03	<i>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dimension B - Reviewer's Comments:

## Dimension C - School: Professional Capacity

NCStar® Key Indicator	NCStar® Description	ND	LD	FI	PN	RP
C2.01	<i>The LEA/PSU/School 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.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3.04	<i>The LEA/PSU/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dimension C - Reviewer's Comments:

## Dimension E - School: Families and Community Engagement

NCStar® Key Indicator	NCStar® Description	ND	LD	FI	PN	RP
E1.06	<i>The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dimension E - Reviewer's Comments:

Overall Summary Comments/Recommendations:

## NCDPI TSQR

### Initial Phone Call Prompt Sheet

**This prompt sheet is not a substitute for the lead reviewer’s professional experience in establishing the relationship with the principal and the district/school – but is a “prompt sheet.” It provides points that will prove useful in conducting this important part of the preparation stage.**

- Introduce yourself and give some brief background, introduce the team and begin to build the working relationship.
- Confirm the dates for the review and the arrival time.
- Check whether the principal has read the Notes of Guidance and has an overview of the review process and its purpose. Ensure the principal understands this review will focus on the 12 NCStar Key Indicators. Also, the review will provide feedback on the implementation of the IPG and the school’s NCStar Plan and the impact each is having on teaching and learning in order to support continuous school improvement.
  - **NOTE: The principal will not have read the NOG prior to the first call in the IPG cycle. Assure the principal that following this phone call you will be sending them an electronic copy of the TSQR NOG – which will provide a detailed overview of the process.”**
- Answer any questions the principal may have about the review.
- Confirm that a private workspace has been arranged for the team as well as a space for the principal’s interview and focus groups to occur.
- Talk the principal through the main elements of the schedule including arrangements for the focus groups and meetings. (Remind the principal of the focus groups needed.) Inform the principal that you will be emailing a proposed schedule for his/her review. Ask the principal to review the proposed schedule and advise you of any necessary changes by email prior to the visit. Note: When arranging parent focus groups, school faculty should be avoided. Also, remind the principal of the focus groups that will be
- Ensure that the principal knows that the team will meet for a short period prior to any interviews, focus groups, or class observations.
- Talk through the arrangements for lesson observations and explain that the agreement about which classes will be observed will be discussed at the beginning of the review.
- Talk through any other documentation you may request to see and arrangements to see lesson plans and work samples.
- Ensure that the principal understands there may be a need for additional dialogue with him/her after the initial meeting and is ready to be available to the team during the course of the review.
- Talk through the end-of-day feedback process.
- Leave the principal with a clear view of the professional relationship they will experience with the team and the expectation of a review process that will be valuable to the school.
- Immediately follow a phone call with an email.

\*School provides: Private meeting space for the team, building maps for the team, organizational chart, staff listing with names/grade/room numbers, master schedule, copies of team schedule, other to be determined by Lead Reviewer.

## **Planning for the Targeted School Quality Review**

### **Now that you've attended an orientation**

- ☐ Read the Notes of Guidance and understand the TSQR criteria
- ☐ Raise staff awareness and understanding of the TSQR process

### **Before the Site Visit**

- ☐ Talk with your Lead Reviewer (S/he will contact you by phone)
- ☐ Send your Lead Reviewer a site visit schedule (sample on page 11)

### **Arrangements for the Site Visit**

- ☐ Secure a private place for the review team to work
- ☐ Organize groups and individual interviews
- ☐ Prepare two copies of the school map, master schedule, and group schedule for the team
- ☐ Create a list of a few classes for the team to visit where they can see evidences of documented school improvement actions/tasks

### **During the Site Visit**

- ☐ Be available to talk with the team
- ☐ Attend the exit conference to hear the major findings from the visit

### **After the Site Visit**

☐ Plan for addressing issues found in the report