



Accreditation Progress Report

Troy School

Troy School District

**Brad T Malm, Principal
101 Trojan Drive
Troy, ID 83871**

TABLE OF CONTENTS

Introduction 1

Progress Assessment

Improvement Priority 1 3

 Goal 1: Create time in the calendar for collaboration. 6

Improvement Priority 2 7

 Goal 1: Troy School teachers will maintain assessment data that uses multiple measures related to student learning
 that are proven to be reliable and bias free. 11

Introduction

The Accreditation Progress Report provides this institution the opportunity to engage in a structured continuous improvement process to review, analyze, reflect, and report on progress it has made subsequent to the External Review. Additionally, the process facilitates ongoing professional learning, collaboration, and cooperation among the institution's staff and key stakeholders in identifying and articulating progress made in the areas most in need of improvement.

As such, this Accreditation Progress Report is the summary of this institution's focused improvement efforts, actions, and activities that demonstrate how it has addressed Improvement Priorities resulting from an AdvancED External Review. AdvancED uses the report to assess the progress this institution is making in improving its impact on teaching and learning, leadership capacity, and use of resources.

This Accreditation Progress Report includes the analysis and response by AdvancED to the institution's self-reported progress. Based on the findings in this report AdvancED re-assesses this institution's accreditation status. This determination is communicated through a formal letter from AdvancED and includes next steps, if appropriate, in the process.

About AdvancED

AdvancED® provides accreditation and school improvement services that are supported by state-of-the-art educational technologies, policy and advocacy outreach, education research and innovation to education providers of all types to create a world of opportunities for every learner. AdvancED works with over 32,000 institutions in more than 70 countries serving over 20 million students. AdvancED is the parent organization for the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

Progress Assessment

Improvement Priority 1

Statement:

Create time in the school calendar to allow staff member to participate in collaborative leaning communities that meet both formally and informally to promote student learning.

Description:

Stakeholder interviews

Lack of vertical alignment.

Survey and self-assessment.

Indicator 3.5

Teachers participate in collaborative learning communities to improve instruction and student learning.

Indicator 3.6

Teachers implement the school's instructional process in support of student learning.

Institution Response

Progress Status:

Implemented

Response:

In response to the AdvancED External Review in 2014, Troy School has increased staff collaboration to address on of the improvement priorities identified by the external review team. Troy School District was able to significantly increase staff collaboration during the 2015-16 school year (see calendar below).

Attachments:

2016-2017 TSD Calendar

Reviewer Response

Status:

Response:

Diagnostic/Evaluation Criteria

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	Teachers participate in collaborative learning communities to improve instruction and student learning.		2.20	0.00
Standards Diagnostic	Teachers implement the school's instructional process in support of student learning.		2.80	0.00

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Create time in the calendar for collaboration.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$500

Goal 1: Create time in the calendar for collaboration.

Measurable Objective 1:

collaborate to add days to the calendar for collaboration by 05/27/2016 as measured by successful in-service training.

Strategy 1:

Teacher Collaboration Meetings - Structured time to meet on a regular basis is embedded in the master calendar to analyze data, create/revise action plans, and plan for instruction.

Team meetings are scheduled monthly to analyze formatives and plan for reteach and enrich.

Team meetings are scheduled for analyzing benchmarks that are given quarterly.

Research Cited: Nine Characteristics of High Performing Schools Second Edition 2007

Activity - Planning for Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with focused collaboration activities: RTI process Data Teams (data wall)	Policy and Process	08/17/2015	06/02/2017	\$500	General Fund	School Superintendent, building administration, all teachers

Strategy 2:

Establish norms - Teams will establish norms to provide consistency, expectations, procedures, and protocol for meetings.

Research Cited: Nine Characteristics for Highly Effective Schools, June 2007

Rick Dufour, Whatever It Takes- How Professional Learning Communities Respond When Kids Don't Learn

Activity - Establish norms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will meet to establish meeting norms. The teams will identify needs, expectations, and procedures for the meetings.	Policy and Process	08/22/2016	10/07/2016	\$0	General Fund	All staff

Improvement Priority 2

Statement:

Provide a system that trains school personnel to maintain assessment data that uses multiple measures related to student learning that are proven to be reliable and bias free. This system needs to be regularly evaluated for reliability, and effectiveness for improving instruction, student learning and the conditions support learning.

Description:

Survey results including self-assessment data.
Feedback from stakeholder interviews.

Indicator 5.1

The school establishes and maintains a clearly defined and comprehensive student assessment system.

Indicator 5.2

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.

Indicator 5.3

Professional and support staff are trained in the evaluation, interpretation, and use of data.

Institution Response

Progress Status:

Implemented

Response:

In response to the AdvancED External Review in 2014, interpreting data from formative and summative assessments has been one the key components for the 2016-17 professional development plan (see calendar below). Staff members from both the elementary and secondary schools attended data team training in August of 2016 in Tucson Arizona with the Vail School District. As a part of our action plan, Math and ELA data teams have been developed district-wide. These teams have identified assessments, analyzed spring and fall data, created smart goals and implemented action plans to meet these goals.

Attachments:

- Data Analysis Plan 3-6-17
- TSD BT Implementation Plan 2016-2017
- TSD Norms

Reviewer Response

Status:

Response:

Diagnostic/Evaluation Criteria

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	The school establishes and maintains a clearly defined and comprehensive student assessment system.		2.80	0.00
Student Performance Evaluation	Assessment Quality		3.00	0.00

Accreditation Progress Report

Troy School

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Stakeholder Feedback Evaluation	Stakeholder Feedback Results and Analysis		3.00	0.00
Standards Diagnostic	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.		2.80	0.00
Student Performance Evaluation	Test Administration		3.80	0.00
Student Performance Evaluation	Equity of Learning		3.00	0.00
Standards Diagnostic	Professional and support staff are trained in the evaluation, interpretation, and use of data.		2.20	0.00

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Troy School teachers will maintain assessment data that uses multiple measures related to student learning that are proven to be reliable and bias free.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$7500

Goal 1: Troy School teachers will maintain assessment data that uses multiple measures related to student learning that are proven to be reliable and bias free.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to utilize SBAC, formative, summative (benchmark) data in English Language Arts by 06/01/2017 as measured by 6/1/17.

Strategy 1:

Beyond Textbook Training - Professional development plan incorporates staff members from both the elementary and secondary attend a data team training in Arizona, August 2016.

Research Cited: Nine Characteristics of High-Performing Schools Second Edition, June 2007

Activity - BT 101 Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BT 101: Build background knowledge in the BT calendar and formatives. Teachers collaborate regularly to discuss and support the implementation and resources in BT.	Professional Learning	09/01/2014	06/02/2017	\$5000	General Fund	District Leadership Team

Strategy 2:

Identify and implement common assessment - Teachers will collaborate to identify formative and summative assessment within the BT calendar, progress monitoring, and additional state assessments.

Assessment:

Aimsweb (TES)

IRI (TES)

STAR reading & math (TES)

BT formatives (TES & THS)

Galileo (TES & THS)

ISAT (TES & THS)

Research Cited: action research, Danielson, Nine Characteristics of High-Performing Schools

Activity - Galileo Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Accreditation Progress Report

Troy School

Teachers and administration will be trained to use the Galileo assessment program for the common summative (benchmark).	Other - Assessment	11/13/2015	11/13/2015	\$2000	Other	Teachers grades 2-12, counselor, and administration
---	--------------------	------------	------------	--------	-------	---

Strategy 3:

Form Data Teams - Form a data team to collect and evaluate school assessment data.

Research Cited: Nine Characteristics of High-Performing Schools

Activity - Form Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Form Data Teams: Teams will be developed to analyze data associated with common assessments.	Professional Learning	08/29/2016	06/02/2017	\$500	General Fund	Data teams (teachers and paraprofessionals)