



# **Accreditation Progress Report**

## **Transylvania County Schools**

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## **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:

Develop and implement a comprehensive system strategic plan that includes specific and measurable targets for all actions associated with strategic goals in order to guide the improvement process.

### Description:

The system has developed an improvement plan that is not a long-range comprehensive strategic plan. Documented evidence and interviews revealed that the system plan basically includes the goal area related to curriculum and instruction. Currently, all actions associated with strategic goals, performance objectives and initiatives listed in the system strategic plan do not contain specific and measurable performance targets. Listing specific percentages, frequencies or numbers, which the school or system wishes to meet, would give those individuals responsible for the actions, objectives and initiatives an objective target to measure. Therefore, a yearly and systematic process (plan) should be developed that sets target performance measures, reviews action outcomes, and evaluates goals, objectives, and initiatives based on meeting the target measures. Meeting target measures in light of student performance data should then focus administrative and instructional staff decisions to adapt the system strategic plan and individual school improvement plans to address emerging needs that drive effective instructional practices.

### Indicator 1.4

Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.

## Institution Response

### Progress Status:

Plan Created

### Response:

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The school system has re-affirmed our mission, vision, and values as a system believing that the language used in each properly reflects our system's student focus and community's values. In the 2014-2015 school year, not long before the external review in May 2015, the school system adopted three overarching goals in response to changes in the North Carolina State Board of Education's strategic plan goals occurring not long before that. The external review team indicated that measurable targets were needed to help guide continuous improvement going forward. In addition to seeking a great deal of support and involvement in the high-level work on addressing our school system's nearly \$100 Million in identified school facility needs, we have taken a very slow and collaborative approach in deciding which measures are the most important in building out our strategic plan. Believing that we prefer to focus on doing fewer things much better rather than spreading ourselves across numerous goals and objectives, we wished to identify which measurable targets would have the most support and a sense of moral purpose in our stakeholders' hearts and minds. The summer of 2017 and the start of the 2017 school year should prove pivotal in finally pinpointing those targets to specify in the strategic plan moving forward as feedback gathering is set to conclude with a final survey to all stakeholders currently open at the time of this writing.

### Attachments:

Screenshots of planning survey intro

BOE Work Session Agenda

System Mission, Vision, Values, and Goals

## Reviewer Response

### Status:

### Response:

## Diagnostic/Evaluation Criteria

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.		2.00	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	Update and implement district strategic plan to include measurable targets or performance indicators	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0



## Goal 1: Update and implement district strategic plan to include measurable targets or performance indicators

### Measurable Objective 1:

collaborate to develop a district strategic plan that includes specific and measurable targets by 09/29/2017 as measured by plan completion and implementation.

### Strategy 1:

Build out the strategic plan by gathering stakeholder input and identifying relevant data to measure progress - Through school improvement teams, superintendent council groups, Board of Education meetings, and other opportunities the district will gather feedback on the needs, priorities, goals, and dreams of stakeholders served by our school system. Further, the system will identify high-leverage data sources that can serve as measurable targets that will inform system leadership on progress toward reaching the system's goals and in support of our mission and vision. System mission, vision, values and goals already exist but measurable targets associated goals will strengthen and make our strategic plan a more relevant guide of the system's work.

Activity - Gather stakeholder input and identify measures of progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through both face-to-face meetings and survey instruments, gather feedback on the development of the district plan. Additionally, the district leadership will set measures of progress for system-level performance both in academics and other indicators.  Schools: All Schools	Professional Learning, Community Engagement, Policy and Process, Parent Involvement, Recruitment and Retention	08/01/2016	08/01/2017	\$0	No Funding Required	Superintendent, Board of Education, and System Leadership Team

Activity - Draft plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using feedback gathered, qualitative data, and district student performance data (quantitative) the system will draft a strategic plan that includes measures of key goals and action strategies. System mission, vision, values and goals already exist.  Schools: All Schools	Other - Organizational development, Community Engagement, Parent Involvement	06/01/2017	09/08/2017	\$0	No Funding Required	Superintendent, Board of Education, and System Leadership Team

## Improvement Priority 2

### Statement:

Develop and implement a systemic process for vertical and horizontal articulation of the curriculum, among and between all grade levels and schools, to monitor student progress and ensure readiness for future grade levels.

### Description:

Artifacts and interviews indicated that some teachers are engaged in collaborative planning and summer workshops related to curriculum and instruction. However, there was limited evidence to demonstrate a formal process for the establishment of vertical team meetings among all grade levels throughout the system. The team also determined from a review of system artifacts and stakeholder interviews that horizontal articulation appears take place in some schools across the system. However, based on stakeholder interviews, the team concluded that not all schools and content areas throughout the system engage in the same level of ongoing vertical alignment discussions as those occurring within grades levels. The alignment process should include, among others, an analysis of student performance data to determine areas of strength and needed curriculum adjustment across grade levels that should result in verifiable improvements in student learning. Vertical articulation ensures seamless curriculum alignment and that all student learning expectations are consistently addressed throughout the system. The overall goal of vertical articulation is to increase student achievement through the evaluation of standards at each grade level.

### Indicator 3.5

The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.

## Institution Response

### Progress Status:

Implemented

### Response:

The central curriculum committee was created and met for its first session on February 14, 2017. The group has established some norms and expectations for their scope of work. We have analyzed system performance data and begun work on gathering feedback on draft regulations governing academic areas including

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grading, homework, and the graduation project which are all areas of concern across curriculum areas both vertically and horizontally. This committee is set to continue its work and meet at least quarterly going forward.

### Attachments:

Meeting Agenda Feb. 14, 2017

Committee Application

## Reviewer Response

### Status:

### Response:

## Diagnostic/Evaluation Criteria

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.		2.67	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 a central curriculum committee tasked with leading efforts to create systemic processes for vertical and horizontal articulation of the curriculum.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

## Goal 1: Create a central curriculum committee tasked with leading efforts to create systemic processes for vertical and horizontal articulation of the curriculum.

### Measurable Objective 1:

collaborate to create a central curriculum committee to advise the system on curriculum matters and to strengthen vertical alignment across the system by 02/28/2017 as measured by formation of the committee and consultation with the new committee.

### Strategy 1:

Create a working committee that has diverse representation of perspective - In seeking out committee members, leadership hopes to allow for leadership at all levels to include a wide variety of teachers and other stakeholders who wish to serve. Further, leadership desires a true cross-section of staff members who will specifically help to build ties vertically across the school system in instructional design and implementation. Additionally, the system will use several existing processes and structures to gather input in such matters from students, parents, and other community stakeholders. The central curriculum committee will use this information to inform its work.

Activity - Application process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership will solicit self-nominations from interested stakeholders to serve on the committee.  Schools: All Schools	Other - Collaboration, Professional Learning, Recruitment and Retention	12/01/2016	01/01/2017	\$0	No Funding Required	Chief Academic Officer

Activity - Appoint committee and begin work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership will notify participants selected to serve on the committee and begin to meet at least quarterly with the group. Initially, the committee will begin to review and provide feedback on administrative regulations that need to be developed to support newly adopted Board of Education policies in academic areas.  Schools: All Schools	Professional Learning, Policy and Process, Academic Support Program, Recruitment and Retention	01/01/2017	02/14/2017	\$0	No Funding Required	Chief Academic Officer

## Improvement Priority 3

### Statement:

Ensure that each school engages in a systematic process for the completion of a self assessment report, an executive summary, AdvancED assurances and student performance data reports.

### Description:

Each of the schools connected to a system are responsible for contributing to the preparations for hosting an AdvancED External Review Team. Each school is responsible for updating their demographics and completing and submitting each of the following diagnostics in ASSIST: Executive Summary, Self-Assessment, AdvancED Assurances, Stakeholder Surveys and Student Performance. Interviews and the review of other artifacts indicated that the Transylvania County School System did not ensure that all schools in the system completed each of these documents.

All schools completed stakeholder surveys but only one school in the system began the process to complete all other diagnostics. Completing all required AdvancED diagnostics will help support the school improvement process.

### Indicator 1.2

The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

## Institution Response

### Progress Status:

Implemented

### Response:

All school-level diagnostics and assessments were completed and uploaded to the ASSIST system by June 30, 2015. Going forward, we will revisit the AdvancED self-assessment process at the school-level in advance of our next external review as a tool for reflection and improvement. We will use our own locally-developed

school improvement planning processes each year to guide our continuous improvement efforts on an ongoing basis.

**Attachments:**

Board of Education Policy on School Improvement Planning

**Reviewer Response**

**Status:**

**Response:**

**Diagnostic/Evaluation Criteria**

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.		2.17	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	Each school will complete required diagnostics in the ASSIST system for accreditation.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0



## Goal 1: Each school will complete required diagnostics in the ASSIST system for accreditation.

### Measurable Objective 1:

collaborate to complete school-level self-assessments and other required diagnostics to reflect on our current practices by 06/30/2015 as measured by completion of required diagnostics and assessments.

### Strategy 1:

School SIT - Each School Improvement Team (SIT), as a representative body of the whole school community, will work to complete the school's required diagnostics.

Activity - SIT Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SIT at each school will reflect on current school policies and practices in order to generate the self-assessment diagnostic and will draw on district-aligned information to aid in the completion of other required diagnostics in the ASSIST system.  Schools: All Schools	Community Engagement, Policy and Process, Parent Involvement	05/01/2015	06/30/2015	\$0	No Funding Required	Principal and School Improvement Chair

## Improvement Priority 4

### Statement:

Utilize student results systematically to design, implement, and evaluate the results of continuous improvement plans related to student learning.

### Description:

Based on evidence reviewed by the External Review Team, the schools had a process for analyzing data that determined verifiable improvement in student learning to include readiness for success at the next level. Results indicated that the level of improvement was mixed. Interviews of stakeholders also indicated that the system and school personnel do not systematically and consistently use these data to design, implement and evaluate the results of continuous improvement plans.

All school personnel should use these results to design and implement their School Improvement Plans. Effectiveness of the School Improvement Plan goals should be routinely evaluated by the use of progress monitoring data to maximize learning gains. Efforts to effectively use results for action planning are critical to the continuous improvement process.

### Indicator 5.4

The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

## Institution Response

### Progress Status:

Plan Created

### Response:

The district's data portal has been completed and deployed for staff use. It is a simple and easy-to-use tool that has been shared with principals and other school leaders. Additionally, there is evidence available to show our ongoing effort to promote data literacy among staff and to provide the necessary professional learning that supports school staff members in their needs in harnessing appropriate data to make informed decisions and to guide improvements. Not only are leaders

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presenting and discussing data with stakeholders both more frequently and in more accessible language, but also we are focusing on providing teachers and others with tools, techniques, and proper support to make use of data in instructional planning and progress monitoring. 2017-2018 start-up activities for system leadership will include intentional professional learning on data use to inform improvement which is aligned with the system's school improvement planning process as well as our emerging district strategic plan.

We are currently engaged in North Carolina's Multi-Tiered System of Support training process to modernize our school system's efforts in tiered instruction and response to intervention. We currently have two more years of roll-out or implementation in this effort so these tools and resources will be an additional layer of support for teachers and leaders in using data to support student needs and professional growth, especially as we continue further into that work.

### Attachments:

Data Portal Screen Shots

Example of district data presentation/training

Data Analysis Protocol

School Data Training Presentation Slides Example

## Reviewer Response

### Status:

### Response:

## Diagnostic/Evaluation Criteria

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Student Performance Evaluation	Quality of Learning		3.00	0.00

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Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.		2.00	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	Data use for continuous improvement	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

## Goal 1: Data use for continuous improvement

### Measurable Objective 1:

collaborate to create a data portal for district staff and then support staff with appropriate training in the use of both growth and proficiency data for improvement by 09/13/2017 as measured by completion of the data portal and professional learning opportunities embedded in leadership's learning.

### Strategy 1:

Data use for continuous improvement is established as a system expectation with proper technical and professional learning support - Not only will we build a more useful and accessible data analysis tool at the district level, but we will support staff members in their understanding of the data tools we have available as educators. Through district leadership and school improvement team processes in each school we will establish protocols to use student results systematically to design, implement, and evaluate the results of improvement plans related to student learning at all levels.

Activity - Professional development for data use in continuous improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning will be provided for data literacy and proper uses of data sources for growth will be provided to system leadership with the expectation that leaders work with school staff and school improvement teams to empower teachers and other school staff in how they can use data effectively to guide their own students' improvement as well as their professional growth.  Schools: All Schools	Professional Learning, Policy and Process, Academic Support Program	07/01/2016	07/28/2017	\$0	No Funding Required	Chief Academic Officer, Testing Coordinator, and Principals

Activity - Create data portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a technology tool that is a data portal which provides easy-to-access and relevant student data for principals and other school leaders. This tool is designed to filter in data sets that are more relevant and necessary for the day-to-day improvement efforts on the ground in schools.  Schools: All Schools	Technology, Academic Support Program	09/01/2016	12/01/2016	\$0	No Funding Required	District testing coordinator