



# **Accreditation Progress Report**

## **Troup County School System**

Dr. R. Cole Pugh, Superintendent  
100 North Davis Road  
Bldg. C  
LaGrange, GA 30241

# TABLE OF CONTENTS

Introduction .....	1
<b>Progress Assessment</b>	
Improvement Priority 1 .....	3
Goal 1: All new teachers will participate in the Troup County School System Teacher Induction Program.....	6
Improvement Priority 2 .....	7
Goal 1: Provide Troup County School System with a technology infrastructure to support the system's instructional and operational initiatives.....	10
Improvement Priority 3 .....	12
Goal 1: Utilize exemplars in all classrooms to assess student work.....	16
Improvement Priority 4 .....	17
Goal 1: Increase pathway completion .....	21
Goal 2: Reduce number of discipline referrals .....	21
Improvement Priority 5 .....	23
Goal 1: All teachers and leaders in the Troup County School System will become proficient in the interpretation and effective use of data.....	26
Improvement Priority 6 .....	28
Goal 1: Metrics will be established and implemented in the system improvement plan.....	31

## **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:

Design and implement a new teacher mentoring program that focuses on teacher support, instructional processes, and training for data disaggregation.

### Description:

Through interviews with system supervisors and school administrators as well as information supported by the system's self-assessment and executive summary, a system-wide new teacher mentoring program is not operational and is needed. Mentorship will provide support to allow new personnel to become acclimated to the system, ensure efficient collaboration, and help ensure retention. Such a system will help to increase stability and will increase employee satisfaction with district operations.

### Indicator 3.7

Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.

## Institution Response

### Progress Status:

Implemented

### Response:

For the 2014-2015 school year, the Troup County School System (TCSS) implemented the Troup County Teacher Induction Program. This new program was created to offer induction through quality professional learning aimed at the needs of beginning teachers and new teachers to Troup County. The goal is to attract, train, and retain quality teachers and give new teachers the support they need early in their careers. The Induction Phase Teachers (new to profession) will have a trained mentor for three years. Teachers with prior teaching experience, but new to TCSS, will have a mentor for one year. The new teachers will be a part of an Induction Phase Team consisting of a building administrator, mentor, and system-level representative who will set goals based on observation and data for the Induction Phase Teacher. These goals will be a part of a Teacher Induction Plan, and it will be monitored throughout the year.

**Attachments:**

Troup County Teacher Induction Program  
Teacher/Mentor Induction Forms

**Reviewer Response**

**Status:**

Accept

**Response:**

The district has demonstrated its ability to address the Required Action made by the External Review team. New teachers to the profession as well as new teachers to the district are supported by trained teams, consisting of building and central office administrators and an experienced teacher. A comprehensive Induction Program Manual provides extensive information regarding the roles of all participants, procedures, protocols, and evaluative components. Additionally, goals are established by the Induction Phase Team in collaboration with the new teachers and are discussed routinely in efforts to improve teacher effectiveness. Through the implementation of the programs supporting new teachers, along with the financial commitment to fund these programs, AdvancED agrees that this Required Action has been sufficiently addressed.

**Diagnostic/Evaluation Criteria**

## 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	All new teachers will participate in the Troup County School System Teacher Induction Program.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$25000

## Goal 1: All new teachers will participate in the Troup County School System Teacher Induction Program.

### Measurable Objective 1:

collaborate to attract, retain, train, and support beginning teachers and new teachers to Troup County to fulfill the expectations of the position, improve the quality of instruction for all students, and ensure student achievement. by 06/30/2015 as measured by documentation from individual induction meetings, focus group discussions with mentors/induction teachers, and results from the Teacher Keys Effectiveness System.

### Strategy 1:

Teacher Induction Program - The Troup County Teacher Induction Program offers induction through quality professional learning aimed at the needs of the beginning teachers or new teachers to Troup County. By using trained, experienced, successful teachers as mentors, Troup County is providing an important incentive that aims to increase job productivity and satisfaction that helps to retain competent professionals. The Troup County Teacher Induction Program gives our beginning teachers the support they need early in their careers.

Activity - Teacher Induction Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To attract, retain, train, and support beginning teachers or new teachers to Troup County.  Schools: All Schools	Recruitment and Retention	07/31/2014	06/30/2015	\$25000	Title II Part A	Assistant Superintendent of Curriculum, Instruction, and Professional Learning, Coordinator of Federal Programs, Principals, Assistant Principals, Instructional Specialists, Mentors, System-Level Directors and Coordinators

## Improvement Priority 2

### Statement:

Design and implement a technology infrastructure to support the system's teaching, learning, and operational needs.

### Description:

Through examination of the system self-assessment as well as interviews with system and school administration, the need for better planning in the area of information services was identified. A long range 3 to 5 year System Technology Plan based upon a comprehensive needs assessment should be developed to provide a fully functional technology infrastructure, appropriate equipment, and qualified technical support staff for all system schools and departments. A system plan addressing the above issues is presently lacking. A well developed technology plan with measurable goals is critical to the mission of educating all students in a challenging environment as well as to the operational needs of all stakeholders throughout the system.

### Indicator 4.6

The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.

## Institution Response

### Progress Status:

Implemented

### Response:

The technology committee under the leadership of the Director of Technology and Director of Instructional Technology were tasked with the development of a long range System Technology Plan to support the needs of the system. Members of the committee attended conferences, visited other school systems, and met with various vendors in an effort to determine the products that best meet the needs of the school system.

After developing the plan, Troup County Schools spent over \$6.7 million to hire a certified network engineer and build a new infrastructure from the ground up. We updated our network infrastructure to handle more devices and higher bandwidth services. Wireless technology is installed at all facilities, and we initiated a Bring

Your Own Device program. We replaced over 6,000 existing computers and laptops and purchased over 650 new Chromebooks for student use. The Chromebooks' primary use is to provide devices to students who may not have a device of their own to bring in.

### Attachments:

Instructional Technology Plan  
Supporting Purchase Orders

## Reviewer Response

### Status:

Accept

### Response:

AdvancED agrees that the district has addressed this Required Action and commends the district for its commitment to respond to the External Review team's recommendation. Under the direction of a Technology Committee, a three year Technology Plan (2013-2016) has been developed based upon a thorough analysis of technical needs throughout the county. As a part of this plan, an Action Plan with clear goals, objectives, strategies, and activities has provided a blueprint for technical support, infrastructure, equipment, and personnel. Artifacts were provided as evidence of the implementation of the Action Plan with well over six million dollars the district has allocated for this project.

## Diagnostic/Evaluation Criteria

## 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	Provide Troup County School System with a technology infrastructure to support the system's instructional and operational initiatives.	Objectives: 3 Strategies: 3 Activities: 3	Organizational	\$6780000

## Goal 1: Provide Troup County School System with a technology infrastructure to support the system's instructional and operational initiatives.

### Measurable Objective 1:

demonstrate a behavior by purchasing necessary equipment to provide the infrastructure to support instructional and operational initiatives of the system by 08/01/2014 as measured by documentation of purchases and observation of use.

### Strategy 1:

Technology Infrastructure Development - Evaluate the available hardware, determine the appropriate hardware to complete the initiatives, purchase and install the equipment, and observe the use of the equipment.

Activity - Infrastructure Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Troup County Schools has spent over \$6.7 million since the external review. We have built a new infrastructure from the ground up and hired a certified network engineer. We updated our network infrastructure to handle more devices and higher bandwidth services. Wireless is installed at all facilities, and we initiated a Bring Your Own Device program. We replaced over 6000 existing computers and laptops and purchased over 650 new Chromebooks for student use. The Chromebooks' primary use is to provide devices to students who may not have a device of their own to bring in.  Schools: All Schools	Technology	05/01/2013	08/01/2014	\$6700000	Other	Assistant Superintendent of Operations, Director of Technology, and Director of Instructional Technology

### Measurable Objective 2:

demonstrate a behavior by hiring a certified network engineer by 06/03/2013 as measured by employing a certified network engineer.

### Strategy 1:

Technology Infrastructure Support - Recruit and hire a certified network engineer to support the new technology infrastructure

Activity - Network Engineer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advertise, interview, and hire a certified network engineer  Schools: All Schools	Recruitment and Retention	02/01/2013	06/03/2013	\$80000	General Fund	Director of Technology

### Measurable Objective 3:

demonstrate a behavior by developing a 3 to 5 year long range System Technology Plan by 01/31/2014 as measured by the completion of and implementation of the plan.

## Accreditation Progress Report

Troup County School System

---

### Strategy 1:

System Technology Plan - A systemwide technology committee was reconfigured to include more school-based personnel. The committee was tasked with developing a mission statement and determining the needs of the system both instructionally and organizationally.

Activity - System Technology Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a plan that meets the comprehensive needs of the school system Schools: All Schools	Technology	10/01/2013	01/31/2014	\$0	No Funding Required	Director of Technology, Director of Instructional Technology, Technology Committee

## Improvement Priority 3

### Statement:

Design and provide exemplars for lessons and performance tasks required of students.

### Description:

There was evidence that a few teachers are utilizing exemplars at various schools; however, school leaders are not emphasizing exemplar use as a tool to enhance learning and set benchmarks for assessment. System staff also agree that the process is not utilized with fidelity. Exemplars are guiding resources that set a rigorous standard for students to achieve at higher levels. Standards are designed to promote rigor and depth of knowledge while exemplars provide guiding resources for expectations of student achievement. Interviews with school staff indicated no organized system process is in place to utilize exemplars with instruction.

### Indicator 3.6

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

## Institution Response

### Progress Status:

Implemented

### Response:

Troup County School System (TCSS) has recognized the need to provide more effective formative classroom assessment to improve student achievement. Limited resources are currently in place to provide our teachers with samples of exemplars to assess student work. Through an internal review of our curriculum, the realization came to light that we are not consistently using rubrics and performance tasks for assessment. During the summer of 2014, fourteen TCSS ELA teachers participated in the Georgia Summer Academy for ELA teachers. Their big “take away” was the change in the test item format from our previous state assessments. Discussion groups were organized, and it was evident that we needed to begin looking at how we were utilizing constructed response items in formative and summative assessment. Group consensus indicated the need to begin initial professional learning on the use of constructed response with all school

administrators and identified ELA and social studies teachers, with remaining content areas to follow. Dawn Bennett, W. Central GLRS Program Specialist, was invited to TCSS to share her presentation entitled, "Are You Prepared for Constructed Response Assessment Items?" After the presentation, break-out sessions by divisions were held where specific examples of constructed response were reviewed and discussed. This workshop included reviewing a sample student writing topic and rubric with student exemplars at different levels (score range from 0-4). Participants left with a better understanding of how instruction and assessment should look in classrooms. School teams were to redeliver the content of the initial sessions and begin planning for full school implementation. The TCSS academic coaches recognize the importance of beginning to provide more sample exemplars on the curriculum webpages. At the elementary division, ELA and Math benchmarks will include constructed response items. In January 2015, the elementary academic coaches will meet with ELA and math teachers at each elementary school. Rubrics will be given to teachers for assessing the benchmark papers to make sure there is reliability with scoring. Exemplars at all levels of proficiency will be gathered for continued assessment of student work. Additionally, plans are being developed for continued professional learning on best practices for utilizing exemplars and constructed response for instruction. In the middle schools, we are utilizing common assessments that include constructed response items. These items include scoring rubrics. In some cases, teachers are working collaboratively to score these items. A next step would be to add student exemplars to the scoring rubrics to help teachers with inter-rater reliability. At the 6-12 level, we are continually updating the website resources. In this process, we have provided several examples of lessons in all core areas (ELA, math, science, social studies). In addition, we have provided performance tasks for many of our units. While we currently do not have student exemplars of the performance tasks, we are working towards adding these. Our plan for 2015 is to continue professional learning with our administrators and teachers on incorporating exemplars into student assessment. Through the use of rubrics and exemplars, we hope our students will strive to go beyond what is expected to exceed the standard. As we enter into 2016, our plan is to provide opportunities for students to utilize exemplars in the assessment of their own work. Students will be able to compare their work to various levels of exemplars, and through self-assessment, they will have opportunities to refine their work.

### Attachments:

Constructed Response

## Reviewer Response

### Status:

Accept

### Response:

As evidenced in the district's response, several strategies have been implemented to attend to this Required Action. Beginning with ELA teachers who participated in a summer academy, discussion groups were organized and professional development activities were scheduled to study constructed response items in formative and summative assessments. Workshops were conducted for administrators and teachers and school teams were organized to redeliver for full school implementation in all core areas. Academic coaches led in the development of rubrics and exemplars for self-assessment and guidance to help students achieve at

higher levels. Many of these resources have been made available on the district website for parent access. AdvancED commends the district for its work and encourages the its continued efforts.

## **Diagnostic/Evaluation Criteria**

## 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	Utilize exemplars in all classrooms to assess student work.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$6000

## Goal 1: Utilize exemplars in all classrooms to assess student work.

### Measurable Objective 1:

75% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in utilizing exemplars for assessment of student work in English Language Arts by 06/01/2016 as measured by improvement on ELA state assessment scores.

### Strategy 1:

Student self-assessment - Through the use of exemplars, students will see clear models of work that meet the standards and understand why the work meets the standards. Students can then begin making comparisons between the exemplars and their work in order to assess their own performance. Work samples at different levels of performance will be provided as models for comparison. Exemplars show students what is required to meet the standard, how they might go beyond the standard, and what would be expected in order to exceed the expectations of the standard.

Research Cited: Black, P., and D. William. 1990. "Assessment and Classroom Learning." Assessment in Education

Activity - Professional Learning on Use of Exemplars for Student Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train all teachers in the use of exemplars for assessing student work. Schools: All Schools	Professional Learning	01/05/2015	06/30/2017	\$6000	General Fund	Academic Coaches, School Administrators, Teachers
Activity - Formative Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central Curriculum and Instruction team members will redeliver Georgia's Formative Instructional Practices modules to school teams. Schools: All Schools	Professional Learning	10/01/2014	06/30/2017	\$0	No Funding Required	Curriculum and Instruction team members, school staff

## Improvement Priority 4

### Statement:

Develop a systematic process to formally evaluate program effectiveness designed to address counseling, assessment, and referral as well as the educational and career planning needs of all students.

### Description:

The self-assessment generated by the system reflects a need for the formal evaluation of all student service programs. The Troup County Curriculum and Instruction Department has a strong history of systematic test data analysis; however, a system-wide process to address the total well-being of students is not evident. The inclusion of measures such as graduation rates, attendance data, referral rates, post-graduation statistics, and counseling logs in conjunction with assessment data analysis would provide a more complete picture of program effectiveness. Research has shown that systems with implemented plans for addressing the total well-being of students experience students that are happier in school and more focused on their desire to graduate. Successful schools and school systems are beginning to dedicate additional resources toward career planning and referral services.

### Indicator 4.8

The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.

## Institution Response

### Progress Status:

Implemented

### Response:

For the past three years, counselors have attended a summer retreat designed to give them more insight into the various pathways offered to the students by the district and how to identify students for these specific pathways. These pathways include Advanced Academic, Fine Arts, and various career, technical, and agricultural offerings along with JROTC on two campuses. In the fall of 2015, Troup County School System (TCSS) will open a college and career academy

specifically designed to engage the disengaged learner. This unique partnership between school and business began with a steering committee of over 180 community members, including a majority of the businesses in the area, and supported by the local Chamber of Commerce. At the forefront of the partnership is the career planning and training for students with the hope that they see how they fit into the workforce of Troup County. Part of the charter agreement for the school includes a goal to increase the graduation rate.

During the past two years, the system was also identified as having a disproportionate discipline rate for black males, specifically at the middle, high, and alternative schools and one elementary school. As a result of this identified need, the district hired eight behavior assistants, one for each school, and a behavior specialist. The job of the specialist is to oversee the assistants and work with teachers and administrators to modify adult behavior as the assistants work with their case loads to modify student behavior. Each assistant carries a caseload of 15 students. These students are identified using the discipline referrals from the previous year. The students with the highest number of referrals are those that are chosen for the caseload first. As students meet their goals, they are moved off the caseload with minimal support and the next person on the list is added.

As an extension of this program, the district has spent the last year learning about Positive Behavioral Intervention and Supports (PBIS). Several campuses have expressed interest in becoming a PBIS school. We will be looking to add this tool for these campuses beginning in the fall of 2015.

TCSS continues to support our graduation coaches at both the middle and high school levels. These employees carry a caseload of students whose history indicates they have a high potential for dropping out. The coaches use data to track student successes. The relationship between the home and school are top priority for these individuals.

This year, each high school has implemented a version of teachers as advisers to help develop relationships between students and another caring individual in the building. In the first few months, this program has already had an impact for both students and teachers.

### Attachments:

Behavior Specialist and Assistants  
PBIS  
College and Career Academy

## Reviewer Response

### Status:

Accept

### Response:

After reviewing the district's response, ADvancED concurs with the district's assessment that this Required Action has been implemented. The district has taken the necessary steps to address the guidance of the External Review team. A variety of actions have been implemented to address the total well-being of students.

Through an evaluation of the district's effectiveness in meeting the needs of its students, several programs have been developed. For example, numerous

community stakeholders were involved in the creation of a college and career academy targeted to produce work-savvy graduates who improve the county's workforce. After months of planning, the academy is scheduled to open in the fall of 2015. Additionally, the Troup County Behavior Program was initiated to support identified students who have experienced discipline issues. Artifacts support a detailed description of the program which includes training components and staff responsibilities. The district also shared accompanying documents detailing an extension of the behavior program (Positive Behavioral Intervention and Supports - PBIS) that several schools are considering for that will support the entire study body.

## **Diagnostic/Evaluation Criteria**

## 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	Increase pathway completion	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$6500
2	Reduce number of discipline referrals	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$220000

## Goal 1: Increase pathway completion

### Measurable Objective 1:

75% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by graduating with a completed pathway in Career & Technical by 05/31/2017 as measured by graduates with a completed pathway as compared with all graduates.

### Strategy 1:

Graduation Rate - Use annual advisement as a time for students, counselors and parents to determine the student's progress toward goal attainment. Counselors have received training on helping student's interests align with coursework they are taking in an attempt to complete pathways. Pathway completion involves taking the three/four courses needed for the pathway and successfully completing a certification test at the end of the courses. The counselor will work with the student to make sure the pathway is attainable and one in which the student has interest.

Research Cited: SREB research has shown that students who are involved in classes that they like, typically will graduate.

Activity - Counselor training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each summer counselors will receive training and updated data on opportunities for pathway completion. This training serves an additional purpose of exposing the counselors to various local occupations for which students may qualify.  Schools: Gardner Newman Middle School, LaGrange High School, Callaway High School, Callaway Middle School, Troup County Comprehensive High School, The HOPE Academy, Long Cane Middle School	Professional Learning	06/01/2012	08/01/2017	\$6500	Perkins	Director of Secondary Curriculum and CTAE along with the CTAE supervisors and CEO of the Career Academy

## Goal 2: Reduce number of discipline referrals

### Measurable Objective 1:

demonstrate a proficiency to reduce student discipline referrals by 50% by 05/26/2017 as measured by the number of discipline referrals .

### Strategy 1:

Behavior Assistants - A behavior assistant has been placed at Whitesville Road Elementary School, the alternative school, as well as, each middle and high school. These behavior assistants will have a caseload not to exceed 15 regular education students with the highest number of discipline referrals identified by the previous year's referrals. The task of the behavior assistant is to provide students with alternative behaviors. A behavior specialist has been hired to work with administrators and teachers on de-escalation skills and ways to help students conform. Identified students will have a behavior goal. Upon meeting their goal, students are removed from

## Accreditation Progress Report

Troup County School System

the caseload and are monitored by the behavior assistant.

Research Cited: PBIS

Activity - Behavior Assistants	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training to assist students and teachers with behavior modification strategies.  Schools: Gardner Newman Middle School, Whitesville Road Elementary School, LaGrange High School, Callaway High School, Callaway Middle School, Troup County Comprehensive High School, The HOPE Academy, Long Cane Middle School	Behavioral Support Program	06/03/2014	06/30/2016	\$220000	Other	Director of Exceptional Education, Coordinator of Elementary Exceptional Education, and Coordinator of Secondary Exceptional Education

## Improvement Priority 5

### Statement:

Develop and implement a system-wide professional learning protocol for all instructional personnel addressing the interpretation and effective use of data.

### Description:

System and school administrators receive training and support in the analysis of student performance and trend data. However, interviews with teachers revealed the need for additional professional learning in using student performance data to guide decisions regarding instruction and appropriate student interventions. The system is providing good data for instructional study. Administrators are distributing these data; however, teachers need training about the most effective and efficient use of data. Enhanced professional development addressing the analysis of data for teachers will encourage teacher use of data for unit and daily lesson planning. Multi-point data summaries are sometimes overwhelming for teachers.

### Indicator 5.3

Throughout the system professional and support staff are trained in the interpretation and use of data.

## Institution Response

### Progress Status:

Implemented

### Response:

Data analysis and usage professional learning opportunities have been offered and will continue to be offered to system and school level leaders and teachers. To date, opportunities have been general in nature and designed to reach all teachers and leaders. The Curriculum and Instruction team continues to monitor the school/teacher use of data through on-site observations.

New opportunities will be targeted more specifically to the analysis of individual teacher and student data.

**Attachments:**

Differentiation Training Flyer

Differentiation Training Dates

SLDS and Thinkgate Training

**Reviewer Response**

**Status:**

Accept

**Response:**

The district has sufficiently addressed the recommendation of the External Review team and has implemented several professional learning activities addressing the interpretation, analysis, and effective use of data to support learning. Documents were submitted detailing the numerous activities in fulfilling this Required Action. AdvancED encourages the district to continue its work in this area.

**Diagnostic/Evaluation Criteria**

## 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	All teachers and leaders in the Troup County School System will become proficient in the interpretation and effective use of data.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$151500

# Goal 1: All teachers and leaders in the Troup County School System will become proficient in the interpretation and effective use of data.

## Measurable Objective 1:

collaborate to provide on-going professional learning activities for teachers and leaders to increase their understanding of data interpretation and effective use regarding instruction and student interventions. by 06/30/2016 as measured by participation/attendance rates at various professional learning sessions targeted at effective data usage and interpretation.

## Strategy 1:

Data Analysis Professional Learning - The system Curriculum and Instruction team will develop a multi-year plan of professional learning opportunities for all teachers and leaders to participate in sessions to increase their effectiveness in data analysis and usage. Professional learning opportunities will be delivered in the following progression: 1) school/system level data, 2) grade/content level data, 3) individual teacher data, and 4) individual student data.

Activity - State Longitudinal Data System and Thinkgate Platform Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Summer 2013: School level teams participated in "Train-the-Trainer" sessions which were conducted by personnel from the Office of School Improvement and Assessment, in conjunction with a specialists from the Georgia Department of Education. School teams were expected to redeliver the content to their building level teachers and administrators by December 2013.</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2013	12/13/2013	\$11500	District Funding	Director of School Improvement and Assessment, Data Support Specialist
Activity - Formative Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Curriculum and Instruction personnel participated in the Georgia Formative Instructional Practices professional learning modules.</p> <p>Schools: All Schools</p>	Professional Learning	09/03/2013	05/01/2014	\$0	No Funding Required	Director of School Improvement and Assessment
Activity - Differentiation Strategies and Assessment Uses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Dr. Georgia Evans will provide professional learning related to identifying appropriate assessment strategies and using these strategies to develop differentiated classroom instruction.</p> <p>Schools: All Schools</p>	Professional Learning	06/02/2014	06/01/2015	\$140000	District Funding	Assistant Superintendent of Curriculum, Instruction, and Professional Learning

**Accreditation Progress Report**

Troup County School System

Activity - Understanding the College and Career Ready Performance Index	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Personnel from the Office of School Improvement and Assessment will provide school-specific professional learning opportunities for all school personnel in order to develop an understanding of this accountability instrument and to equip school personnel to use the data to improve identified areas of need.  Schools: All Schools	Professional Learning	06/02/2014	06/30/2015	\$0	No Funding Required	Data Support Specialist and Teacher and Leader Effectiveness Specialist
Activity - Assessment Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum and Instruction team will develop a Troup County Assessment Plan which will define purpose, timelines, and expectations for all local and/or state assessment data analysis and usage.  Schools: All Schools	Other	11/03/2014	05/29/2015	\$0	No Funding Required	Curriculum and Instruction team

## Improvement Priority 6

### Statement:

Establish and implement metrics for goals contained in the system improvement plan.

### Description:

The system goals which were provided are general in nature with no process to determine if part or all of the goals have been met. School staff indicate through interviews that the need exists for data from the present improvement goals. System staff also state that system improvement plans are not written with measurable goals. System improvement plan goals should be measurable for those monitoring it to effectively determine the status of improvement efforts. Measurable goals will allow the system to quantify expected outcomes. In addition, goals and short term performance objectives should be evident in a multi-year system improvement plan to monitor incremental progress toward any yearly goals.

### 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:

Implemented

### Response:

In order to establish and implement measurable goals into the system improvement plan, central level personnel received training on the development of writing specific measurable goals. After training, the system improvement plan was created by working collaboratively among departments to include measurable goals in the plan. Future plans include moving the plan to an electronic platform to better monitor the establishment and implementation of specific goals in the plan.

**Attachments:**

**Reviewer Response**

**Status:**

Accept

**Response:**

AdvancED concurs with the district's assessment that necessary steps have been taken to address the Required Action of the External Review team. As evidence, the district provided its comprehensive Troup County System Improvement Plan (2014-17) which details four district goals. Each goal includes measurable objectives with an implementation schedule for each objective. The goals and objectives are further defined in Action Plans and includes the major area of focus as well as the department responsible for implementation. Strategies and actions are listed for each objective with the evidence needed to measure accomplishment, timelines, staff responsible, and resources needed. AdvancED commends the district for fulfilling this Required Action.

**Diagnostic/Evaluation Criteria**

## 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	Metrics will be established and implemented in the system improvement plan.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Metrics will be established and implemented in the system improvement plan.

### Measurable Objective 1:

demonstrate a behavior of including measurable goals and metrics in the system improvement plan by 12/02/2013 as measured by the inclusion of metrics and measurable goals in the system improvement plan.

### Strategy 1:

Metrics - Personnel from the Office of School Improvement and Assessment will provide professional learning to other central level personnel on the effective development of measurable goals and the use of metrics in the development of a system improvement plan. Central personnel will identify measurable goals within their area or department for inclusion in the system improvement plan.

Activity - Continuous System Improvement Plan Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central level personnel will collaborate within departments to develop measurable goals and supporting strategies to meet those goals. Cross-sections of central level personnel will review each department's submission.  Schools: All Schools	Other	08/01/2013	12/02/2013	\$0	No Funding Required	Central Level Personnel