

Vision & Purpose

STANDARD: The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

Impact Statement: A system is successful in meeting this standard when it commits to a purpose and direction that is shared system-wide. The leadership establishes expectations for student learning aligned with the system’s vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and district effectiveness. The system’s vision guides allocations of time and human, material, and fiscal resources.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system’s responses to the focus questions.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
1.1	Establishes a vision and purpose for the system in collaboration with its stakeholders			✓	
1.2	Communicates the system’s vision and purpose to build stakeholder understanding and support			✓	
1.3	Identifies system-wide goals and measures to advance the vision				✓
1.4	Develops and continuously maintains a profile of the system, its students, and the community				✓
1.5	Ensures that the system’s vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services		✓		
1.6	Reviews its vision and purpose systematically and revises them when appropriate			✓	

Definitions

Not Evident	Little or no evidence exists
Emerging of practice	Evidence indicates early or preliminary stages of implementation
Operational implemented	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. What is the process for establishing and building understanding of and commitment to the vision statement among the school system and its stakeholders?

The Troy School District Board of Education has established the Troy School District's mission, vision and values with support of the stakeholders. We are in the process of transitioning from top-down vision creation and implementation to a school community based model. This is the beginning of a five-year research-driven plan for the on-going commitment to becoming a professional learning community that includes all stakeholders in the Troy School District. Each specific entity, such as business, operations, curriculum, and each school building, is in the process of redesigning its own vision statements to focus on its specific goals while aligning with the District's mission, vision and values.

2. What is the system's process for maintaining and using information that describes the school system, its programs, services, and schools and their performance?

Effective communication between the members of the school system and their stakeholders begins in the classroom. Teachers use classroom websites, newsletters, emails and Edline to reach out to parents and students. The schools and the District distribute newsletters and reports as well as maintain websites designed to be accessible to parents, students and the greater Troy community. The Troy School District maintains an effective Community Relations Department that continually gathers and disseminates data and information regarding the District. The information includes annual reports containing demographic and achievement data, bi-monthly community newsletters, and weekly email updates to community and staff. The Superintendent of the Troy School District meets with city officials, Troy business leaders, civic groups, and building staff and PTO representatives to disseminate school district information.

3. How does the leadership ensure that the system's vision, purpose, and goals guide the work of the school system and its schools?

The Troy School District's vision and purpose supports student learning. We are in the process of a paradigm shift to a collaborative approach to

leadership by becoming a Professional Learning Community. This will increase ownership of the purpose and vision at every level of the district. The Troy School District publishes a vision document, which is revised annually. This document, *Vision 2012*, identifies all curricular area goals, outlines the five-year agenda for each area and drives the development of District goals and objectives.

4. What process is used to ensure that the vision and purpose of the school system remain current and aligned with the system's expectations in support of student learning and the effectiveness of the school system and its schools?

Each year the District updates the *Vision 2012* document. Each curricular area is evaluated yearly to determine effectiveness in meeting District and state standards. Committees consisting of teachers, administrators, and support personnel are established to review and revise curriculum content and instructional strategies, and to recommend materials needed to update the curriculum. Professional development activities at the district and building levels ensure the implementation of the Vision's objectives to impact student learning.

Governance & Leadership

STANDARD: The system provides governance and leadership that promote student performance and system effectiveness.

Impact Statement: A system is successful in meeting this standard when it has leaders who are advocates for the system’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders function with clearly defined authority and responsibility and encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system’s responses to the focus questions.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system operates under the jurisdiction of a governing authority that:					
2.1	Establishes and communicates policies and procedures that provide for the effective operation of the system				✓
2.2	Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system				✓
2.3	Ensures compliance with applicable local, state, and federal laws, standards, and regulations				✓
2.4	Implements policies and procedures that provide for the orientation and training of the governing board				✓
2.5	Builds public support, secures sufficient resources, and acts as a steward of the system’s resources				✓
2.6	Maintains access to legal counsel to advise or obtain information about legal requirements and obligations				✓
2.7	Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations				✓
In fulfillment of this standard, the system has leadership that:					
2.8	Provides for systematic analysis and review of student				✓

	performance and school and system effectiveness				
2.9	Creates and supports collaborative networks of stakeholders to support system programs			✓	
2.10	Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals			✓	
2.11	Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership			✓	
2.12	Assesses and addresses community expectations and stakeholder satisfaction				✓
2.13	Implements an evaluation system that provides for the professional growth of all personnel			✓	

Definitions

Not Evident	Little or no evidence exists
Emerging of practice	Evidence indicates early or preliminary stages of implementation
Operational implemented	Evidence indicates practices and procedures are actively
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school system and its schools?

The Troy School District Board of Education, with the guidance and direction of legal council, oversees the operations of the District and communicates this to the stakeholders. Regular board meetings and study sessions are public and board meetings are broadcast on local cable television. The Board Policy and various administrative handbooks outline effective operations of the system and are updated and reviewed on a regular basis.

2. What process does the system's leadership use to evaluate system effectiveness and its impact on student performance?

The Board of Education and administration provide the leadership for review of the District, ensuring an environment conducive to student learning. The Board and its legal council review district policies to determine compliance with local, state, and federal laws. All employees of the Troy School District are systematically evaluated on their performance. Student performance is evaluated through formative and summative assessments and guides district planning for professional development opportunities. The Troy School District provides professional development opportunities to empower all employees and stakeholders with strategies in line with best practices.

3. In what ways are stakeholders, including system and school staff, given opportunities to provide leadership and to contribute to the decision-making process?

The Troy School District's movement toward creating a Professional Learning Community will ensure that all stakeholders have opportunities to contribute to the decision making process to impact student learning. The Troy School District is transitioning to a system of collaboration. Staff members participate in committees that review all aspects of the school district and impact decisions related to the mission, vision, values, goals, curriculum, best practices, assessment, and professional development.

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

The Troy School District's objective is to ensure that all students will learn. A variety of programs are offered and supported to meet the diverse needs of all learners. Professional development opportunities are available to all employees. Curriculum is adopted district-wide. The District provides resources to equitably support the curriculum to all buildings. Staff members have the flexibility to utilize a variety of best practices to address the needs of all learners. The Board identifies needs through community surveys, twice-yearly meetings with staff and building parent organizations. The community demonstrates its commitment to education and innovation by passing bonds and millages that the Board proposes. The Troy Foundation for Educational Excellence and various local businesses provide grant money for innovative ideas that support student learning. At the building level the parent organizations financially support teacher initiatives that ensure learning opportunities for all students.







Teaching & Learning

STANDARD: The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: A system is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system ensures that teachers use proven instructional practices that actively engage students in the learning process; provide opportunities for students to apply their knowledge and skills to real world situations; and give students feedback to improve their performance.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
3.1	Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills				
3.2	Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning				
3.3	Ensures that system-wide curricular and instructional decisions are based on data and research at all levels				
3.4	Supports instruction that is research-based and reflective of best practice				
3.5	Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity				
3.6	Allocates and protects instructional time to support student learning				

3.7	Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment		✓		
3.8	Supports the implementation of interventions to help students meet expectations for student learning			✓	
3.9	Maintains a system-wide climate that supports student learning			✓	
3.10	Ensures that curriculum is reviewed and revised at regular intervals				✓
3.11	Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction			✓	

Definitions

Not Evident	Little or no evidence exists
Emerging of practice	Evidence indicates early or preliminary stages of implementation
Operational implemented	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. How does the system ensure the alignment and articulation of curriculum, instructional strategies, and assessments in support of the expectations for student learning?

The District is moving towards articulating curriculum aligned with Michigan State Standards and Benchmarks, GLCEs and HSCEs. Currently, the District provides committee time to align and articulate curriculum across grade levels. Using the initiatives developed for *Vision 2012*, department heads, coordinators in core subject areas, and administrators are working towards aligning K-12 curriculum. However, there is limited evidence to date of system-wide articulation and alignment of curriculum, instructional strategies and common assessments.

2. In what ways does the system promote and support the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

The District has made a concerted effort to provide professional development and research-based programs to foster best practice strategies. The District has organized committees and allocated time for them to explore research-based strategies and develop ways to implement them district wide. The International Baccalaureate Program, which is entirely based on research and best practice, has been instituted at one elementary and one middle school. Even though various teachers at the high school have been moving towards research-based curriculum, there has not been wide spread implementation of research-based strategies. Teams are being trained in all buildings and across the district in implementing a Professional Learning Community and common assessments. Adequate time during the school day is not available for teachers to meet and discuss instructional strategies, innovations and activities that facilitate achievement for all students.

3. What processes are implemented to ensure that all staff members are well-prepared to support and implement the district's expectations for student learning?

Through the *Vision 2012* process curricular initiatives are identified. As curriculum development is completed, staff members are trained in implementation of curriculum through extensive professional development. Outside consultants, curriculum coordinators and grade level curriculum leaders conduct workshops in August, during the school year, and after school. The District has identified specific initiatives that are supported by teacher attendance at outside workshops and conferences. The District also supports activities such as teacher book clubs to facilitate dialogue on best practices and focuses on providing current instructional materials.

4. How does the system ensure that all students and staff have access to comprehensive information, instructional technology, and media services?

The District has provided updated instructional technology and media services on a wide scale. Laptops and computer labs with wireless technology are found in all buildings, along with other support technology. Media centers contain extensive collections of books and materials. However, access to technology is often fragmented due to insufficient technical support.






Documenting & Using Results



STANDARD: The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

Impact Statement: A school system is successful in meeting this standard when it uses a comprehensive assessment system based on clearly-defined performance measures. The assessment system is used to assess student performance on expectations for student learning, identify gaps between expectations for student learning and student performance, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system and school leaders, teachers, and other stakeholders in understanding student performance, system and school effectiveness, and the results of improvement efforts.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
4.1	Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free				
4.2	Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning				
4.3	Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance				
4.4	Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders				
4.5	Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness				

4.6	Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence				
4.7	Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations				

Definitions

Not Evident	Little or no evidence exists
Emerging of practice	Evidence indicates early or preliminary stages of implementation
Operational implemented	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system’s implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system’s self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. How is the assessment system currently used throughout the school system and its schools to guide analysis of changes in student performance?

In order to gather information on student performance, the Troy Literacy Assessment program, standardized test scores such as ITBS, MME, Explore/Plan and MEAP scores are used. Committees are provided time to develop common assessments in an effort to improve student performance. Common, summative assessments are being used at the middle and high school levels. We are at the beginning stages of using these common assessments to guide curriculum.

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by the system, its schools, and stakeholders to aid the performance of individual students?

The District is beginning to train representatives from each building in the use of the Pearson Inform, which can be used by the schools and its stakeholders to build an assessment profile on individual students. There are plans to implement Mastery Manager; a common assessment analysis product that aligns test questions to learning objectives. It is the District’s vision that this will be a comprehensive assessment system to be used in the future. Assessment results are communicated through annual reports and

***Troy Perspectives* newsletter. The District has established a testing committee that has recently adopted a purpose statement, created a testing schedule and developed a protocol to disseminate MEAP data.**

3. How are data used to understand and improve overall effectiveness of the school system and its schools?

Building administrators, curriculum coordinators and District committees examine trends in student achievement data and suggest changes to academic curriculum that should result in improved student performance. We have developed a more systematic plan for teachers to use test results to enhance instruction at the building and District level.

4. How are staff members across the system and its schools trained to understand and use data to impact teaching and learning in the classroom?

The District is in the early stages of training staff to understand and use data to impact teaching and learning in the classroom. District level committees have been formed to develop common assessments.

Resource & Support Systems

STANDARD: The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A system is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that: enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The system employs and allocates staff well-qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness. The system ensures compliance with applicable local, state, and federal regulations.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
	Human Resources				
5.1	Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities				✓
5.2	Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience)				✓
5.3	Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff			✓	
5.4	Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable			✓	
	Financial Resources				
5.5	Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement				✓

5.6	Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures				✓
Physical Resources					
5.7	Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment				✓
5.8	Establishes and implements written security and crisis management plans with appropriate training for stakeholders				✓
5.9	Implements processes and plans for maintaining and improving sites, facilities, and equipment			✓	
5.10	Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals				✓
Support Systems					
5.11	Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students			✓	
5.12	Provides student support services coordinated with the school, home, and community				✓

Definitions

Not Evident	Little or no evidence exists
Emerging of practice	Evidence indicates early or preliminary stages of implementation
Operational implemented	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. What is the school system's process for recruitment, induction, placement, development, evaluation, and retention of qualified professional and support staff across the system and its schools?

The Troy School District places a premium on the recruitment and selection of high quality candidates. Methods of finding qualified and talented employees include contracting search firms, recruiting candidates from teacher training programs, carefully selecting student teachers, clearly

posting qualifications of specialized personnel, and tapping professional networks to locate high quality talent.

District administrators assign and train new personnel carefully through the use of specific “new hire” checklists. New staff members are provided staff development relative to district policies and their professional assignment within the district. Mentors work with new teachers for three years to provide guidance and support. The District adheres to State and Federal employment requirements.

The District provides ongoing professional development for all staff members. Specific criteria are communicated to all employees regarding standards of performance evaluation. Employees are retained or released according to those performance standards. The integrity of the staff is maintained as indicated by annual instructional and administrative retention levels exceeding 99%.

2. How does the leadership ensure that the allocation of financial resources is supportive of the school system’s vision, programs, services, and its plans for continuous improvement?

The Troy School District recently created the *21st Century Learner Initiative* outlines a vision and course of action for the entire school community. As a result, the funding priorities for programming and staff development have been streamlined to support District initiatives. Reduced state revenue and increased fixed expenses have impacted the District’s ability to support instructional programs.

Budgets are prepared annually with the involvement of building and curriculum stakeholders. The School Board adjusts the District budget frequently as financial projections and funding priorities change.

3. How does the school system ensure, support, and monitor the provision of resource and support services that meet the needs of all students?

The School System meets the needs of all students by supporting a number of programs that are community-based. Parent-Teacher Organizations are in place throughout the District in order to create strong parental and community support. District staff members collaborate with City, County, and State agencies to provide safety, health education, and developmental programs for children from infancy to adulthood. Learning supports are in place through federally funded programs such as Title I and Title III.






Stakeholder Communications & Relationships

STANDARD: The system fosters effective communications and relationships with and among its stakeholders.

Impact Statement: A system is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
6.1	Fosters collaboration with community stakeholders to support student learning				
6.2	Uses system-wide strategies to listen to and communicate with stakeholders				
6.3	Solicits the knowledge and skills of stakeholders to enhance the work of the system				
6.4	Communicates the expectations for student learning and goals for improvement to all stakeholders				
6.5	Provides information that is meaningful and useful to stakeholders				

Definitions

Not Evident	Little or no evidence exists
Emerging of practice	Evidence indicates early or preliminary stages of implementation
Operational implemented	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. How does the school system's leadership ensure that the system and its schools are responsive to community expectations and stakeholder satisfaction?

The District's leadership forms partnerships with many community and business organizations. Frequent dialogue occurs in order to establish open lines of communication with these community groups.

District officials establish regular presentation schedules for parents and community members to discuss district initiatives. The Troy community is periodically surveyed to assess satisfaction, establish priorities, and develop school programs. Community involvement is solicited through public forums, district committees, and electronic communication.

2. What avenues are used to communicate information to stakeholders about the effectiveness of the school system and its schools, including the sharing of student performance results?

The District uses many different avenues to communicate the effectiveness of our schools to parents and residents:

- **District and school websites**
- **School and district newsletters**
- **Dedicated central office community and media relations director**
- **District operated cable station TS-TV with full time supervisor**
- **E-news systems**
- **District recognition programs, events and special presentations (Live and Learn in Troy, Somerset Salute to Excellence, Student Recognition Night, Superintendent "State of the District" presentations)**
- **Public celebrations of student achievement (national merit, ACT, Student Honor Program, scholarships, school board recognition)**
- **District publications that highlight student performance levels, internet resources, and school annual reports information**

Commitment to Continuous Improvement



STANDARD: The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A system is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the system with the expectations for student learning. Improvement efforts are sustained and the system and its schools demonstrate progress in improving student performance. New improvement efforts are informed by the results of earlier efforts through analysis of student performance, system effectiveness, and assessment of the improvement process.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
7.1	Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)			✓	
7.2	Engages stakeholders in the processes of continuous improvement			✓	
7.3	Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning			✓	
7.4	Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels			✓	
7.5	Provides research-based professional development for system and school personnel to help them achieve improvement goals			✓	
7.6	Monitors and communicates the results of improvement efforts to stakeholders			✓	
7.7	Evaluates and documents the effectiveness and impact of its		✓		

	continuous process of improvement				
7.8	Allocates and protects time for planning and engaging in continuous improvement efforts system-wide				
7.9	Provides direction and assistance to its schools and operational units to support their continuous improvement efforts				

Definitions

Not Evident	Little or no evidence exists
Emerging of practice	Evidence indicates early or preliminary stages of implementation
Operational implemented	Evidence indicates practices and procedures are actively
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system’s implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system’s self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. Describe the process for continuous improvement used by the school system and its schools and the impact of this process on student learning and system effectiveness.

There has been an ongoing evaluation of all schools through the NCA process. The District has provided professional development for its employees to address changing educational practices based on current research. A professional development committee consisting of administrators and teachers met to determine specific in-service activities. The impact of professional development on student learning has been evaluated on a per building basis based on student performance on standardized testing. The analysis of test results to improve instruction district-wide is inconsistent yet evolving.

2. What process is used to ensure that the improvement goals reflect student-learning needs and are aligned with the vision and purpose of the school system and its schools?

The NCA process has been used by individual buildings to ensure that school improvement goals address student learning based on achievement data. The District is in the process of transitioning to district accreditation through the

NCA AdvancED and Professional Learning Community in recognition of the need to coordinate efforts district-wide.

3. What process is used to ensure that system and school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

Professional development opportunities exist at the district and building level and focus on student achievement. Staff members are being trained in the Professional Learning Community process to improve student learning. The District is implementing a web-based data warehousing system to provide all teaching staff access to relevant student performance data.

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

District administrators, coordinators and building administrators with departmental responsibilities meet annually with the superintendent to review the progress of *Vision 2012* and to set priorities for future years. The District and buildings disseminate annual reports to the community on student achievement.

Building improvement plans must be submitted to the District each year. The Superintendent shares initiatives and the District's annual report with stakeholder groups within the community.

Conclusion

Focus Questions

Please respond to the following focus questions. The questions reflect the school system's overall analysis of their internal evaluation of the accreditation standards.

1. As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

The Troy School District has historically been a premier school district. Student achievement has been high, the curriculum demanding and the staff committed, professional and well versed in their instructional area. The information assembled to complete the SAR reflects the strengths in our district and supports areas identified for school improvement efforts.

Two themes emerge. The first is the need for a systemic plan for continuous improvement in the District. This includes a plan for student assessment, data use and analysis, vertical articulation and alignment of curriculum, as well as incorporation of instructional strategies based on research and best practice. The second is the strong management and leadership practices in the District. Included in this area are strong community relations, stewardship of funds, involvement of staff in the decision-making process, excellent support services for all students, and safe and well-maintained schools.

2. Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school system's greatest strengths?
 - **High expectations for staff and students**
 - **Judicious budgeting while supporting instructional needs**
 - **Communication with staff, parents and the community**
 - **Strong administrative and Board support for student learning**
 - **Excellent community support**
 - **Rigor and relevance in the curriculum**
3. What would you consider to be your school system's greatest challenges?

- **Creating a climate that fosters instructional collaboration**
 - **Providing time for staff to collaborate on the concerns identified in the Standards Assessment Report.**
 - **Implementing a plan to use school and district data more effectively**
 - **Addressing the uncertainties of school funding and the impact on District programs**
 - **Adapting to the changing community demographics**
 - **Developing a continuous improvement process**
4. How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

The information gleaned from the report supports recent decisions and actions of the District. It is recognized that a continuous improvement process needs to be articulated and become part of the culture of the District. The report identifies major areas of concentration such as the need for a systemic and systematic use of data. The information from the SAR will be used to support recent actions taken by the District as outlined in the 21st Century Learning Initiative. This includes the implementation of data analysis and decision support tools (Pearson Inform and Mastery Manager), the integration of the Professional Learning Community concept in all schools and district departments, and the start of a district-wide common assessment program.

As the District develops its plan to provide outstanding learning opportunities for all students, the SAR will be used to formulate strategies to meet goals and to set baseline levels for our school improvement process. The information from this self-study will be shared with all stakeholders in order to include them in our improvement efforts.