



The purpose of this addendum is to provide feedback on the progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for Pulaski County School District.

Deficiency 1: The superintendent and district leadership have not held persistently low achieving school leadership accountable for improved student achievement.

School/District	Team	
X	X	This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

Team evidence:

- Deemed by Kentucky Department of Education as a Hub School for professional development
- Project Lead the Way to biomedical program
- *Plan, Do, Study, Act* model appears to be embedded in high school culture
- Meaningful professional learning communities
- Effective implementation of data-driven decisions to support student learning
- Successful intervention practices
- Increased offerings and participation in Advanced Placement (AP)
- Formal structures in place for reciprocal discussions among district and school leadership teams in regards to school improvement initiatives
- Effective use of continuous improvement plans (30-60-90 Day Plans)
- Co-teaching activities
- Structured professional learning activities for educators within the school
- Interviews with school and district stakeholders

Team comments:

Based on the evidence listed above, the External Review Team (ERT) feels that the district has addressed the above noted deficiency at an exemplary level.

Deficiency 2: District and school leadership have not used the evaluation process to effectively improve administrative and instructional practices and increase student achievement.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

Team evidence:

- Professional Growth and Effectiveness System
- Implementation of instructional rounds
- Meaningful professional learning communities with principal involvement
- Effective use of data to make instructional decisions in regards to teaching and learning throughout the school building
- Effective use of the teacher evaluation system to provide teachers with support for the “craft” as an educator
- Classroom observations, using the ELEOT Observation Instrument
- Professional Development Quarterly Reports
- Every administrator at the school has passed the Professional Growth and Effectiveness System (PGES) assessment.
- Interviews with district and school stakeholders

Team comments:

From the lines of evidence listed above, it is the finding of the members of the ERT that district leadership has addressed the above deficiency at a satisfactory level.

Deficiency 3: District leadership has not consistently monitored all initiatives and systems that impact student achievement.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

Team evidence:

- Entrusted school principals to build capacity with department chairs
- With the support of district leadership and the Kentucky Department of Education, the principal has been able to establish a highly effective staff to improve teaching and learning within the school.
- District leadership support through the hiring and realignment of curriculum and instructional personnel to support the school curriculum and instructional needs
- Middle and High School Intervention Reports
- Rtl information
- Professional learning activities
- ALEKS and APEX reports
- District/school meetings related to teaching and learning (transition meeting, monthly SBDM meetings, etc.)
- Examination of student data and information from educational software data
- Interviews with district and school stakeholders

Team comments:

The members of the ERT agree that district leadership has met the above deficiency at

a satisfactory level.

Deficiency 4: The superintendent has not ensured that rigorous instructional and assessment practices are used in all classrooms to have a positive impact on student achievement.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

Team evidence:

- Belief system of effectively implementing research-based continuous improvement best practices
- School demonstrates a culture of cleanliness and safety to support student learning
- Formal process for reviewing interim assessment data to address changes regarding instructional practices
- Research based practices to support RtI
- Professional learning activities
- ELEOT classroom observations
- Expansion of Advanced Placement course offerings and Project Lead the Way curriculum
- Use of ACT Quality Core resources
- Students' IEP/Section 504 Personalized Education Plans
- Co-teaching for learning gap closure among students
- Interviews with district and school stakeholders

Team comments:

District leadership has addressed the above deficiency at a satisfactory level.

Overall ELEOT Rating

- A. Equitable Learning
- B. High Expectations
- C. Supportive Learning
- D. Active Learning
- E. Progress Monitoring
- F. Well-Managed Learning
- G. Digital Learning

