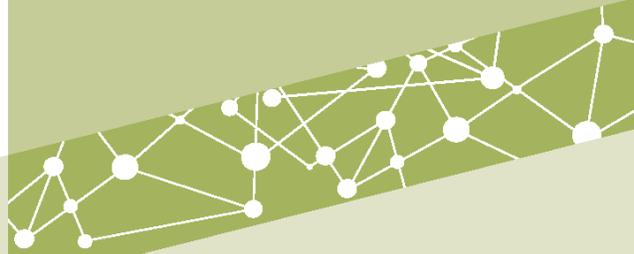**February 19-21, 2019**

AdvancED®
Engagement
Review Report

AdvancED® Performance Accreditation

» **Results for:**
Pulaski County
501 University Drive
Somerset, Kentucky 42503

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Introduction

AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on AdvancED's Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Results are reported within four ranges identified by the colors. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Meets Expectations
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.	Meets Expectations
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Meets Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.	Exceeds Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Exceeds Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Exceeds Expectations
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Exceeds Expectations
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.	Meets Expectations
1.9	The system provides experiences that cultivate and improve leadership effectiveness.	Meets Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Exceeds Expectations
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	Meets Expectations

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.	Meets Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Needs Improvement
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Meets Expectations
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Meets Expectations

Learning Capacity Standards		Rating
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.	Needs Improvement
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Exceeds Expectations
2.8	The system provides programs and services for learners' educational future and career planning.	Exceeds Expectations
2.9	The system implements processes to identify and address the specialized needs of learners.	Meets Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Emerging
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Meets Expectations
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.	Emerging

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.	Exceeds Expectations
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Exceeds Expectations
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Exceeds Expectations
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.	Emerging
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Needs Improvement
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	Meets Expectations
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.	Meets Expectations
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.	Meets Expectations

Effective Learning Environments Observation Tool® (eleot®) Results

The AdvancED eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. Classroom observations are conducted for a minimum of 20 minutes. Trained and certified observers take into account the level of embeddedness, quality, and complexity of application or implementation; number of students engaged and frequency of application. Results from the eleot are reported on a scale of one to four based on the students' engagement in and reaction to the learning environment. In addition to the results from the review, the AdvancED Improvement Network (AIN) results are reported to benchmark your results against the network averages. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

The insights eleot data provide are an invaluable source of information for continuous improvement planning efforts. Although averages by eleot Learning Environment are helpful to gauge quality at a higher, more impressionistic level, the average rating for each item is more fine-grained, specific and actionable. Institutions should identify the five to seven items with the lowest ratings and examine patterns in those ratings within and across environments to identify areas for improvement. Similarly, identifying the five to seven items with the highest ratings also will assist in identifying strengths within and across eleot Learning Environments. Examining the eleot data in conjunction with other institution data will provide valuable feedback on areas of strength or improvement in institution's learning environments.

eleot® Observations		
Total Number of eleot® Observations	**55**	
Environments	**Rating**	**AIN**
Equitable Learning Environment	3.10	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.75	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.53	3.74
Learners are treated in a fair, clear and consistent manner	3.67	3.77
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.44	2.06
High Expectations Environment	3.04	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.11	3.17
Learners engage in activities and learning that are challenging but attainable	3.24	3.14
Learners demonstrate and/or are able to describe high quality work	2.73	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	3.00	3.06
Learners take responsibility for and are self-directed in their learning	3.11	2.89
Supportive Learning Environment	3.30	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.13	3.66

eleot® Observations		
Total Number of eleot® Observations	**55**	
Environments	**Rating**	**AIN**
Learners take risks in learning (without fear of negative feedback)	3.13	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.44	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.49	3.66
Active Learning Environment	**2.94**	**3.08**
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.09	3.34
Learners make connections from content to real-life experiences	2.62	2.80
Learners are actively engaged in the learning activities	3.38	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.67	2.74
Progress Monitoring and Feedback Environment	**2.73**	**3.14**
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.55	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.04	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	2.93	3.37
Learners understand and/or are able to explain how their work is assessed	2.42	2.63
Well-Managed Learning Environment	**3.49**	**3.58**
Learners speak and interact respectfully with teacher(s) and each other	3.62	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.56	3.83
Learners transition smoothly and efficiently from one activity to another	3.29	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.47	3.54
Digital Learning Environment	**1.92**	**1.50**
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.13	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.87	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.76	1.46

Assurances

Assurances are statements accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances			
Met	**X**	Unmet	
Unmet Assurances			

AdvancED Continuous Improvement System

AdvancED defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team will be organized by the Levels of Impact within i3: Initiate, Improve and Impact. The organization of the findings is based upon the ratings from the Standards Diagnostic and the i3 Levels of Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Standards identified within Initiate should become the focus of the institution's continuous improvement journey to move toward the collection, analysis and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results represents the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.

Findings

The findings in this report represent the degree to which the Accreditation Standards are effectively implemented in support of the learning environment and the mission of the institution. Standards which are identified in the **Initiate** phase of practice are considered Priorities for Improvement that must be addressed by the institution to retain accreditation. Standards which are identified in the **Improve** phase of practice are considered Opportunities for Improvement that the institution should consider. Standards which are identified in the **Impact** phase of practice are considered Effective Practices within the institution.

I3 Rubric Levels	STANDARDS
Initiate Priorities for Improvement	Standards 2.2, 2.6 Standard 3.5
Improve Opportunities for Improvement	Standards 1.1, 1.2, 1.3, 1.9, 1.11 Standards 2.1, 2.3, 2.4, 2.5, 2.9, 2.10, 2.11, 2.12 Standards 3.4, 3.6, 3.7, 3.8
Impact Effective Practices	Standards 1.4, 1.5, 1.6, 1.7, 1.8, 1.10 Standards 2.7, 2.8 Standards 3.1, 3.2, 3.3

Accreditation Status and Index of Education Quality® (IEQ®)

AdvancED will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. AdvancED provides the Index of Education Quality® (IEQ®) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within the Initiate level. An IEQ in the range of 225-300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all AIN institutions evaluated for accreditation in the last five years. The range of the annual AIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	335.16	AIN 5 Year IEQ Range	278.34 – 283.33

Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs and practices and provide direction for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution from the levels of Initiate, Improve, and Impact. The Insights from the Review narrative should provide next steps to guide the improvement journey of the institution in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team identified several themes that note challenges and strengths for the Pulaski County School System as it continues to move forward. These themes present strengths and opportunities to guide their improvement journey.

Pulaski County School System is student focused and this goal of the school system was recognized through interviews with both internal and external stakeholders as well as practices and programs in place throughout the school system. To meet the challenge of being student focused, school system leadership provides multiple opportunities for stakeholders to be involved in supporting students as they prepare for their future college or career pathways. District level committees have been formed to help grow the community of support for students. These committees include community partners, parents, students and district staff. Other committees formed to support students and the improvement process also include career and technical education advisory councils, parent/teacher associations, school safety partnerships, facilities local planning committees and representatives from the Family Resource Center outreach programs. The district also uses multiple survey outlets to gain stakeholder input. These include the Kentucky Incentives for Prevention survey (KIP), climate surveys and Gallup public opinion polls. The superintendent and principals have established an advisory board that meets once each quarter to discuss progress in meeting goals and issues that impact student success and district improvement. The superintendent holds weekly meetings with school principals and district professional staff. Interviews with parents and community partners verified their involvement in decision-making opportunities and being vested in the improvement process. Extended support throughout the school system and greater community only increases the achievement capacity for students, and the team encourages the school system to continue their outreach efforts supporting focused student growth.

The district leadership emphasized the importance of open communication with parents and community and meets this challenge in several ways.   A community partner commented that district staff constantly keeps them in the loop by emailing and establishing two-way communication to build relationships. The district office staff is committed to increasing community outreach by being more visible in the community. Community partners also stated that school and system administration supported them as organizations in the community, and their involvement in the school system was recognized as a partnership. Parents and community partners verified there was an open-door policy in the school system, and they always felt comfortable and welcomed when making suggestions or giving opinions concerning student and system improvement. During interviews with stakeholders, words like "family, improving, helpful, community, student-centered, and relationships" were used to describe the

district. Through developing the community partnerships, the district has provided many opportunities for high achieving students as well as intervention programs for struggling students to move forward and be successful. Stakeholders are committed to developing strong programs at all levels that lead to students' future success. The high level of community and stakeholder involvement has created a culture of collaboration and support for all students. It was noted by the system administration that formalizing a protocol for collecting and sharing information and suggestions in the improvement process would ensure setting goals that promote organizational effectiveness and support student success. The team supports the school system following up on this initiative to ensure the process will be readily available for all stakeholders to utilize.

As a result of focusing on providing strong intervention and prevention strategies and offering many rigorous academic programs with supports to assist in meeting student needs, Pulaski County has realized an impressive increase in their graduation rate to 98 percent. They have also achieved a high overall academic standing at all levels in the state of Kentucky. Many student supports and web-based learning programs have been implemented. These include reading and math interventions, credit recovery opportunities, MAPx3 (Measures of Academic Progress) results to measure student growth, extended school services and behavior supports such as PBIS (Positive Behavior Intervention Support) Check-in/Checkout, Check and Connect, mentoring and mental health services. These programs and services serve as a safety net for students at all levels to identify those needing assistance both academically and emotionally. As a result of the emphasis on mental health awareness, all middle and high school students are given a mental health screening. The information from this screening process allows administration to respond to students when help is needed. The Response to Intervention (RTI) programs have been well developed in all schools throughout Pulaski County. The RTI process is an embedded practice at all levels throughout the county. Through offering a variety of tests and checks, struggling students are identified, immediately provided intervention strategies and programs and progress is monitored and assessed consistently. To support the RTI process, Pulaski County has assigned a special education specialist in each school as a liaison to monitor progress and program implementation. Results of the intervention process are reported to the special education director at Pulaski County Central Office to ensure that individual needs of students are met. Interviews with special education teachers and central office special education staff shared the present director of special education is the fifth to hold that position in the past five years. Establishing a formalized process with measurable standard operating procedures might ensure consistency in this program, as well as maintaining a strong and more effective RTI process.

The Engagement Review Team found through interviews with teachers, administrators and district office staff that to meet the challenge of assessing strategies and monitoring outcomes, Professional Learning Communities (PLC) have become embedded and an expected practice in all schools. Most PLC activities are well developed and structured to deliver information on professional learning topics as well as to intentionally collect and analyze quality data to assess student progress and improvement. Schedules provide daily opportunities to meet and discuss student learning and quality of instruction. The PLCs are meetings where performance data is analyzed to ensure that learning gaps are being monitored and plans are made to make appropriate adjustments in instructional strategies to meet student needs. It was stated that, "Student growth correlates with the quality of instruction." PLCs provide a safe, well-informed collaborative environment to analyze data and adjust instructional strategies. Struggling students are identified in the PLC discussion process and immediate action is taken to plan intervention for the student. The administration usually attends PLC meetings to enhance the process and ensure accountability. Documentation of PLC meetings is maintained to provide information to absent stakeholders and to reference progress. As a result of the well-developed practices of the PLCs, student data are collected, and results are shared with students to make them aware of progress in meeting their set learning goals.   During interviews with students, the question was asked, "How do you know you are learning? "The immediate reply was,

"Oh our teacher helps us set our learning goals and she shares the results of our MAP test and the K-PREP to see if we have met those goals." "We always know where we are." Teachers are helping students take responsibility for their own learning as well as building those relationships with students. Well-developed and effectively implemented PLCs at the school level have had the greatest impact on collecting and analyzing data to determine student growth and planning and delivering effective instruction. The team encourages the school system to continue this positive practice throughout its schools and build upon this impact by anticipating challenges in student learning by using PLCs as part of the professional development process readily available for teaching staff.

Curriculum and curriculum alignment were identified as another challenge facing the district. The team found through teacher interviews at all levels, that PLC time was sometimes used to discuss curriculum and curriculum alignment   Even though this was discussed in some content areas and across grade levels, inconsistencies were found across the district. A formalized process of aligning curriculum both vertically and horizontally at all levels will bring a consistency in focusing on learning targets and establishing innovative ways to implement project-based strategies that reinforce student learning.

Classroom observations verified that students were engaged at various levels of active learning. Students were very comfortable as they performed individual and group activities. In classroom observations, among the highest scores were supportive and well-managed learning environments throughout the district. Among the highest scores in the eleot observations were those in which learners were supported by the teacher, their peers and/or other resources, and learners demonstrate a congenial and supportive relationship with their teachers. In some classrooms, teachers were facilitating learning and providing monitoring and feedback to students as they completed their individual or group work. There was little evidence of collaborative problem solving or project-based activities. In many classrooms there was some use of technology as centers or to reinforce learning. However, there is a need to provide more instructional technology in the classroom for student use to reinforce research and project-based learning activities.

The district provides professional development in various ways. In addition to the well-developed professional learning community structure, Pulaski County School System provides teachers and all staff five growth days built into the yearly calendar, and multiple professional development sessions are offered each summer. Teachers are administered a yearly needs assessment survey. These professional development activities are planned based on the teachers' identified needs. Administrators also have input into planning and implementing these days based on data from formal teacher evaluations and informal walk through data. Interviews with teachers verified they feel well supported by their administration at the district and local school levels when needing instructional assistance. The district has trained all teachers in the Kagan Cooperative Learning Model, Plan-Do-Study-Act model for improvement, Positive Behavior Intervention Strategies (PBIS) and several other high-quality trainings to add to their instructional tool box. New teachers in the district are required to participate in TEAM (Teacher Effectiveness and Mentoring). TEAM I is required for all new hires in the district regardless of the number of years in education. TEAM II is required for all second-year teachers. This support for new teachers is well received and helps teachers understand the high expectations of the district and its commitment to student success. In interviews with teachers, a new teacher commented, "This TEAM program has helped support me as a new teacher, and I appreciate it." Teachers in the school system are given many professional development opportunities to enhance skills and build capacity. The team supports building upon this strong foundation past year one and two by the school system exploring different mentoring relationships which could be utilized to further their strong induction process.

The Pulaski County School System administration and board have demonstrated effective use of both human and

fiscal resources to meet the challenge of supporting students and their learning. The district has received federal grants which have provided the district funds to offer additional programs for students. The chief financial officer, superintendent and board regularly monitor budgeting and plans for expenditures. In addition to the regular funding sources, grants have provided the opportunity to increase mental health awareness, provide Chromebooks for special education students and assist students in developing soft skills. Interviews with community partners verified district administration has developed a strong relationship with its community partners. Some of the partners who are heavily vested in the school system are the Chamber of Commerce, local Somerset Community College, work force development organizations, mental health agencies, family resource services and local businesses. These relationships have yielded funds, programs, opportunities and support for student success at all levels.

Interviews with district administration verified they consistently assessed the need for support at the school level. After recognizing a need to provide services for students with special needs, funds were made available and a special education liaison was assigned to each school. The liaison offers instructional support to teachers and ensures that students receive appropriate intervention services. To provide additional instructional support for teachers, the district added curriculum specialists to each school to help collect and analyze data, offer coaching and mentoring for teachers and guide curriculum alignment strategies. With a district wide focus on safety, the district also ensured there was a School Resource Office (SRO) at each school. Many students described their school as safe and the presence of the SRO provides a level of comfort and a feeling of safety among students and all community stakeholders. Classroom observations verified there was some use of technology to support instruction. However, the need for additional instructional technology was evident. The school system is encouraged to explore using resources to fund expanding opportunities for digital learning. The team heard in interviews with district administration there were plans to implement a "one to one" initiative to support students and classroom instructional practices, and it supports the school system's initiative.

Pulaski County School System implements many programs and practices in its schools and at the district level that help meet challenges facing the district. During interviews with district administrators, each department noted there were many understood practices and process in place to ensure program effectiveness. However, there was no evidence of systemic, systematic processes or practices used consistently throughout the district to evaluate program or organizational effectiveness. Establishing and implementing a formalized, systematic protocol of evaluation will ensure consistency and provide the needed data to ensure program and organizational effectiveness. Implementing formalized common practices throughout the school district regarding committees, communication, the RTI process, PLC activities, curriculum and curriculum alignment and professional development is essential in establishing a consistency in the "Way we do things in Pulaski County." It will promote becoming a school system rather than a system of schools as the district continues its improvement journey.

Next Steps

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:
- Review and share the findings with stakeholders.
- Develop plans to address the Priorities for Improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue the improvement journey

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and eleot certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Dr. Charlotte Draper **Lead Evaluator**	After twenty-five years of service, Dr. Charlotte Draper retired from Shelby County School District as the assistant superintendent of instruction, serving the district for twelve years in that position. She first started her career in education as a fourth grade teacher. After earning her certification in administration, she became an assistant principal and then principal before going to the central office as assistant superintendent. Dr. Draper did her under graduate work at the University of Montevallo in Montevallo, Alabama. She received her master's degree and education specialist degree from the University of Montevallo and received her Doctorate in Education from Samford University in Birmingham, Alabama. Dr. Draper is a facilitator and member of the Oxford Roundtable, Oxford University – St. Anne College, Oxford, England. She received a fellowship in the 2000 Fulbright Educator Program, Tokyo, Japan, and was the recipient of the 1989 Distinguished Teaching Award in Elementary Science awarded by the National Science Teachers Association. She served as an adjunct professor at the University of Montevallo and worked with Pearson Prentice Hall Publishing Company as a curriculum specialist. Dr. Draper has served on AdvancED district review teams for the past eight years. She serves as a team member and lead evaluator for AdvancED system and school engagement review teams, also.
Kate McAnelly	Kate McAnelly is the chief academic officer for Fayette County Public Schools. In that position, she oversees several programs including Title I, Title II, Title III, Title IV, special education, pre-school, curriculum, instruction and assessment. She has been a teacher, middle school principal, associate high school principal and consultant for the Kentucky Department of Education. Ms. McAnelly received her bachelor's degree and Rank I in administration and supervision from the University of Kentucky, and her master's degree was completed at Murray State University. During her principalship, her middle school underwent an AdvancED Engagement Review for continued accreditation. Ms. McAnelly has served on KDE/AdvancED diagnostic review and school engagement review teams.
Ginger Estes	Ginger Estes is in her second year as the assistant principal at Hancock County High School in Lewisport, Kentucky. In that position, she works with students and teachers to improve instruction, curriculum and classroom processes throughout the district. Mrs. Estes has her master's degree in British and American literature and a bachelor's degree in middle school language arts and social studies from Western Kentucky University. She has been an educator for fourteen years. She is a core advocate for Achieve the Core, with presentations in Kentucky, California and Tennessee. She is also a proud member of the Kentucky Women in Educational Leadership cohort through KASA.

Team Member Name	Brief Biography
Stephanie Emmons	Stephanie Emmons is the principal at Fleming County High School in Flemingsburg, Kentucky. She was previously a special education teacher at both the elementary and high school level. After her tenure as a teacher, she began her administrative career as principal at Flemingsburg Elementary in Fleming County where she served for one year. Upon finishing her first year as principal at FES, she was transferred to serve as principal at Fleming County High School where she was tasked with leading the school through the turnaround process. Stephanie received her bachelor's degree, master's degree and special education director certification at Morehead State University.
Lisa Price	Lisa Price currently serves as a first grade teacher at Flemingsburg Elementary School in Fleming County. In this role Mrs. Price works closely with colleagues and administration to provide quality instruction and curriculum to the students in her classroom and grade level. Prior to her role in first grade, Mrs. Price worked as a kindergarten and third grade teacher within the same district. While in the Fleming County School District, Mrs. Price has served as an SBDM member, eleot cohort peer observer and leadership team member at both the school and district levels. She has also worked for Fayette County and Mason County schools as a teacher. Mrs. Price has an undergraduate degree in elementary education from Morehead State University, as well as a master's degree in school administration from Morehead State. She is also a National Board Certified teacher in early childhood education and currently participating in the NISL program.
Benjamin Monnett	Ben Monnett currently serves as the academic dean at Fleming County High School. In this role, Mr. Monnett works closely with staff and administration in the development and review of curriculum, instruction and assessment in addition to other administrative duties. Prior to his role in school administration, Mr. Monnett worked as a special education teacher where he focused on increasing the effectiveness of co-teaching practices and student advocacy for services. Mr. Monnett has an undergraduate degree in special education (learning and behavior dIsorders) and middle grades education with a focus in social studies from Morehead State University. Mr. Monnett obtained a master's degree in educational technology from Morehead State and an Ed. S. in education administration from the University of Kentucky.

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AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.