



- Dedicated to Advancing Excellence in Education through:
  - Accreditation
    - Standards, continuous improvement, quality assurance
    - NCA CASI and SACS CASI are the accreditation divisions of AdvancED
  - Professional Services
    - Professional development, technical assistance, conferences, consulting
  - Research and Innovation
    - Publications, resources, tools, evaluation
    - NSSE serves as our research and innovation division of AdvancED
- District Accreditation
  - A national protocol for school systems committed to systemic, systematic, and sustainable improvement.
  - Builds the capacity of the system and its schools to increase and sustain student learning.
  - Stimulates and supports improvement and effectiveness throughout the system.
  - Ensures all people, processes, departments and operations of the system work in concert.
  - Strengthens efforts to meet accountability requirements.
  - Encourages growth beyond compliance to achieve excellence.
  - Promotes continuous not episodic improvement.

- Systems Approach
  - District Accreditation applies a systems approach to improvement. It examines how all elements of the school system work in concert for the benefit of student learning. It looks for examples of systemic, systematic, and sustainable improvement.
    - Systemic improvement – using and aligning the interdependent functions within and across the district to product improvement
    - Systematic improvement – fostering improvement efforts that are regular and predictable at all levels of the district
    - Sustainable improvement – maintaining improvements over time
- Pillars of Accreditation
  - To earn and maintain District Accreditation, districts must:
    - Meet the AdvancED Quality Standards
    - Engage in Continuous Improvement
    - Demonstrate Quality Assurance through Internal and External Review
- Expectations
  - District
    - Meets the AdvancED Standards for Quality Systems
    - Identifies and guides the implementation of a systemic continuous improvement process
    - Monitors its schools through a quality assurance process
    - Prepares and host a QAR visit every five years

- Schools
  - Meet the AdvancED Standards for Quality Schools
  - Implement the district's continuous improvement process
  - Participate in the district's quality assurance process
- Purpose & Role of the Quality Assurance Review Team
  - Determine the extent to which the district meets the AdvancED standards.
  - Assess the efficacy of the district's improvement efforts.
  - Evaluate the effectiveness of the district's methods for quality assurance.
  - Provide high-quality feedback with clear recommendations and actionable next steps.
  - Make an accreditation recommendation.
- Activities of the Quality Assurance Review Team
  - Artifacts/documents review
  - Interviews
  - School visits
  - Observations
  - Professional deliberations
- Interviews with Stakeholders
  - During the on-site Quality Assurance Review, team members interviewed:
    - 45 Administrators
    - 112 Teachers
    - 22 Support Staff
    - 62 Parents, community, and business partners

- 70 Students
  - 4 Board Members
  - Total of 315 stakeholders
- Criteria Used to Arrive at the Team's Findings
  - When reviewing evidence to arrive at its findings, the team:
    - Sought a district perspective
    - Pursued evidence that could be corroborated through multiple sources
    - Examined the context and capacity of the district in relation to its vision, mission, and beliefs
    - Applied the criteria for accreditation
- Structure of Team's Findings
  - Strengths
    - Strong and effective practices, processes, or systems which benefit the school district
  - Commendations
    - Significant accomplishments in meeting and/or exceeding accreditation standards and requirements
  - Challenges
    - Limitations and/or barriers that may be impacting (or have the potential to impact) the district's performance and effectiveness
  - Recommendations
    - Actions that will enhance district effectiveness and improve student learning
- Strengths
  - The district has a working Vision and Mission in place.

- The District is committed to open communications for all stakeholders.
- A strong sense of teacher commitment and ownership of learning is evident.
- Director, board members and administrators are approachable and maintain an open-door policy.
- The leadership of the director has resulted in a more focused school district and improved accountability in all areas.
- Opportunities for advanced course offerings and credit recovery via online resources are provided by Virtual High School.
- Communities are supportive and proud of their schools.
- The district leadership goes above and beyond the call of duty to handle tasks with relatively few district office administrators.
- Data and standards are used to drive instruction.
- The system aggressively pursues additional funding through grants.
- The system has a strong Adopt-a-School program which works well with the community as a whole.
- Parents and stakeholders believe all schools provide engaging learning environments for students.
- The system uses a long-range plan to guide decision-making.
- The system regularly collects achievement and perception data and the information is shared with stakeholders.
- The width and breadth of professional development opportunities are designed to improve skill and enhance teaching and learning.
- Commendations
  - The Putnam County School System maintains a safe and orderly educational environment for students and staff.

- Meaningful, effective two-way communication is clearly valued and practiced in Putnam County Schools.
- Putnam County Schools stakeholders are actively involved and enthusiastic in their support of the district and the schools.
- The Director brings a culture of honesty, transparency, cooperation, collaboration, and equity to the district.
- District level administrators exemplify leadership, service, and efficiency.
- The strength and dedication of the teaching staff is an asset to the system as a whole.
- Challenges
  - Securing adequate resources
  - New state curriculum standards
  - New graduation requirements
  - Meeting the needs of high achieving students
  - Raising the achievement levels of underperforming subgroups
  - Increase in the population of economically disadvantaged students
- Recommendations
  - The Quality Assurance Review Team recommends that Putnam County Schools:
    - Involve the expertise and input of external stakeholders and establish advisory councils to support all stages of school and system strategic planning processes.
    - Assign the human resource functions to one administrator as a primary responsibility.
    - Develop and implement a formal written plan to equitably bring technology and improved infrastructure into all schools.

- Develop curriculum alignment and scope and sequence in all content areas with district wide participation.
- Next Steps
  - Written report of findings submitted within 30 days
  - After receipt of the report, the district is expected to:
    - Review and communicate the findings.
    - Address the recommendations.
    - Monitor accreditation standards on ongoing basis.
    - Monitor strategies for improvement.
    - Submit the Accreditation Progress Report
- Accreditation Recommendation
  - The Quality Assurance Review Team recommends to the AdvancED Accreditation Commission that the Putnam County School System be awarded District Accreditation as a quality school system.
  - Once reviewed and approved by the AdvancED Accreditation Commission, the district and all its schools are granted a 5-year term accreditation.
- Final Thoughts
  - On behalf of the Quality Assurance Team, I extend:
    - Our appreciation for your hospitality, support, and professionalism
    - Our respect and acknowledgement of the quality of the school district
    - Our congratulations for your progress toward achieving District Accreditation as a quality system.

The Board recessed at 2:25 PM and reconvened at 2:30 PM.

Mr. **McCORMICK** stated the Board would address Agenda Item II., Prescott South Elementary and Middle School bid approval.

**ACTION:** (II.) Mr. **BROWN** made a motion to reject all bids for the Prescott South Elementary and Middle School bid and direct the architects to redesign the facility to include geothermal. Dr. **JORDAN** seconded the motion.

Mr. **BROWN** stated the following regarding his motion:

- Bids came in below what was originally budgeted.
- Now we have an opportunity to look into geothermal as an option in this facility.
- Geothermal would be a long-term benefit for our system.

Mr. **Miller** stated the time necessary to redesign this facility to include geothermal would take approximately six (6) weeks noting this would be approximately a 1.5 to 2 million construction dollar increase to the project.

Dr. **Airhart** stated early on in the project there had been discussion of the possibility of state grant funds becoming available for school systems noting she had received a letter about a month ago stating that those funds would now be coming available.

**ACTION:** (II.) After Board discussion, the following roll call vote was taken:

Mr. Maynard - Yes

Mr. Brown – Yes

Mr. Crabtree – Yes

Mr. McCormick – Yes

Dr. Jordan – Yes

Mr. Hargis – Yes

Motion carried.

**ACTION:** Mr. **BROWN** made a motion to adjourn. Dr. **JORDAN** seconded the motion. Motion carried.

The Board adjourned at 2:40 PM.

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Date

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Chairman

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Director of Schools