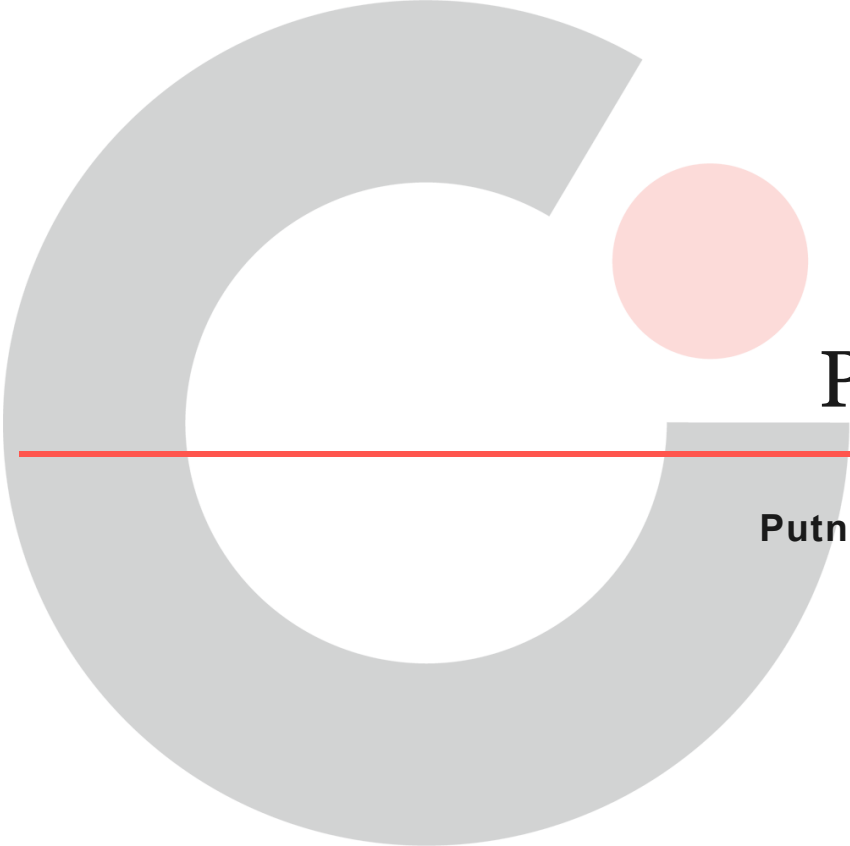




Mid-Cycle Progress Report

Putnam County School District

Palatka, Florida/USA

214983

Introduction

This report is designed to reflect on your institution's progress as related to the findings of the most recent Accreditation Engagement Review. This report allows your institution to provide information relevant to the progress in meeting the Cognia Performance Standards and/or Assurances as outlined in the Area(s) for Improvement. It also allows Cognia to review and respond to the same.

Using evidence to support your responses, you will summarize your institution's progress and other general information relevant to the Area(s) for Improvement. Cite and share evidence of results based on your institution's progress.

Accreditation is Continuous Improvement

Accreditation is a continuous improvement process. Cognia 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."

Cognia believes all institutions can improve no matter how well they are currently performing. 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. Cognia expects institutions to use the results and analyses of data from diverse sources to select and implement actions that drive improvement in education quality and student performance. Cognia recognizes that each institution's improvement journey is unique and, as such, actions designed for improvement must be tailored to meet the needs of the institution and its learners.

Following the Engagement Review, the institution is expected to review the findings in the report and initiate plans to address the Area(s) for Improvement. These Area(s) for Improvement provide the basis for the Progress Report.

Results of Improvement Actions

This Progress Report should include narratives for each Area for Improvement that provide the results of your improvement efforts. The narratives should include descriptive evidence about how you have **engaged** stakeholders, practices and processes you have **implemented**, **results** you have achieved, how you plan to **sustain** your improvements, and how these new practices will become **embedded** in the culture of your institution. These **five levels of impact** align with the three phases of the i3 Rubric that are outlined below.

i3 Rubric

You will use Cognia's i3 Rubric to guide your assessment of your efforts since your previous Engagement Review. Examine each Area for Improvement, and related standards, against the rubric to determine which level of impact within the phases--Initiate, Improve, or Impact--your institution is currently in and identify your plan to move the policy, process, and/or practice to the next level of impact.

In Cognia's approach to change management, the i3 Rubric, we use three phases that describe the change process. These phases help leaders to investigate and evaluate the contexts of change within their organization. In this process it is important to note that, while each improvement journey is unique, the journey is driven by key actions:

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. Processes and practices you identify within the Initiate phase 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 goals 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** represent the collection, analysis, and use of data and evidence to demonstrate attaining the desired outcome(s). **Sustainability** is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Processes and practices identified within the Improve phase 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 the 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. Processes and practices identified within the Impact phase 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.

i3 Rubric

INITIATE		IMPROVE		IMPACT
Engagement	Implementation	Results	Sustainability	Embeddedness
<i>The level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs.</i>	<i>The desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation.</i>	<i>The collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s).</i>	<i>Results achieved consistently demonstrate growth and improvement over time (minimum of three years).</i>	<i>The desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution.</i>
Few stakeholders are involved in support of the desired practice or program.	The desired practice or program is minimally implemented.	There is little or no data and evidence of attaining the desired result(s).	The institution has little or no data and evidence to indicate growth and improvement over time.	The desired practice or program is not ingrained in the institution.
Some stakeholders are frequently involved in support of the desired practice or program.	The desired practice or program is being monitored for implementation.	The institution collects and analyzes data and evidence to demonstrate the progress toward attaining the desired result(s).	The institution has some data and evidence to indicate growth and improvement over time.	The desired practice or program is ingrained in parts of the institution.
Many stakeholders are frequently involved in support of the desired practice or program.	The desired practice or program is being monitored and adjusted for quality and fidelity of implementation.	The institution collects, analyzes, and uses multiple sources of data and evidence to demonstrate progress toward attaining the desired result(s).	The institution has consistently documented data and evidence to indicate growth and improvement over time.	The desired practice or program is ingrained in the culture of the day-to-day work of the institution.
Most stakeholders are frequently involved in support of the desired practice or program.	Formal processes are used to demonstrate that the desired practice or program is implemented and monitored with quality and fidelity.	Formal processes are implemented to collect, analyze, and use multiple forms of data and evidence to demonstrate progress toward attaining the desired result(s).	The institution has consistently documented data and evidence to indicate sustained growth and improvement over time.	The desired practice or program is deeply ingrained and protected throughout the culture and the operations of the institution.

You will see that each level of impact has its own rubric to move from minimal practices within that level to best practices. For example, in Engagement, the frequency of involvement is *low* with *few* stakeholders engaged, while the best practice is that *most* stakeholders are *frequently* engaged.

As you determine your institution's level of impact on the i3 Rubric, identify 1) ways in which your institution will move from one level to the next, 2) how the levels guide and impact your improvement process, as well as your programs, processes, and practices, and 3) goals and activities that will support your institution's movement to and movement through the next level of impact.

Completing the Progress Report

Using evidence to support your responses, summarize your institution's progress and other general information relevant to the Area(s) for Improvement. Select your institution's level of impact from the i3 Rubric and follow the narrative prompts provided below.

Areas for Improvement

The following Area for Improvement was identified in the Engagement Review Report.

Area for Improvement #1: Develop and implement strategies to cultivate positive relationships with peers and adults.

Institution Response

i3 Rubric. Based on your findings, what level of impact from the i3 Rubric is your institution demonstrating in this Area for Improvement?

Results

Narrative.

- State whether you have achieved your goals relative to this Area for Improvement
- Document your findings
- Cite supporting evidence
- Specifically outline your plans and related activities towards continuous improvement based on your assessment with the i3 Rubric and pursuing Embeddedness
- Plans to continue working towards improvement related to this Area for Improvement

When we went through our accreditation engagement review, this area for improvement was primarily driven by data showing that students in grades 7-9 were not being successful. Since our review, there has been an intentional focus on our middle grades with prioritized support for middle grades teachers and improved academic support for students.

While we have not achieved our goal relative to this area for improvement, we are making progress. For two years, we created a districtwide middle grades learning community where teachers in grades 6-8 came together to learn and grow. These in-service days were built to address learners' academic and non-academic needs by focusing on strengthening teachers' practices and skills. Student well-being was not always a priority in our classrooms, because some of our teachers were struggling with engagement and classroom management. The learning communities addressed engagement strategies, critical content, and ways to create positive classroom climates. Additionally, the district coaches in our Department of Teaching and Learning prioritized coaching support and feedback for teachers in grades 7-9 to implement explicit instruction at the required level of the academic standards. Our novice teacher mentors also pushed into classrooms to provide support with classroom management.

Since implementing this prioritized focus on strengthening teachers' knowledge and skills in middle grades, we have seen a steady increase in student performance especially in English Language Arts and Civics. These findings are a direct result of the professional learning and prioritized support for our middle grades teachers with an emphasis on creating classrooms for students that are respectful and foster positive relationships with peers and adults.

English Language Arts Achievement

	2023	2024	2025	2026
Grade 6	49%	54%	57%	61%
Grade 7	36%	41%	51%	54%
Grade 8	33%	35%	45%	49%
Grade 9	36%	34%	46%	47%

Florida Civics EOC

	2023	2024	2025	2026
Grade 7 Civics	49%	54%	60%	62%

During SY 25-26, we partnered with a third-party to administer the Data Triangle Survey. This survey was used to gather perception data from students in grades 4-12, staff, teachers, leaders, families, and community members. The survey grouped results in four constructs: Instructional Support and Feedback, Student Learning and Engagement, School Culture and Safety, Student Experience and Well-Being. While overall responses from our secondary students in each construct were lower than we expected, none of the constructs were below a favorability percentage less than 50. This means that each construct was considered an emerging strength.

Within each construct there were specific questions that fell into the emerging strength (50-75% favorability) or potential risk (less than 50% favorability) categories. One encouraging emerging strength from our secondary students was the question, "My teacher gives me feedback that helps me improve." with a 67.4% favorability. Another highlight was the question, "I get to work with my classmates and learn from them." with a 71.1% favorability. In the potential risk category, secondary students only had a 25.6% favorability for the question, "I find my school work interesting and engaging." They had a 44% favorability for the question, "I feel like I belong at my school." While we recognize that we still have a great deal of improvement to make with our secondary students, it was encouraging that our families responded positively with a 71.4% favorability to the statement, "My child feels like they belong at their school."

One of the other things we identified related to this area for improvement was the need to better support our accelerated students. For many years, our district priorities were focused on students needing intervention. In June 2025, all of the accelerated programs including Cambridge AICE, Advanced Placement, and Dual Enrollment were moved to the Department of Strategic Initiatives. Under new leadership, a cohesive marketing approach has been launched to inform families and promote our programs. This has also led to an expansion of opportunities for all students, by opening up courses such as AICE General Paper and AP Precalculus to more students in our district. As we increase access, we continue to cater to our higher performing students by also increasing their performance. In 2023, the number of dual enrollment credits earned was 458 and in 2025, it rose to 761. The number of AP exams passed in 2023 was 84 and in 2025 it more than doubled to 173. And in 2023, the number of AICE exams passed was 709, now 815 in 2025. We know that our AP, AICE, and Dual Enrollment programs require intentional academic advising, counseling, and ongoing support from school staff, and these individualized conversations foster positive peer/adult relationships. As more students participate, their sense of belonging at school will increase because of the caring adults who meet with them to guide their academic planning and future goals.

Our Data Triangle Survey open ended comments showed that both students and families want a more personalized educational experience. We are focused on adding more course options for students and in SY 26-27 will be adding more robust after school care for families with our new PCSD CREW Club. We also recently provided a session titled "Why Customer Service Matters" for all district and school leaders and front office personnel. We know that our learners will benefit from schools that promote a positive culture and climate. That is important in classrooms, but also in common areas and in the respectful ways we treat our families.

We chose a rating of Results on the i3 Rubric because we have formal processes in place to collect and analyze data in our cycle of continuous improvement. While our success with middle grades in ELA and Civics is consistently growing, we have not seen that same growth in mathematics and science. In June 2026, we

launched our PCSD Math Initiative to prioritize resources and support in the area of mathematics. This initiative will provide professional learning for teachers and leaders that builds capacity to improve math performance across all school campuses.

To better support individual learners in SY 26-27, we are adding Foundations Math at our secondary schools in grades 7 and 8 to provide additional time for students and teachers to fill foundational gaps that are preventing our lowest performing students from being successful. Three years ago we completely revamped our approach to Intensive Reading and are now taking a similar approach with Foundations Math.

Our two goals of continuing to support accelerated students involve increasing access and performance. In SY 26-27 we will be offering the brand new AP Cybersecurity at two of our schools. We also have the largest cohort of 9th grade students entering the Early College Dual Enrollment Program, further evidence of our ability to better prepare students in grades 7 and 8 so they are eligible. This coming year we are expanding Cambridge Primary Global Perspectives to more grade levels at four of our elementary schools and adding Accelerated Math for Grade 3 students at our brand new Palatka Intermediate school.

We believe continuing the actions we have implemented over the past few years and implementing new ones aligned with Area for Improvement #1 will put our district on a path to embeddedness on the i3 Rubric. Every success we achieve inspires more success and eventually our mission and beliefs will become an ingrained part of our district culture.

Cognia's Assessment of Area for Improvement #1.

The following is an assessment of the evaluator's findings.

Some progress - to be completed prior to the next Accreditation Engagement Review

Summary of Cognia's Findings

The institution has demonstrated progress toward cultivating positive relationships with peers and adults through a focused, data-informed effort to strengthen middle grades instruction, classroom climate, and student support. Evidence indicates that the district responded to concerns regarding grades 7–9 by prioritizing professional learning communities for grades 6–8 teachers, coaching support from the Department of Teaching and Learning, and classroom management assistance from novice teacher mentors. These structures were designed to strengthen engagement strategies, explicit instruction, respectful classroom environments, and positive teacher-student and peer relationships. Reported increases in English Language Arts achievement across grades 6–9 and continued growth in Grade 7 Civics provide evidence of positive academic movement associated with the district's targeted support for middle grades.

Notable strengths include the district's establishment of formal professional learning and coaching structures, its use of perception data through the Data Triangle Survey, and its attention to both academic and non-academic student needs. Secondary student survey results identified emerging strengths related to helpful teacher feedback and opportunities to work with classmates, suggesting that students are experiencing some classroom conditions that support positive peer and adult relationships. The district has also expanded access to accelerated opportunities, including Cambridge AICE, Advanced Placement, and Dual Enrollment pathways, supported by academic advising, counseling, and individualized conversations with staff. These efforts reflect attention to strengthening students' sense of belonging, academic planning, and access to supportive adult relationships.

Continued attention is needed to deepen student engagement, belonging, and consistency of progress across content areas. While overall secondary survey constructs were above the potential-risk threshold, student

responses related to finding schoolwork interesting and feeling a sense of belonging indicate areas requiring additional focus. The district also acknowledges that mathematics and science growth have not matched gains in English Language Arts and Civics, leading to the launch of the PCSD Math Initiative and the planned addition of Foundations Math in grades 7 and 8. Ongoing monitoring of academic trends, perception data, classroom climate indicators, and participation in expanded academic and enrichment opportunities may help the institution evaluate the effectiveness of its formal structures for fostering positive relationships with peers and adults.

The following Area for Improvement was identified in the Engagement Review Report.

Area for Improvement #2: Prioritize and evaluate methods for providing professional learning that invite inquiry, reflection, and dialogue to improve teaching practices and advance learning.

Institution Response

i3 Rubric. Based on your findings, what level of impact from the i3 Rubric is your institution demonstrating in this Area for Improvement?

Results

Narrative.

- State whether you have achieved your goals relative to this Area for Improvement
- Document your findings
- Cite supporting evidence
- Specifically outline your plans and related activities towards continuous improvement based on your assessment with the i3 Rubric and pursuing Embeddedness
- Plans to continue working towards improvement related to this Area for Improvement

Since our accreditation review, we have significantly enhanced our professional learning options and personalization to improve staff members commitment and dedication to enhancing their professional practice. Through a combination of FDOE and district led opportunities and partnerships, our professional learning and support has become more customized to meet the needs of our staff and students.

Over the past three years we have increased the number of districtwide learning communities and made them more tailored to the needs of our staff. The way most of our learning communities are structured, teachers have some choice in the sessions they attend, similar to a conference. Examples of these types of learning communities include the series of professional learning days for our middle grades teachers. We have even adopted this model for our leaders. When our principals and assistant principals came together for summer leadership training in 2025 and 2026, we built the days with guest presenters/speakers and provided many breakout sessions to choose from. Last summer, multiple departments collaborated to host our local Navigate Summit which was conference style and provided sessions related to technology integration.

In addition to changing the format of our learning community model to include more customization, we also partnered with the North East Florida Educational Consortium (NEFEC) to create local cohorts for specific Florida certification endorsements. This collaboration provided inexpensive options for our teachers to learn new skills right here in Putnam County. Examples of these include cohorts for reading, reading coach, and gifted endorsements.

The Florida Department of Education has been providing multiple opportunities for teachers to earn the reading endorsement as well as micro credentials. Many of our teachers have taken advantage of these opportunities and will continue to participate in the future.

Since our district brought all of the acceleration programs under the leadership of one department in 2025, there has been a concerted effort to better support all of the teachers who teach Dual Enrollment, Advanced Placement, and AICE courses with more specialized professional learning. We have been sending teachers to course specific, AICE and College Board hosted training sessions, and starting in SY 26-27 will be hosting a few Cambridge AICE sessions in Putnam County. For two summers, we have brought our Cambridge Primary Global Perspectives teachers together to collaborate and learn with a Cambridge trainer.

As we have increased the specificity and choice of professional learning, we have noticed a shift in our teachers and leaders. They are becoming more collaborative within and across schools. They are starting to ask if they can have time for additional collaboration and want to watch each other teach. As our district continues striving to become a B district, there is an excitement and dedication amongst our leaders and staff that exemplifies our #ProudtobePCSD social media hashtag.

This commitment to PCSD is leading to increases in student performance. In 2026, we had three schools increase their school grades and no schools decreased. For the third year in a row, we do not have any D or F schools. As a district, the majority of schools now have an A or B grade, a data point that has not been true for Putnam County since the modern calculation of school grades began in 2015.

During SY 25-26, we partnered with a third-party to administer the Data Triangle Survey. The results of the perception surveys from students, staff, teachers, leaders, families, and community members showed that Instructional Support and Feedback was our highest construct in the data, with no areas for growth. Within that data, teachers responded with a 71.9% favorability to the statement, "My school provides high-quality professional learning to improve teaching." Teachers responded with a 70.8% favorability to the statement, "There are regular opportunities for teachers to collaborate and share best practices." We believe this data is supporting evidence that all of our shifts in professional learning are making a positive impact.

We chose a rating of Results on the i3 Rubric because our efforts to increase customization and choice in professional learning are just now starting to take root in our district culture. As we continue working on this area for improvement, we know sustainability and embeddedness are achievable. District leaders are attentive to feedback from our teachers and leaders so that we continue to improve in our levels of support.

In SY 26-27, we will continue with professional learning connected to our PCSD Math Initiative. There is also an intense focus on increasing reading achievement in grades 2 and 3, which has created opportunities for very specific learning and support based on student and teacher needs. Our continuous improvement cycle balances maintaining the things that are getting results with making changes in areas that are stagnant or decreasing.

Cognia's Assessment of Area for Improvement #2.

The following is an assessment of the evaluator's findings.

Some progress - to be completed prior to the next Accreditation Engagement Review

Summary of Cognia's Findings

The institution has demonstrated progress toward strengthening professional learning systems that support staff practice through increased customization, choice, collaboration, and alignment to identified instructional

priorities. Evidence indicates that the district has expanded districtwide learning communities, including middle grades professional learning, leadership training, the Navigate Summit, and conference-style sessions that allow educators and leaders to select learning opportunities relevant to their needs. Partnerships with NEFEC, the Florida Department of Education, Cambridge AICE, the College Board, and other providers have expanded access to specialized endorsements, micro-credentials, and course-specific training, supporting more targeted professional growth across instructional areas and programs.

Notable strengths include the district's shift toward more personalized professional learning, increased collaboration within and across schools, and expanded support for teachers in accelerated programs, reading, technology integration, and leadership development. Teacher perception data from the Data Triangle Survey provide supporting evidence that professional learning and collaboration are perceived as emerging strengths, with teachers responding favorably to statements about high-quality professional learning and regular opportunities to collaborate and share best practices. The district also reports positive academic movement, including three schools increasing their school grades in 2026, no schools decreasing, and no D or F schools for the third consecutive year, suggesting that strengthened professional learning structures are contributing to broader continuous improvement efforts.

Continued attention is needed to sustain and evaluate the impact of professional learning on instructional practice and learner outcomes over time. While the evidence demonstrates expanded professional learning options, partnerships, teacher choice, and collaborative structures, the district recognizes that these efforts are still taking root in the district culture. Continued implementation of professional learning connected to the PCSD Math Initiative, early literacy priorities in grades 2 and 3, and ongoing feedback from teachers and leaders could be important in determining how effectively professional learning invites inquiry, reflection, and dialogue while strengthening professional practice across content areas and schools.

Reflections

Successes. Summarize your institution's successes with continuous improvement.

Since our accreditation review in SY 23-24, our district has furthered our journey of continuous improvement, with many successes as evidence. In 2026, our student achievement in all four content areas was the highest it's been since 2014. A look back one decade shows significant improvements over time for our district.

	2016 District Grade	2026 District Grade
English Language Arts Achievement	37%	50%
Mathematics Achievement	40%	47%
Science Achievement	37%	45%
Social Studies Achievement	50%	63%

Improvement has been made in secondary ELA, with grade levels in 6th through 10th consistently trending in a positive direction over the past three years. Our Social Studies achievement scores from Civics and US History are also steadily climbing each year. Although still a C district, in 2026 we earned 57% of total possible points, our highest since the modern calculation of district grades began in 2015. We recognize that math is an area in need of more rapid growth and are addressing that through our recently launched PCSD Math Initiative.

Our district's graduation rate now ranks 5th out of 67 districts with a 2025 rate of 96.6%. We also increased the college and career acceleration points in our 2026 district grade to 66, a 20-point increase. This is evidence that our efforts to expand and strengthen career and technical education programs and our acceleration pathways are better preparing all students for college, career, and life.

PCSD invests in a professional learning model that is providing teachers and leaders with relevant options and increased customization and choice. This has led to increased collaboration throughout the district and a district culture grounded in collective efficacy. Our systems for supporting both novice and experienced educators are strong. We embed data into every professional learning session so that student needs are always front and center as we learn and grow together.

On July 14, 2026, our school board approved our new 2026-2029 strategic plan. Built with input, focused on students, and guided by continuous improvement -- this plan defines six priorities for our district. These priorities address the clear messages we received from our stakeholder groups about what's important to them. As we continue to build upon our successes and address our areas in need of improvement, we will align our actions with these six priorities.

The Putnam County School District is proud of our accomplishments, and we recognize that our journey of continuous improvement is ongoing. Our focus on building sustainable systems and revisiting them throughout the year ensures we are creating a school district, not just a district of schools.

Six priorities. One shared future. That's our next strategic goal.



Challenges. What challenges did your institution encounter with the improvement initiatives?

As we have worked on our two areas for improvement, we have encountered some challenges. While our prioritized support for middle grades resulted in increases in ELA and social studies achievement, mathematics and science are not improving. We attribute the lack of improvement to staff turnover and ineffective instruction. Unfortunately, we have not had consistency across schools when it comes to teachers for math and science courses. While some schools and grade levels have very experienced and effective teachers, others do not. This lack of consistency is creating a stagnation of student performance at the district level.

Specifically in mathematics, gaining buy-in for adding Math Foundations as an intervention in grades 7-9 has been a challenge. We are excited to finally have that buy-in and will be providing additional support for our lowest performing students this coming school year. We will evaluate the effectiveness of this action next summer.

Increasing expectations and changing mindsets about student potential has traditionally been an issue in Putnam County. In some ways, this prevented the expansion of acceleration pathways and within classrooms impacted teachers' comfort level with allowing productive struggle. Although still a challenge in some classrooms, our district is reaching the tipping point where low expectations and fixed mindsets are a reflection of the environment in only a minority of classrooms. Leaders and teachers who have been on this journey of continuous improvement with us are challenging the status quo and raising expectations. Moments of success are motivating and generate the buy-in we are seeking. When we have successes, they create a positive snowballing effect within in our system.

Our greatest barrier to any improvement initiative right now is funding. The push for school choice and privatization is leading to declining enrollment and reductions in funding. With decreases in funding every year, it becomes more challenging to invest in and sustain improvement efforts. Quality and effective support for teachers during professional learning and embedded classroom coaching are expensive because they require personnel.

We never allow the challenges to define us or prevent our ability to move forward as a district. Our leaders understand that continuous improvement requires ongoing evaluation, adjustments, and problem solving. Together, we learn and grow in service of providing the best educational experience we can for the students of Putnam County.

Institution's Next Steps

- Submit your completed Progress Report in the Workspace.
- Upload evidence in the Workspace that you deem relative and supportive of your progress.
- Notify your Cognia Regional Office of your submission in the Workspace.

Institution's Submission

This report was completed and submitted by:

Name	Jonathan Hinke
Title	Executive Director, Strategic Initiatives
Date	July 30, 2026

Summary of Cognia’s Review

Pursuant to the Cognia Accreditation and Certification Policies and Procedures, the following recommendation will be reviewed, along with other documentation, by Cognia and the Cognia Global Commission for action. For details related to each status, please see Policy 3.

X	Continued Accredited status with no further actions
	Accredited Under Review status recommended based on an incomplete report and/or insufficient progress

Next Steps

The following tasks should be completed before the next review. Cognia representatives stand ready to help you complete these tasks.

1.	Continue monitoring student perception, academic performance, and implementation data to refine classroom climate, engagement, belonging, and academic support strategies that foster positive relationships with peers and adults.
2.	Evaluate the effectiveness of professional learning structures by using teacher feedback, collaboration evidence, implementation data, and student performance trends to refine support for professional practice and learner outcomes.
3.	Prepare for the Accreditation Engagement Review in 2029-30.

Annabeth Stone, Ed.D.

Mid-Cycle Report Reviewer

September 17, 2026

Date

Jessica Swere, Ed.D.

Cognia Representative

September 17,2026

Date