



# Mid-Cycle Progress Report

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**Beaufort Jasper Academy for Career Excellence**

**Institution #210008**

**80 Lowcountry Drive**

**Ridgeland, South Carolina 29936**

**United States of America**



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## **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.

## Additional Requirements for Early Learning Schools

Cognia institutions that have earned separate and distinct Cognia Early Learning Accreditation are required to complete additional items, which are found at the end of this template.

### 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.

- 1 Formalize a process that includes protocols to collect, analyze, and use data to evaluate all instructional programs and organizational conditions to improve student performance, instruction, and advance learning.**

Standard 22   Standard 25   Standard 26

### RATIONALE

If data are collected and used to evaluate the impact of all instructional programs and organizational conditions on student learning, then improvement priorities can be identified to ensure student learning remains at the forefront of decision-making.

## 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?

Embeddedness

### 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

### Progress Toward Goal:

ACE has fully embedded a data-driven culture across instructional programs and organizational operations. Over the past three years, formalized processes consistently collect, analyze, and utilize multiple data sources for decision-making, leading to measurable, sustained improvements in student performance, program quality, and instructional practices.

### Supporting Evidence:

- **Multi-Tiered System of Supports (MTSS):** Weekly meetings with administration and support staff, teacher involvement as needed, monitoring student progress, and analyzing trends to

improve Tier 1 instruction. This resulted in significant reductions in academic failures, attendance issues, and behavioral referrals.

- **Program-Level Data Meetings:** Regular reviews of program performance, enrollment, and postsecondary outcomes, including discontinuation of low-performing programs and addition of new ones with targeted improvement goals.
- **Instructional Improvement via PD:** Implementation of a schoolwide writing initiative (John Collins system) with cross-content writing sample reviews to guide teacher support and student interventions.
- **CTE Industry Credential Alignment:** Evaluation and tiered certification system created, increasing attainment of industry-recognized credentials.

**Use of i3 Rubric:**

The embeddedness level reflects ACE’s sustained and consistent use of data that informs both instructional and operational decisions proactively, supporting continuous program refinement.

**Plans for Continuous Improvement:**

- Expand MTSS to meet emerging academic and career readiness needs.
- Refine program evaluation to track graduate outcomes longitudinally.
- Increase data-informed instructional coaching.
- Deepen industry partnerships to maintain credential relevance.

**Cognia’s Assessment of Area for Improvement #1.**

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

**Select your response:** Sustainability

**Summary of Cognia’s Findings**

School leaders and professional staff have formalized a process for collecting, analyzing, and using data to evaluate instructional programs and organizational operations and improve student performance and instruction. School leaders have provided evidence of intentionally embedding a structured data analysis process to inform decision-making, resulting in measurable and sustainable improvement. Documentation includes agendas from the Multi-Tiered System of Supports (MTSS) meetings, data forms used to determine effective interventions, and faculty PowerPoint presentations designed to deepen staff understanding of data-driven instructional practices and student performance. In addition, a school-wide writing initiative based on the John Collins model was implemented to strengthen teachers’ capacity to integrate writing across all content areas, thereby enhancing student achievement. A presentation to the board further highlighted practices that support continuous improvement through systematic data analysis. Evidence indicates that programs and practices developed through this formalized data process are at varying stages of implementation across the school. While leaders have successfully established and utilized a structured approach to analyzing data, resulting in improved student outcomes, the consistent and effective use of data by all professional staff remains an area for continued focus. As leaders and staff continue to use data-informed decision-making, it is

recommended that ongoing monitoring and adjustments be made to ensure that instructional practices and student performance continue to improve. The school has made excellent progress in this area of improvement and is moving towards the embeddedness level of the i3 rubric.

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

**2 Develop, implement, monitor, and evaluate programs to support professional development and professional collaboration with an intentional focus on instructional practices that support rigor and student mastery of theoretical portions of each course.**

Standard 5 Standard 29

**RATIONALE** If teachers use effective instructional strategies to support increased rigor and student understanding of the theoretical portions of each course, student performance on state licensing tests will improve.

## 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?

Sustainability

### 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

**Progress Toward Goal:**

ACE identified significant gaps in student writing and teacher confidence in teaching this area within CTE courses through data reviews and teacher surveys. In response, the leadership adopted the John Collins Writing System to simplify and strengthen writing instruction. This is now embedded in the strategic plan as a key instructional improvement goal.

**Supporting Evidence:**

- Increased student writing engagement documented via classroom walkthroughs and teacher reports.
- Active teacher collaboration in PLCs to calibrate grading and share best practices.
- Development of writing prompts aligned with Student Learning Objectives (SLOs) to provide formative benchmarks.

**Use of i3 Rubric:**

Progress from moderate toward high impact is evident as data-driven professional development is embedded in practice, with increasing alignment between instructional rigor and student mastery.

**Plans for Continuous Improvement:**

- Ongoing PD to refine use of the Collins Writing System and differentiated instructional strategies.
- Expand PLC collaboration across disciplines for best practice sharing.
- Systematic collection and analysis of SLO and benchmark data to guide real-time instructional adjustments.
- Integration of writing skill development goals into teacher evaluations and program reviews for sustainability.

**Cognia's Assessment of Area for Improvement #2.**

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

Select your response: Sustainability

## Summary of Cognia's Findings

School leaders have implemented changes in this area for improvement, including a program to support professional development and collaboration among the professional staff with an intentional focus on instructional practices to support mastery of the theoretical portions of each course. Leaders provided evidence of a comprehensive professional development plan to deliver targeted activities informed by data analysis from multiple sources, including student performance results and classroom observations. Supporting documentation included agendas from formalized Professional Learning Community (PLC) meetings, clearly defined PLC protocols and practices, and templates used to document collaborative processes. In addition, protocols for evaluating the effectiveness of the professional development plan and PLC practices were established and implemented to guide decision-making and ensure fidelity of program implementation. The introduction of writing prompts across all classes addressed the need to enhance student performance on assessments evaluating theoretical knowledge. One teacher's end-of-year self-reflection revealed that although he initially hesitated to implement the writing program in a technical course, he ultimately observed significant improvement in students' ability to demonstrate mastery on theoretical assessments. Evidence from the Perkins Indicators further confirmed measurable gains in student performance. While leaders have effectively formalized professional learning structures and used data to guide these initiatives, monitoring and adjusting practices are encouraged to maintain a strong focus on student learning and growth. The school has made excellent progress in this area of improvement and is moving toward the embeddedness level of the i3 Rubric.

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

- 3 Develop, implement, monitor, and evaluate a classroom observation process that includes the use of an observation tool that measures student engagement, high expectations, and progress monitoring. Provide ongoing feedback to teachers about the observations and use the data to guide decision-making about professional development for teachers.**

Standard 21 Standard 22

### RATIONALE

If teachers are provided with timely and meaningful feedback and follow-up professional learning about effective instructional practices, changes in the instructional strategies will result in improved student performance.

## 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?

Sustainability

### 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

**Progress Toward Goal:**

ACE has implemented a comprehensive classroom observation process using the ELIOT tool alongside SC LEAD tools. Trained administrators and staff collect data on instructional practices, student engagement, and use of high expectations, supporting the school's STEM certification efforts.

**Supporting Evidence:**

- Observation data identified instructional trends, such as a lack of student writing in CTE classes and insufficient use of measurable learning objectives, prompting targeted PD.
- Ongoing, timely, and actionable feedback to teachers has led to measurable improvements in instructional rigor and student engagement.

**Use of i3 Rubric:**

Observation and feedback systems guide continuous improvement and help move instructional practices toward best practices, aligned with Cognia standards.

**Plans for Continuous Improvement:**

- Expand observer training to ensure consistent, high-quality feedback.
- Refine observation protocols to align with strategic goals and STEM certification.
- Use observation data systematically to prioritize PD and teacher support.

**Cognia's Assessment of Area for Improvement #3.**

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

**Select your response:** Sustainability

**Summary of Cognia's Findings**

School leaders have implemented changes in developing and implementing a process that includes protocols for using an observation tool to measure student engagement and provide ongoing feedback and professional development to improve student learning. Leaders have been trained in the Effective Learning Environment Observation Tool™ (eleot™) and use it consistently to monitor and assess classroom engagement. In addition, leaders utilize the SC LEADs Tools to evaluate instructional practices and identify areas for improvement. Data from these observations revealed a lack of student writing within Career and Technical Education (CTE) courses, prompting the adoption of a school-wide writing model based on the John Collins framework. This initiative, supported by targeted professional learning activities, ensures that writing strategies are implemented effectively to

enhance student engagement and learning outcomes. Evidence of a comprehensive classroom observation process demonstrated that protocols for monitoring engagement and providing timely, actionable feedback are embedded in school practice. At the start of the school year, a PowerPoint presentation for all professional staff outlined expectations for writing integration across all courses, professional learning goals, and observation procedures. While school leaders have made significant progress by refining classroom observation practices and effectively using the eleot™ to inform instructional decision-making, maintaining a focus on creating student-centered learning environments for all learners should remain a key priority. The school has made excellent progress toward the embeddedness level of the i3 Rubric.

## Reflections

**Successes.** Summarize your institution’s successes with continuous improvement.

ACE has successfully embedded a data-driven culture that permeates instructional programs and organizational decision-making. Formalized protocols for data collection and analysis have led to tangible improvements in student performance, program quality, and instructional rigor. The MTSS framework, combined with regular program data reviews, has reduced academic and behavioral issues while allowing the school to strategically add or discontinue programs based on evidence. Professional development efforts, especially around writing instruction using the John Collins system, have increased teacher capacity and student engagement in rigorous academic skills within CTE courses. The comprehensive classroom observation process has provided timely feedback that directly informs instructional improvement. Together, these efforts have created a sustainable cycle of continuous improvement aligned with Cognia standards.

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

Despite significant progress, ACE faced challenges related to variability in teacher preparedness, especially in CTE instructors who lacked formal training in foundational instructional skills like writing. Implementing consistent observation and feedback processes across all staff requires ongoing training to maintain quality and reliability. Additionally, integrating data from multiple sources and translating it into actionable instructional changes demand coordination and sustained focus. Finally, aligning new initiatives with existing workloads and ensuring teachers

buy-in for new practices—such as expanded data use and intensified collaboration—required continuous communication and leadership support.

### [Additional Requirements for Early Learning Schools](#)

Cognia institutions that have earned separate and distinct Cognia Early Learning Accreditation are required to complete additional items found on the pages below. [Please click here to access the \(three\) additional reporting requirements](#), Cognia [Early Learning Assurances](#), [Required Quality Elements](#), and [Requirements for Safe Environments](#). If you have any questions or concerns, please contact [Cognia Early Learning Services](#).

### **Institution’s Next Steps**

- Submit your completed Progress Report, in **Microsoft Word** only, 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	Mike Lovecchio
Title	Director ACE
Date	9.15.25

### **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	<b>Continued Accredited</b> status with no further actions
	<b>Accredited Under Review</b> 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.	Prepare for the Accreditation Evaluation Review
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Holly Wingard, Regional Accreditation Evaluator

October 24, 2025

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Mid-Cycle Report Reviewer

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Date

Jennifer Thomas, Accreditation Services Director

October 27, 2025

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Cognia Representative

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Date