



Accreditation and Continuous Improvement

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Learning targets



Introduce and explain components of Cognia's accreditation model



Discuss how Cognia's accreditation model supports institutions during their continuous improvement journey

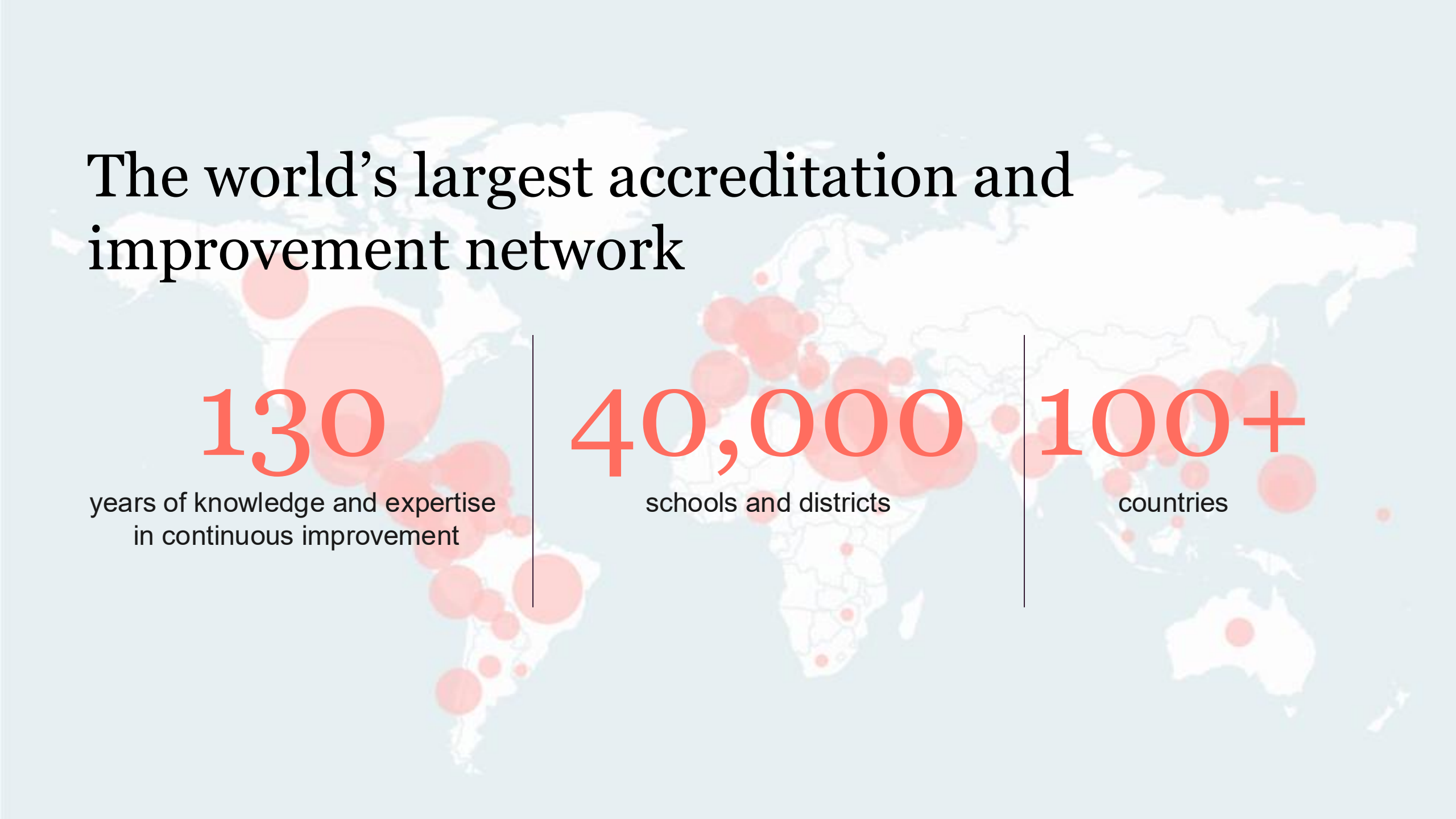


Showcase the essential elements of the accreditation model and how they support the continuous improvement process



Provide examples of how institutions can use this model to meet key requirements related to the school improvement process to eliminate duplication of efforts

The world's largest accreditation and improvement network

A light blue world map serves as the background. Overlaid on the map are numerous red circles of varying diameters. The largest circles are concentrated in North America and Europe, while smaller circles are scattered across South America, Africa, Asia, and Australia. The circles represent the global presence and scale of the accreditation and improvement network.

130

years of knowledge and expertise
in continuous improvement

40,000

schools and districts

100+

countries

Presentation resources



We will provide participants with access to all session materials and resources via a Padlet link and/or QR code, which will be shared during the presentation.

Reflection

How are accreditation and continuous improvement similar?



“An embedded behavior within a school’s culture that constantly focuses on the conditions, processes and practices to improve teaching and learning.”

-Mark Elgart, President and CEO, Cognia



What is true continuous improvement?

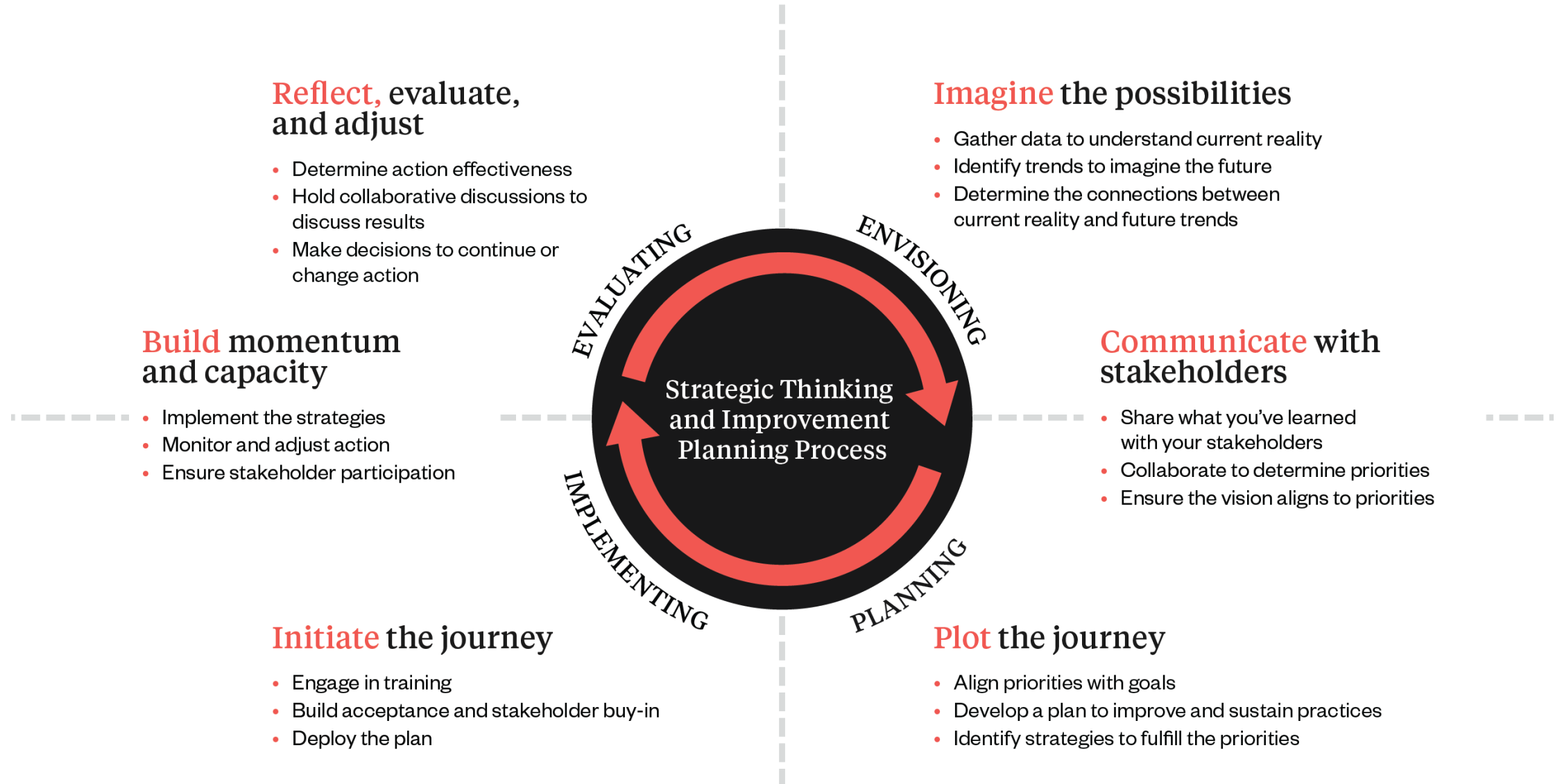
- **Hopeful**
- Problem-solving
- Informed by data
- Sustained
- Focused on the learning of every student
- Informed by proven research

IS

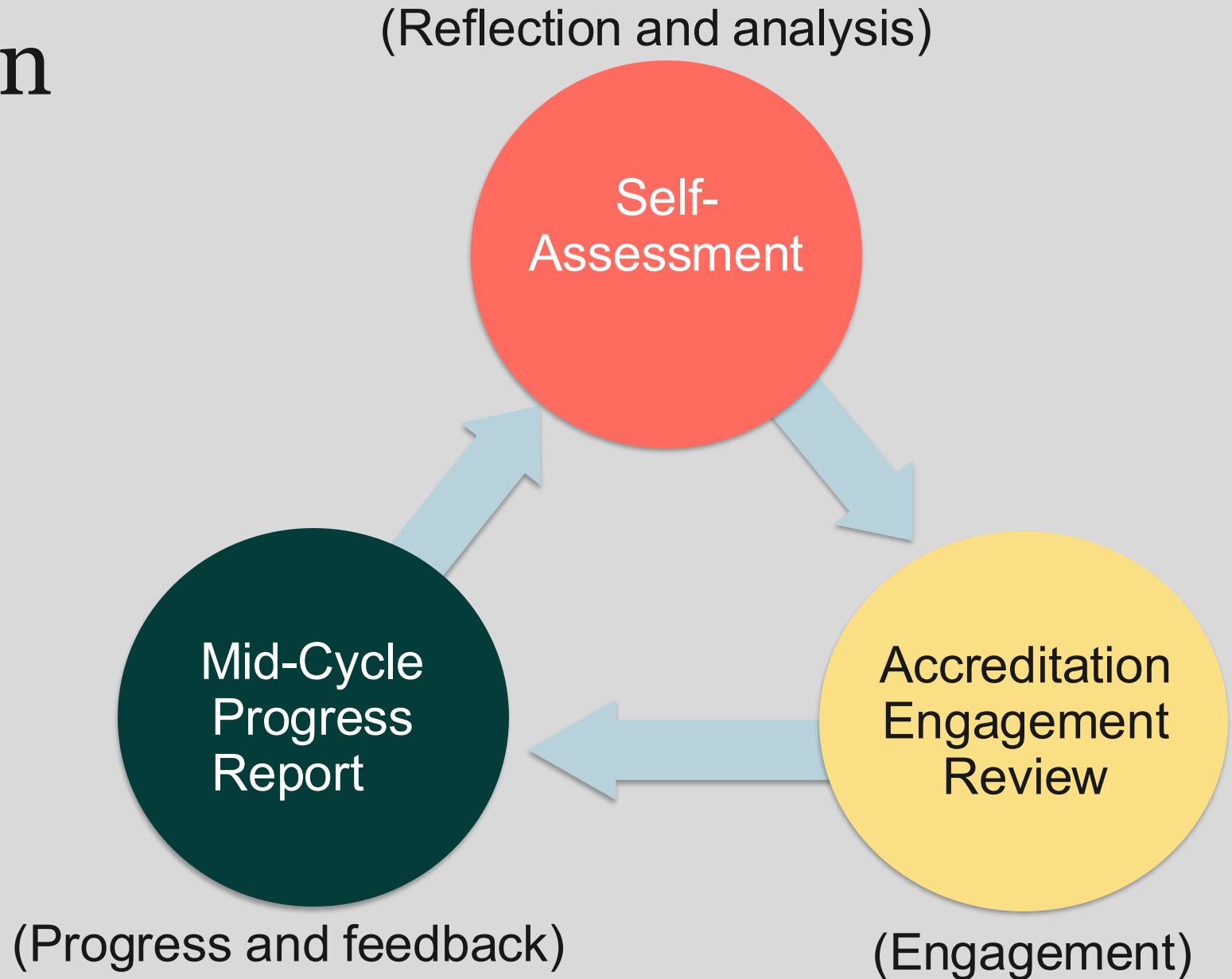
IS NOT

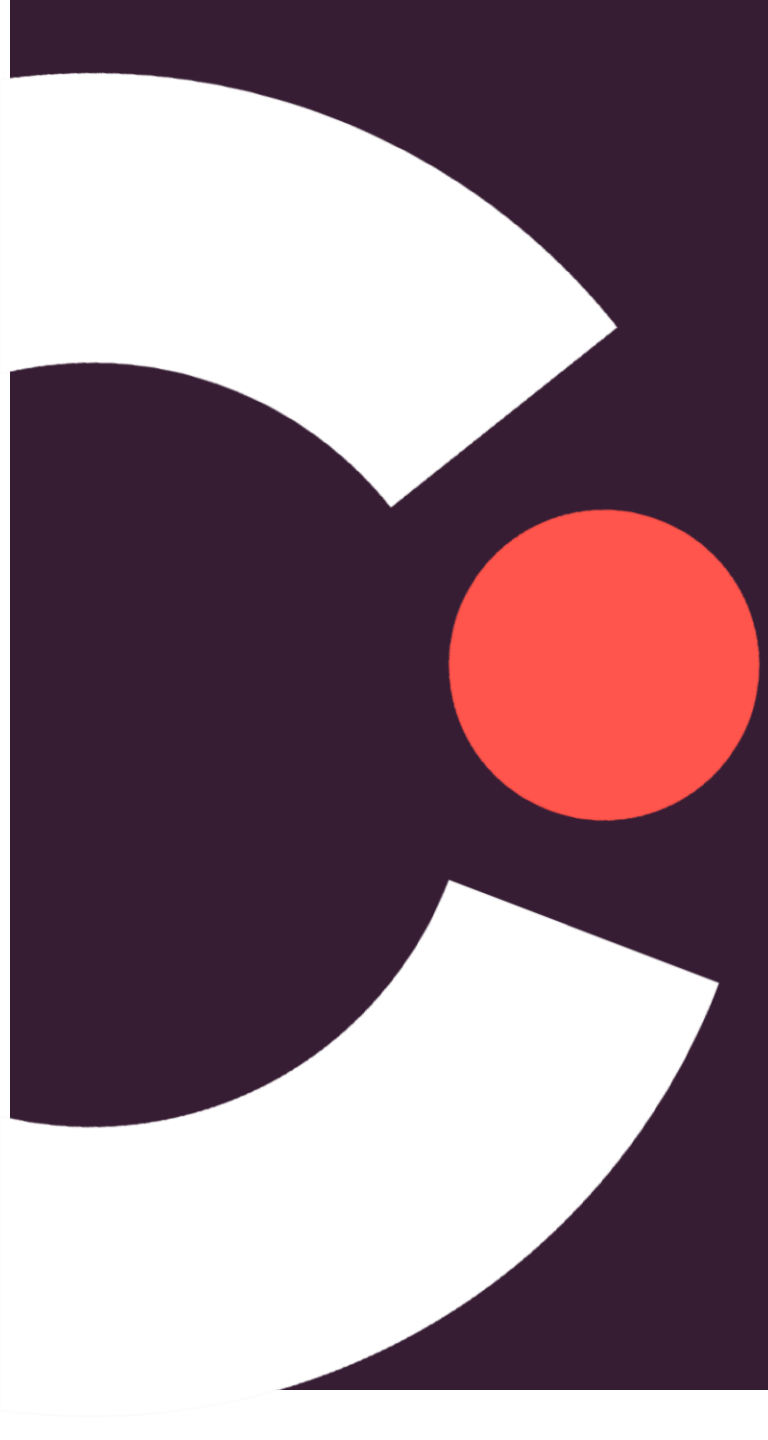
- Isolated
- A quick fix
- Chasing initiatives
- Random attempts
- Without input from implementers and stakeholders

Continuous Improvement System (Phases)



Accreditation phases

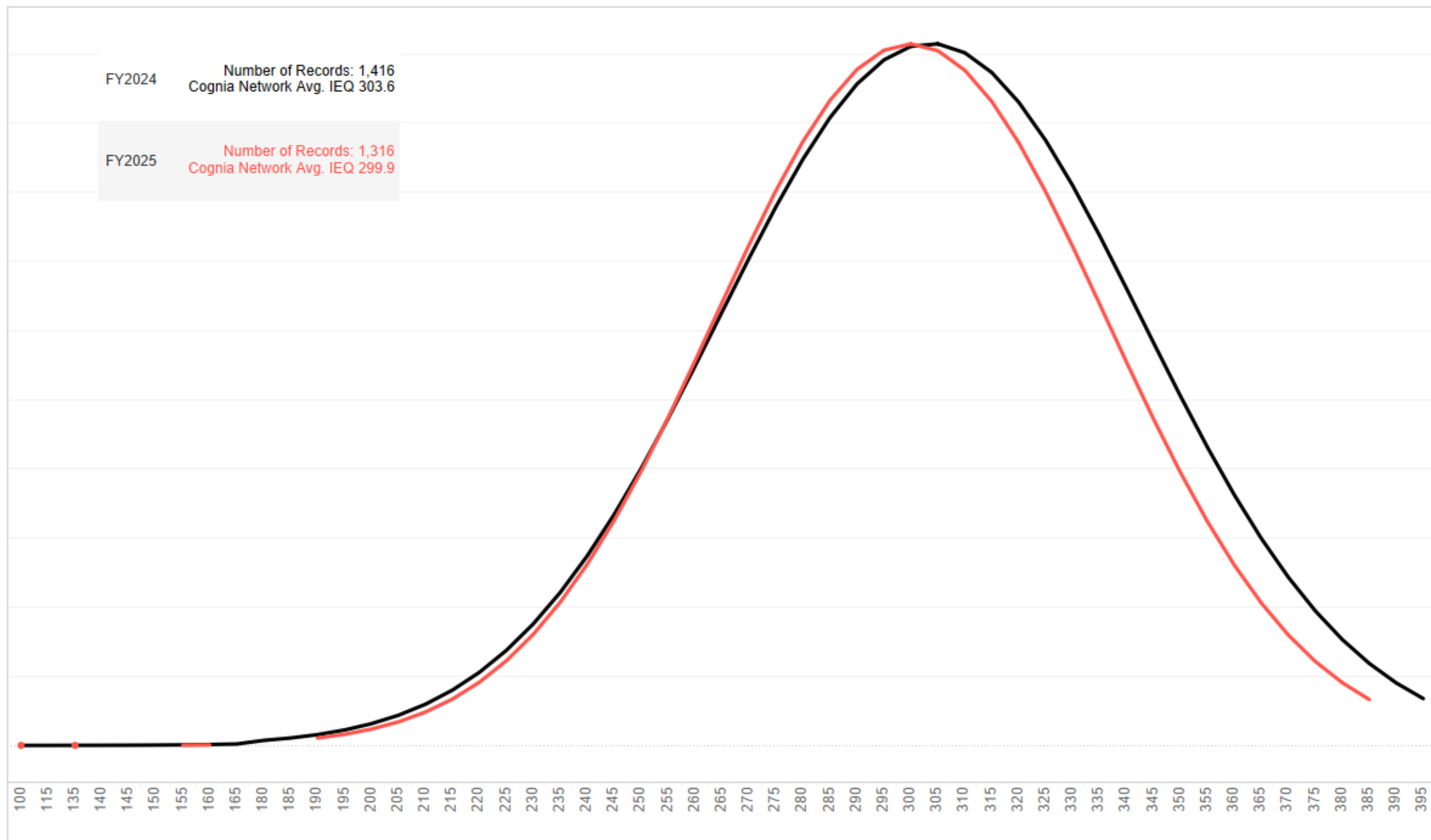




Envisioning

- Gather data to understand your current reality
- Identify trends to envision the future
- Determine connections between current reality and future trends
- Develop your strategic priorities

Distribution of Cognia IEQ Scores, FYs 2024-25



Highest Rated Standards

 **Standard 2 (3.4)**

 **Standard 1 (3.3)**

 **Standard 8 (3.2)**

 **Standard 11 (3.1)**

 **Standard 4 (3.1)**

Lowest Rated Standards

 **Standard 25 (2.5)**

 **Standard 29 (2.6)**

 **Standard 17 (2.7)**

 **Standard 26 (2.7)**

 **Standard 22 (2.8)**

Highest Rated Standards

 Standard 2 (3.4)

 Standard 1 (3.3)

 Standard 8 (3.2)

 Standard 11 (3.1)

 Standard 4 (3.1)

Lowest Rated Standards

 Standard 25 (2.5)

 Standard 29 (2.6)

 Standard 19 (2.6)

 Standard 22 (2.7)

 Standard 23 (2.7)



Action Themes

c Culture leads the way

- Standard 3 is in the top 5, but has an average rating of 3 (half a point lower than other Noteworthy Practice standards)

c Growth has the greatest room for improvement

- Also associated with Areas for Improvement

Areas for Improvement

Noteworthy Practices

rank	key characteristic	standard
1	Growth	29 Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.
2	Engagement	19 Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.
3	Growth	26 Leaders regularly evaluate instructional program's and organizational conditions to improve instruction and advance learning.
4	Growth	25 Leaders promote action research by professional staff members to improve their practice and advance learning.
5	Leadership	7 Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

rank	key characteristic	standard
1	Culture	2 Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.
2	Culture	1 Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.
3	Culture	4 Learners benefit from a formal structure that fosters positive relationships with peers and adults.
4	Culture	3 Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.
5	Leadership	8 The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

Domestic

Areas for Improvement

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Standard 31

- Demonstrates sustainable results or closing of achievement gaps
- Uses valid and reliable assessments
- Implements plans to address low performance
- Communicates results

Key Characteristic 4: Growth in Learning

STANDARD 31

Learners demonstrate growth in their academic performance based on valid and reliable assessments.

Elements

The institution sustains high levels of learner performance over time and/or shows trends of improvement in low-performing areas.

The institution monitors and uses results from multiple required and/or selected valid and reliable assessments of student learning and implements plans to address areas of low performance.

The institution communicates results and plans for improving learner performance with stakeholders.

Rubric

Level 4: The institution consistently sustains high levels of learner performance over time and/or shows consistent trends of improvement in low-performing areas. The institution continually monitors and uses results from multiple required and/or selected valid and reliable assessments of student learning and implements formal plans to address areas of low performance. The institution consistently communicates results and plans for improving learner performance with stakeholders.

Level 3: The institution routinely sustains high levels of learner performance over time and/or shows trends of improvement in low-performing areas. The institution regularly monitors and uses results from multiple required and/or selected valid and reliable assessments of student learning and implements plans to address areas of low performance. The institution routinely communicates results and plans for improving learner performance with stakeholders.

Sample evidence

- Analyzed data demonstrating trends in student growth and achievement over time
- Aggregated and disaggregated results from required and selected assessments, highlighting progress and gaps
- Plans for and analyzed results of targeted academic interventions, instructional and/or curriculum changes, and targeted professional development

Level 2: The institution occasionally sustains high levels of learner performance over time and/or shows trends of improvement in low-performing areas. The institution sometimes monitors results from multiple required and/or selected assessments of student learning and implements plans to address areas of low performance. The institution occasionally communicates results and plans for improving learner performance with stakeholders.

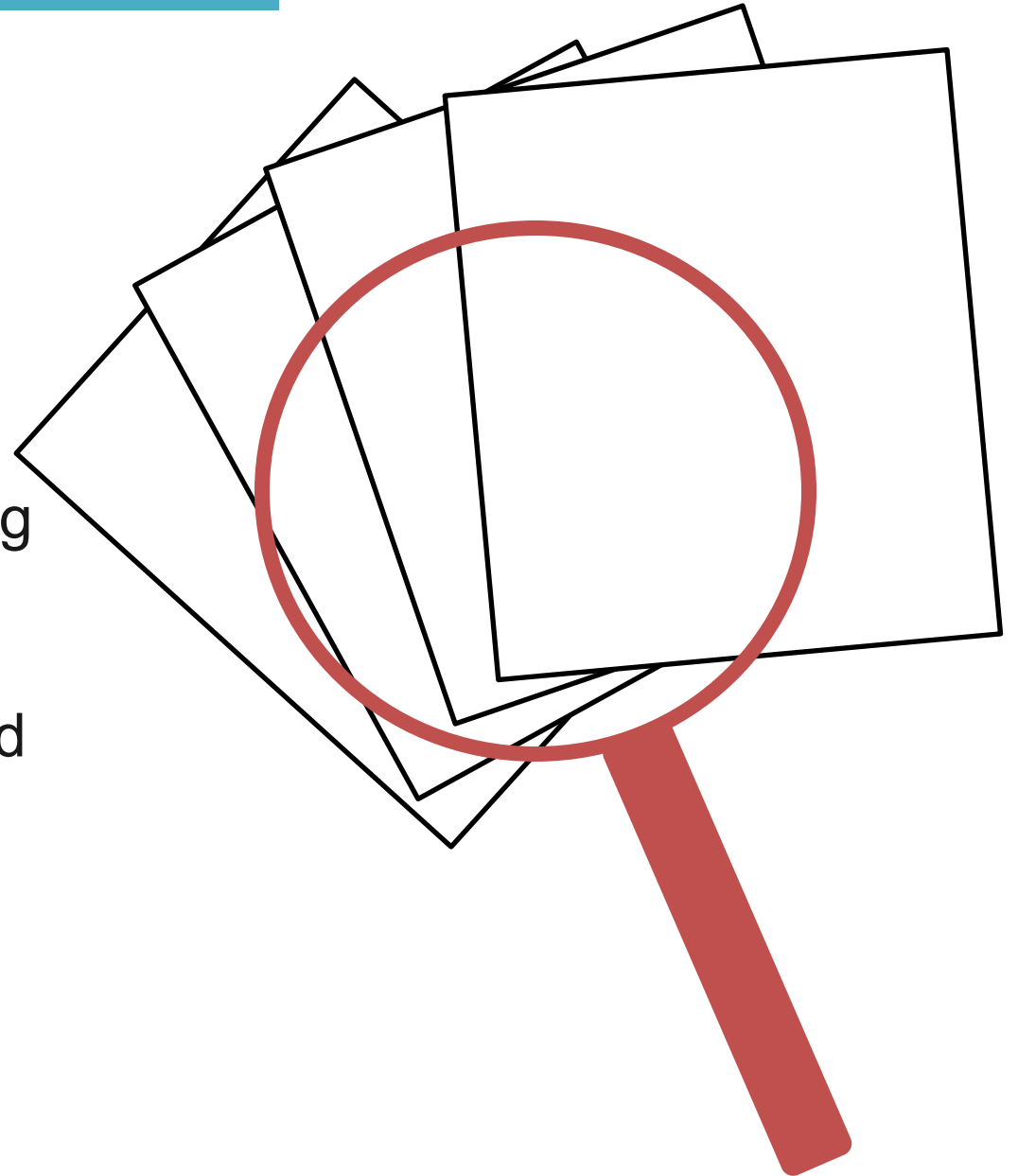
Level 1: The institution rarely sustains high levels of learner performance over time or shows trends of improvement in low-performing areas. The institution inconsistently monitors or uses results from multiple required and/or selected assessments of student learning and implements plans to address areas of low performance. The institution seldom communicates results or plans for improving learner performance with stakeholders.

Potential evidence

Analyzed student performance data for the **past three years.**

Aggregated and disaggregated results highlighting progress and **gaps closing** among subgroups of learners.

Plans for analyzed results, including targeted interventions, instructional or curricular changes, and targeted professional development.



Report components

- Assurances
- Standards ratings
- Insights narrative
- Noteworthy practices
- Areas for improvement
- IEQ score

Standard 9

Leaders cultivate effective individual and collective leadership among stakeholders.

YOUR RATING



Network Average: 2.9

LEVEL DESCRIPTION

4	4 - Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership <u>opportunities</u> , and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.
3	3 - Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.
2	2 - Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.

1

Areas for Improvement

Using the information collected and reviewed, the evaluator identified the following Areas for Improvement that will help the institution improve. The Areas for Improvement will be revisited when the institution conducts Cognia's Progress Report.

1 Initiate and deploy a system to promote individual and collective leadership among professional staff.

Standard 5

Standard 6

Standard 9

RATIONALE

If a system that promotes individual and collective leadership among staff is initiated, and deployed, then professional practice will be strengthened, and collegiality will improve.

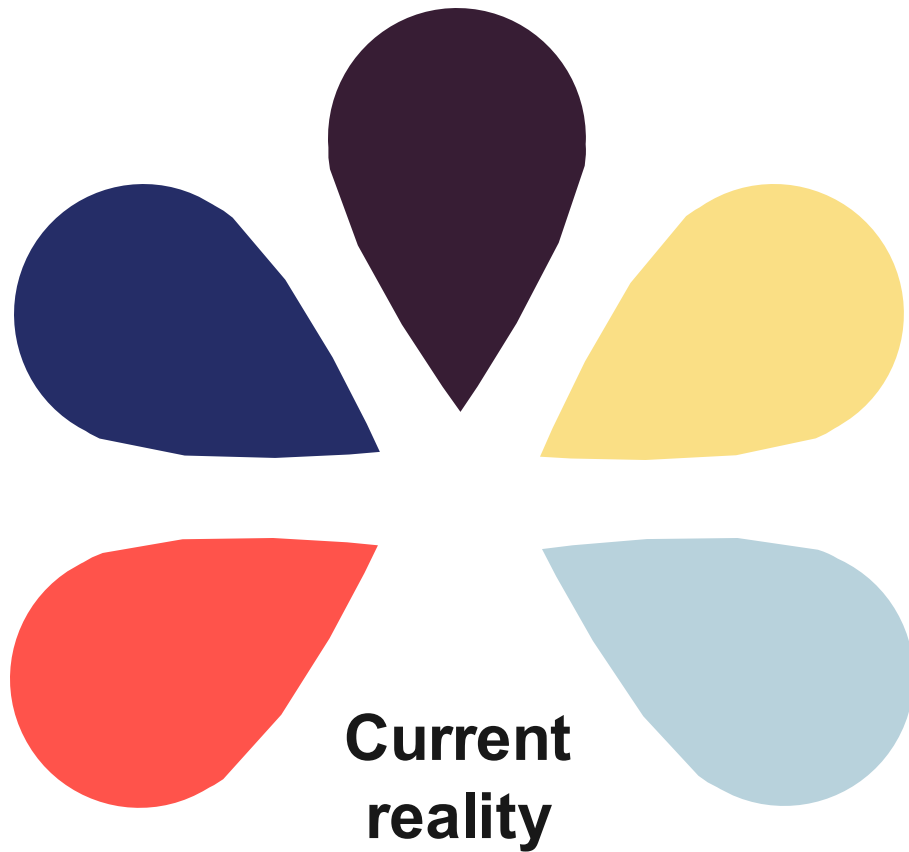


Accreditation Status Descriptions

Accreditation Status	IEQ Score	Description
Accredited with Distinction	Above 360	The institution substantially exceeds Cognia's expectations for accreditation in almost all areas, has documented high levels of student performance results in multiple curricular areas, and exemplifies educational excellence. While the accreditation team still may identify Areas for Improvement, the review findings indicate several Noteworthy Practices.
Accredited with Merit	320 to 359	The institution exceeds Cognia's expectations for accreditation, has high student performance results in one or more curricular area, and includes one or more Areas for Improvement and one or more Noteworthy Practices.
Accredited	280 to 319	The institution meets all or a substantial number of Standards and criteria, has documented student performance results that are average, has a limited number of Areas for Improvement and may include one or more Noteworthy Practices.
Accredited Needing Improvement	240 to 279	The institution meets some, but falls below several Standards and criteria, has limited documented or poor student performance results, and has several Areas for Improvement that must be addressed to meet expectations.
Accredited Under Review	Below 240	The institution has many Areas for Improvement and should focus its improvement efforts on those areas and the related Standards and/or Assurances. The institution will be required to present Cognia with evidence of improvement within one year via a Monitoring Review. Additional Progress Reports will be required if satisfactory improvement is not achieved.



Identifying your current reality



Data analysis is embedded in
Cognia's accreditation protocol

Examine student performance,
stakeholder feedback, and
learning observation data

Self-assess your institution using
Cognia Performance Standards

Identify trends over time

Determine practices that are
working and practices that need
modification

Activity

- Examine the Cognia Performance Standards document and/or cards.
- Which standards explicitly call for data analysis processes?

Duration: 5 minutes





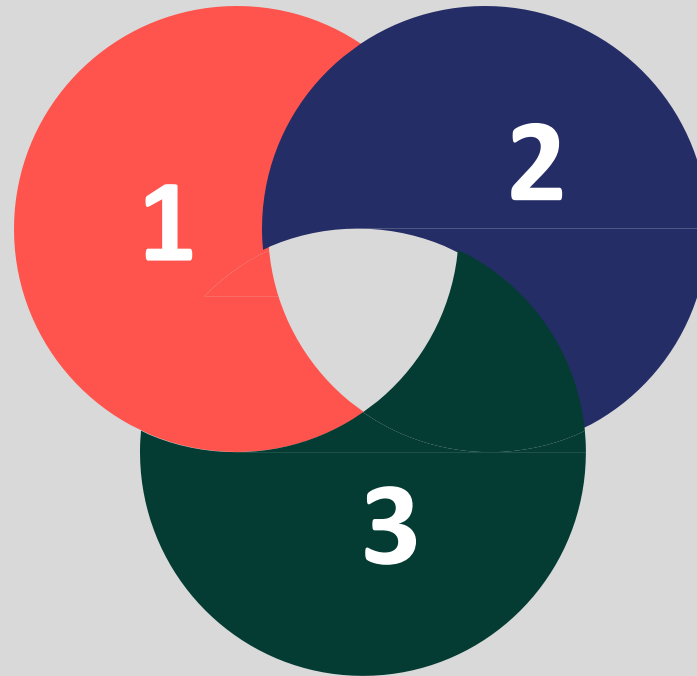
Planning

- Align priorities with goals
- Develop a plan to improve and sustain practices Identify strategies to fulfill the priorities

Developing your plan

Self-Assessment

Theories of action



Engagement Review

Suggestions
Areas for improvement
Your next steps

Strategic plan

Connect information and feedback from
Self-Assessment and Engagement
Review with strategic priorities and align
annual improvement plan

Reflection: Let's discuss...

Summary of Findings

The review process focused on establishing evidence of effective practice and performance of the institution in relation to the accreditation standards.

Areas for Improvement

Using the information collected and reviewed, the evaluator identified the following Areas for Improvement that will help the institution improve. The Areas for Improvement will be revisited when the institution conducts Cognia's Progress Report.

- 1 **Formalize, implement, and monitor strategies to engage students and parent stakeholders in the continuous improvement process.**

Standard 3 Standard 7

RATIONALE When parents and students are systematically included in making continuous improvement decisions, then transparency, accountability, and effectiveness in school improvement efforts are promoted, and can lead to better outcomes for all stakeholders.

- 2 **Identify and implement instructional strategies to promote student engagement and voice in learning.**

Standard 20 Standard 21

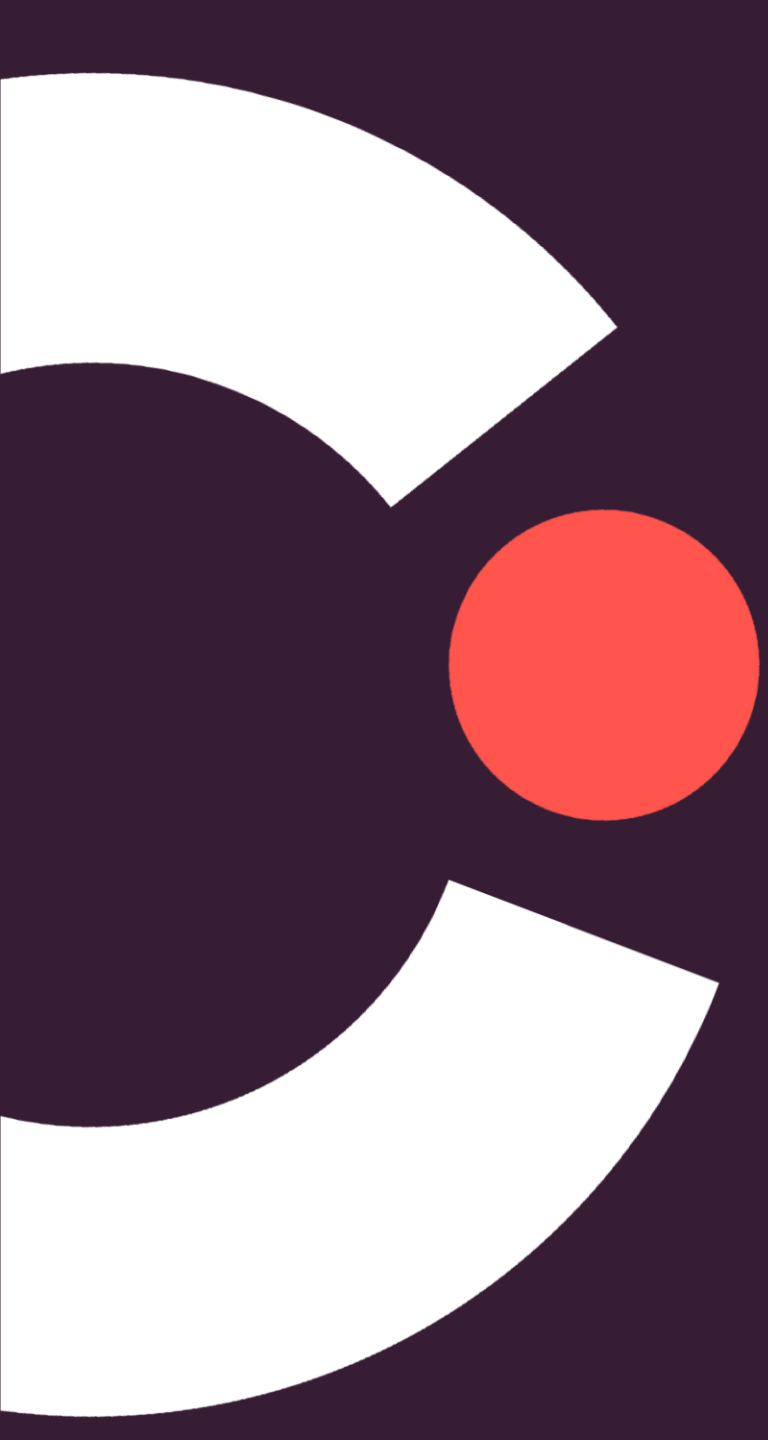
RATIONALE When instructional strategies that promote student engagement and voice are implemented, then professional staff can create a responsive and differentiated learning environment.

- 3 **Identify and formalize a systematic data analysis process to inform decision-making.**

Standard 24

RATIONALE When systematic data analysis informs decision-making, then initiatives can be prioritized, and learners' and staff members' growth and well-being can be optimized.





Implementing

- Implement the strategies
- Monitor and adjust
- Ensure stakeholder engagement

Implementing your plan

- Review your strategic and annual implementation plans
- What are your results on your key measures related to your critical initiatives?
- Impact of critical initiatives:
 - What practices are in place that are having a positive impact? (key measures in your annual implementation plan)
 - What practices would you like to change to improve your results? (key measures that are lagging)
 - What are your next steps?



Engagement Review

- Engagement Review report
- Review feedback provided in the standards ratings, narrative and summary of findings
- Share with stakeholders and determine next steps



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1	1 - Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create

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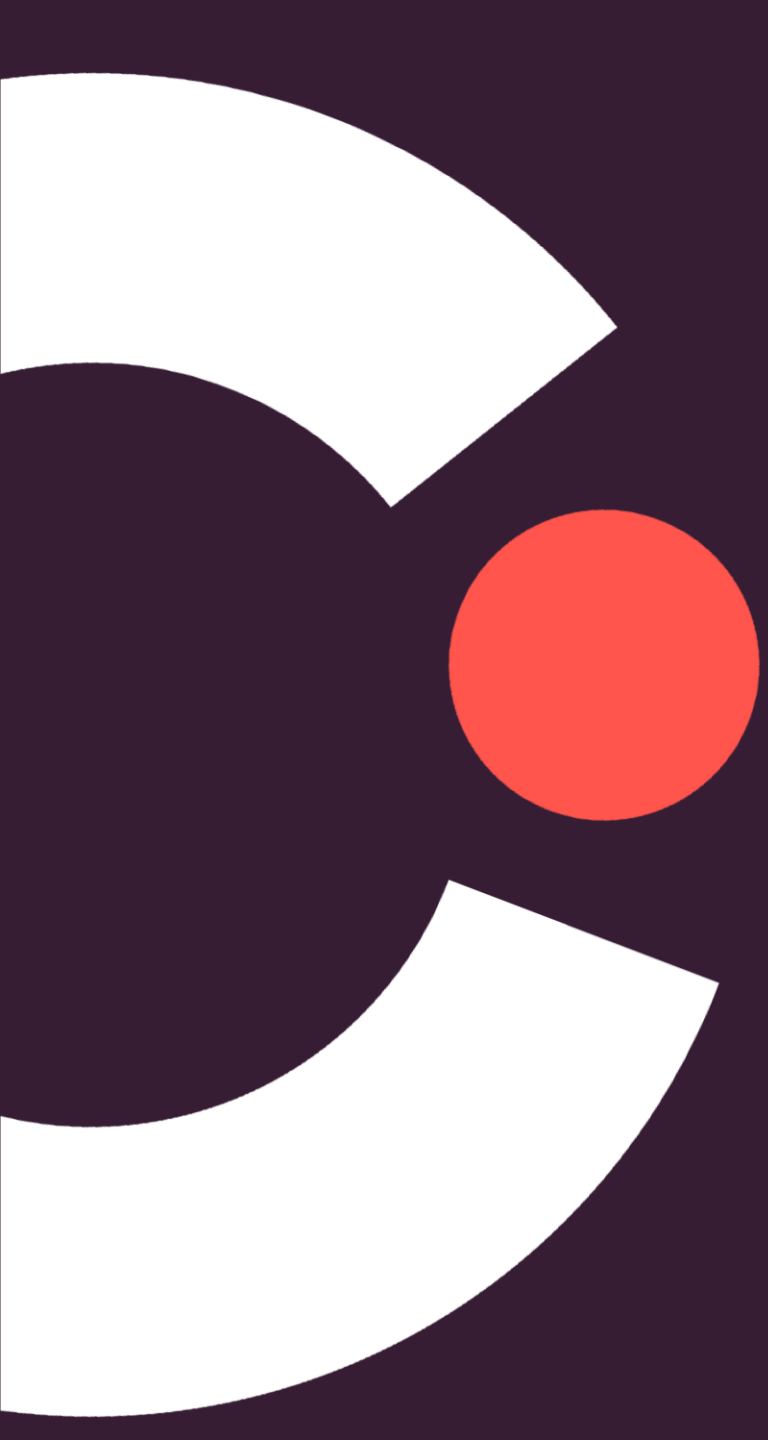
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RATIONALE

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Evaluating

- Determine effectiveness of actions
- Hold collaborative discussions
- Make decisions to continue or change actions



Your Institution

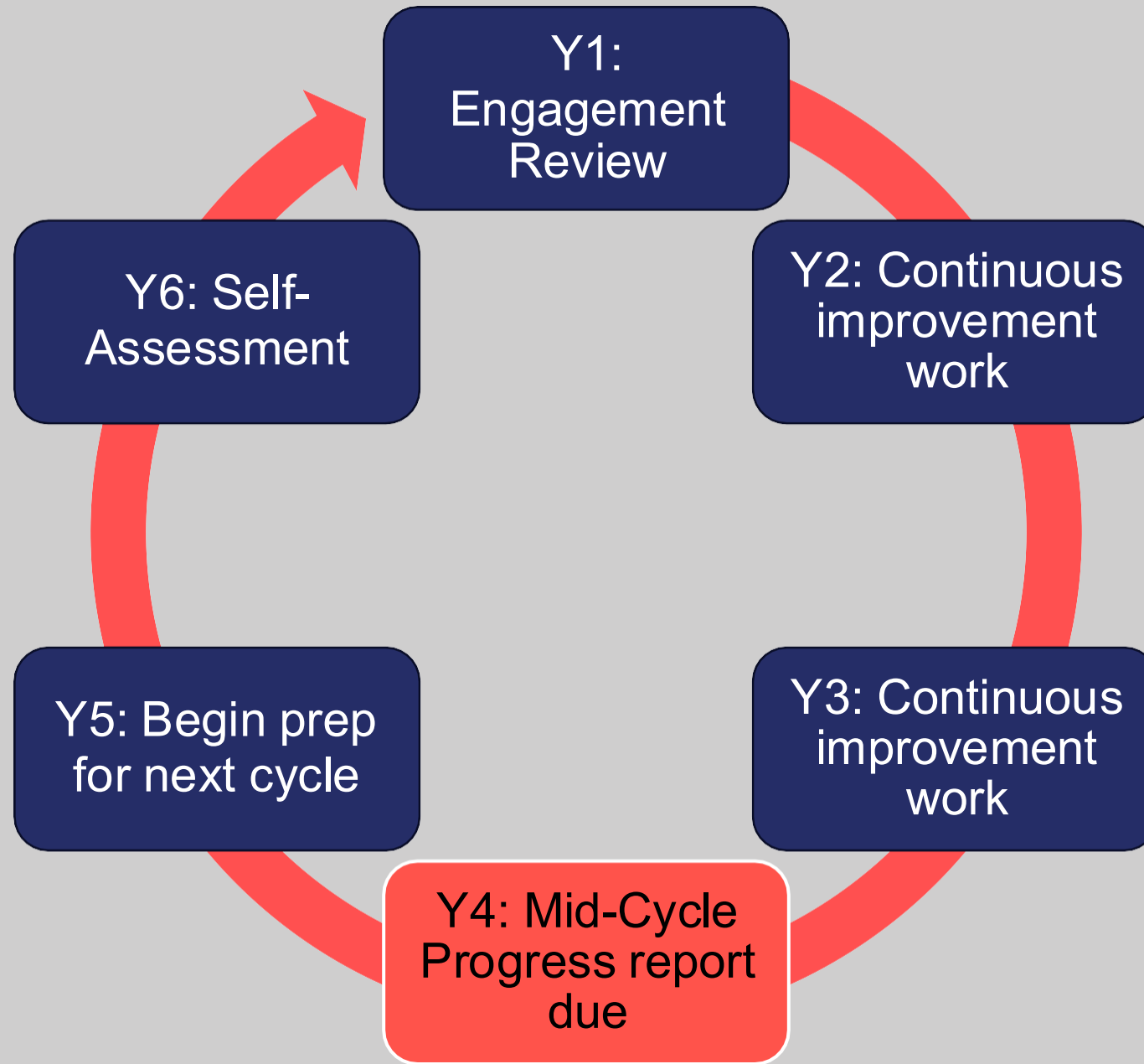
Institution City, State

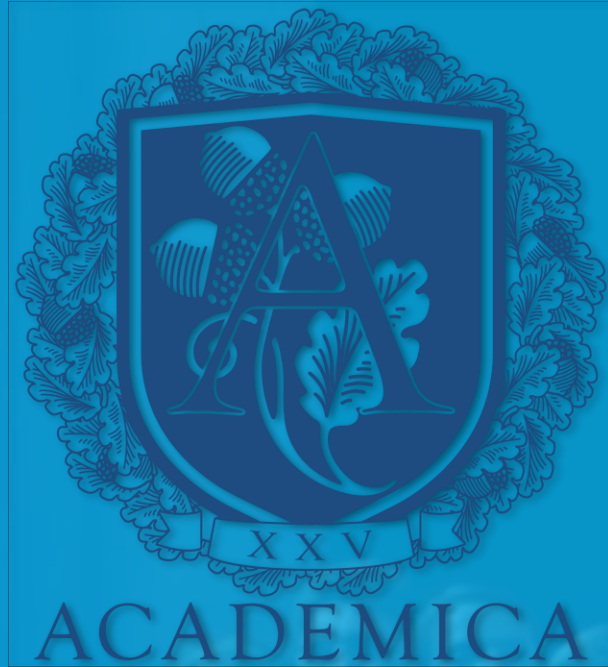
Dates of Review
Engagement Review
12345

Engagement Review report

- Review suggestions in the insights narrative
- Review noteworthy practices and areas for improvement
- Determine specific activities you will add to your implementation plan
 - Establish launch date and 30-, 60-, and 90-day targets
 - Key measures
 - Required financial resources
 - Responsibilities

Six-year accreditation cycle





Christine McGuinn

Director Education Projects & Quality Assurance

HOW ACCREDITATION SUPPORTS CONTINUOUS IMPROVEMENT



HOW ACCREDITATION SUPPORTS CONTINUOUS IMPROVEMENT

Founded in 1999, Academica is an Educational Services and Support Provider.

We provide services and solutions for every aspect of establishment and operation of a charter school. Some of these include:

- Academic Support
- Board and Governance Compliance
- Charter Application Authoring & Defense
- Facilities Consulting
- Public Relations & Marketing
- Government Consulting
- Strategic Planning & Implementation
- Human Resources
- Legal Services
- Accounting & Financial Services





Ben Gamla Foundation, Inc. + **4 Schools**

CIVICA Foundation, Inc. + **3 Schools**

Cornerstone Charter Academy, Inc. + **2 Schools**

Doral Academy, Inc. + **17 Schools**

International Studies Charter High School, Inc. + **4 Schools**

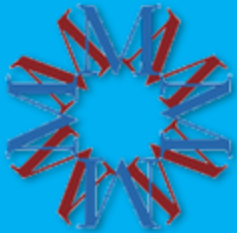
Mater Academy, Inc. + **45 Schools**

Miami Children's Museum Charter School **1 School**

Pinecrest Academy, Inc. + **30 Schools**

Somerset Academy, Inc. + **75 Schools**

SLAM Foundation, Inc. + **13 Schools**



How Accreditation Supports Continuous Improvement

- Accreditation requires a self-reflection process:
 - Survey -All stakeholders offer their opinion of services
 - Classroom Engagement Observations
 - School Data Review
 - Self-rating against 31 school quality standards (you provide evidence that showcases your success)
- Data driven decision-making –
- Strategic planning
 - Short term goals & long-term goals
- Validation of your self-reflection processes, your identified OFIs and also your Areas of Strength from External, experienced educators

Improvement efforts are ongoing and continuous



New!!!



Cognia's Board Governance Certification

A photograph of a modern, multi-story building with a curved glass facade and brick accents, illuminated at night. The building features large windows and a prominent corner entrance. The word "cognia" is displayed in a glowing, lowercase font on the upper part of the building's facade. The scene is set against a dark blue twilight sky, with some trees and streetlights visible in the foreground.

cognia

Questions?

Learn more at Cognia.org





is here to support YOU!

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