Introduction:
What makes a good school?

The quality of a school goes beyond its name, location, or reputation. An education institution succeeds when it supports every learner every day, offering opportunities for every learner to reach further.

One hallmark of a good school is that it continually strives for improvement. Like the member institutions we serve, Cognia™ works to innovate and improve. In spring 2021, we completed a research and development cycle that takes place every five years, examining and updating the Cognia Performance Standards to acknowledge changes and set expectations for quality education institutions in a new era. Based on current research in education, input from practitioners, and multiple expert reviews, this cyclical development process assures that the standards at the foundation of our improvement and accreditation strategies continue to be viable, feasible, and relevant to educators in today’s world.

One set of standards

If you’re familiar with the previous Cognia standards for different institution types, you’ll notice a significant change: One set of standards now applies to all K–12 and postsecondary institution types, including systems of institutions.

All education institutions share a fundamental common goal: to inspire and equip learners so that they succeed to their highest potential. The new, research-based standards acknowledge that commonality. They are appropriate for all institutions, placing emphasis on quality and effective practices that benefit all learners in any K–12 or postsecondary non-degree granting setting. The details relevant to different types of institutions will be addressed in Assurances and in other Cognia Accreditation resources that will be available to members. (Early Learning and Extended Learning institutions continue to have dedicated standards.)

New concepts

Every iteration of Cognia’s Performance Standards builds on the prior version to support ongoing improvement. Many of the themes of the previous standards are reflected in the new standards. The 2022 standards also include several significant new concepts to guide institutions forward, including:

**LEARNER-CENTERED:** Cognia’s new standards focus on the learner, describing the impact on the learning journey of processes and practices, which reflect the performance of the institution. Further, the standards emphasize student voice and agency.

**DEMONSTRATION OF EQUITY:** These standards emphasize the expectation of equity for every learner across all aspects of the institution. Equity is expressed in the institution culture and in a curriculum that values the diversity of individuals, families, cultures, and more.

**LEARNER WELL-BEING:** Learning depends on more than skilled instruction. Institutions must address multiple aspects of learners’ circumstances and environment, so that every learner can grow.

Quality characteristics

Four key characteristics are evident when institutions effectively adopt the Cognia Performance Standards and engage in Cognia’s peer review process for accreditation and continuous improvement.

**HEALTHY CULTURE FOR LEARNING:** The institution’s focus on the challenges, joys, and opportunities for learning, and the coherence with its mission and vision

**LEADERSHIP FOR LEARNING:** The responsibility of an institution’s leaders to influence and impact all aspects of the institution in positive ways

**ENGAGEMENT OF LEARNING:** The inclusion of all learners in the learning process, and their development of confidence and love of learning

**GROWTH IN LEARNING:** The growth of learners in the programs and curricula provided by the institution and their readiness to successfully transition to next levels of learning

These characteristics serve as our model for identifying and discussing school and system quality. Additional information will be available to members to show how the standards align with these characteristics.

Framework for improvement

Our new standards and the key characteristics are the foundation for Cognia’s approach to continuous improvement—not just to accreditation. These are the elements that should guide every educational institution to ensure high-quality teaching and learning and overall organizational effectiveness.

The new Cognia Performance Standards, which will be in effect on July 1, 2022, define the practices of a good education institution and provide the criteria for improvement efforts that will energetically and visibly grow learners, teachers, leaders, and organizations.
Cognia Performance Standards

**STANDARD 1**
Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.

**STANDARD 2**
Learners’ well-being is at the heart of the institution’s guiding principles such as mission, purpose, and beliefs.

**STANDARD 3**
Leaders actively engage stakeholders to support the institution’s priorities and guiding principles that promote learners’ academic growth and well-being.

**STANDARD 4**
Leaders guide professional staff members in the continuous improvement process focused on learners’ experiences and needs.

**STANDARD 5**
The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution’s priorities and to drive continuous improvement.

**STANDARD 6**
Leaders cultivate effective individual and collective leadership among stakeholders.

**STANDARD 7**
Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

**STANDARD 8**
Leaders use data and input from a variety of sources to make decisions for learners’ and staff members’ growth and well-being.

**STANDARD 9**
Leaders promote action research by professional staff members to improve their practice and advance learning.
STANDARD 10
Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

STANDARD 11
Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

STANDARD 12
Learners experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities.

STANDARD 13
Learners have equitable opportunities to realize their learning potential.

STANDARD 14
Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

STANDARD 15
Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.

STANDARD 16
Learners engage in experiences that promote and develop their self-confidence and love of learning.

STANDARD 17
Instruction is characterized by high expectations and learner-centered practices.

STANDARD 18
Instruction is monitored and adjusted to advance and deepen individual learners’ knowledge and understanding of the curriculum.

STANDARD 19
Learners’ diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.
STANDARD 20
With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

STANDARD 21
Learners benefit from a formal structure that fosters positive relationships with peers and adults.

STANDARD 22
Understanding learners’ needs and interests drives the design, delivery, application, and evaluation of professional learning.

STANDARD 23
Professional staff members embrace effective collegiality and collaboration in support of learners.

STANDARD 24
Professional staff members receive the support they need to strengthen their professional practice.

STANDARD 25
Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.

STANDARD 26
Learners’ progress is measured through a balanced system that includes assessment both for learning and of learning.

STANDARD 27
Professional staff members integrate digital resources that deepen and advance learners’ engagement with instruction and stimulate their curiosity.

STANDARD 28
Qualified personnel instruct and assist learners and each other in support of the institution’s mission, purpose, and beliefs.

STANDARD 29
Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners’ personal interests.

STANDARD 30
Learners’ needs drive the equitable allocation and management of human, material, digital, and fiscal resources.