Cognia Accreditation Readiness Checklist

25 leadership questions aligned to Cognia continuous-improvement and performance-standard expectations

Framework note. Cognia's current K-12 performance standards are organized around four key characteristics: Culture of Learning, Leadership for Learning, Engagement of Learning and Growth in Learning. Initial and continuing accreditation have different requirements.

How to use. Mark each question as Confident, Partial or Gap. Treat the result as an internal leadership screen, not as an official eligibility, authorization, registration or accreditation decision.

1. Pathway, leadership and self-assessment

[ ]	Has the school confirmed whether it is pursuing initial or continuing accreditation and the requirements that apply?	Confident Partial Gap
[ ]	Is there a leadership team that owns the self-assessment, improvement priorities and evidence process?	Confident Partial Gap
[ ]	Can leaders explain how accreditation supports the school's mission, learners and long-term improvement agenda?	Confident Partial Gap
[ ]	Has the school completed an honest gap analysis against the current Cognia expectations before building a review timetable?	Confident Partial Gap
[ ]	Are governance and leadership roles clear enough to support decisions, follow-through and accountability?	Confident Partial Gap

2. Culture of Learning

[ ]	Do the school's mission, beliefs and daily routines create a coherent culture centered on learner well-being and learning?	Confident Partial Gap
[ ]	Can students, families and staff describe the same core expectations for learning, respect and participation?	Confident Partial Gap
[ ]	Are stakeholders meaningfully engaged in school priorities rather than consulted only for accreditation evidence?	Confident Partial Gap
[ ]	Do staff collaboration and professional support structures strengthen classroom practice?	Confident Partial Gap
[ ]	Can the school demonstrate fair and consistent systems that support all learners?	Confident Partial Gap

3. Leadership for Learning

[ ]	Do leaders use a repeatable continuous-improvement process focused on learner needs and experiences?	Confident Partial Gap
[ ]	Are curriculum, instruction, staffing and resources aligned to the school's priorities for learning?	Confident Partial Gap
[ ]	Can leaders show how they recruit, support, supervise and evaluate staff to improve learner outcomes?	Confident Partial Gap
[ ]	Are institutional structures resilient enough to support quality during staffing, enrolment or programme change?	Confident Partial Gap
[ ]	Does the governing authority use evidence to support priorities and improvement rather than operate separately from them?	Confident Partial Gap

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Readiness questions - continued

4. Engagement of Learning

[ ]	Do classroom observations show learner-centered instruction, high expectations and active participation?	Confident Partial Gap
[ ]	Can the school show that students have meaningful agency, voice and responsibility in learning?	Confident Partial Gap
[ ]	Are learners supported to participate confidently regardless of background, ability or support need?	Confident Partial Gap
[ ]	Are digital and other learning resources used to deepen learning rather than simply to add technology?	Confident Partial Gap
[ ]	Can the school demonstrate that instruction is adjusted when evidence shows learners need a different approach?	Confident Partial Gap

5. Growth in Learning and review readiness

[ ]	Does the school use a balanced assessment system to measure progress as well as attainment?	Confident Partial Gap
[ ]	Can leaders show credible evidence of learner growth over time and explain what the data means?	Confident Partial Gap
[ ]	Are interventions, professional learning and programme changes linked to identified learner needs?	Confident Partial Gap
[ ]	Can staff and leaders retrieve evidence quickly and explain how it supports the school's self-assessment?	Confident Partial Gap
[ ]	If a peer review occurred next term, what three conditions would most need to improve before the school could present a coherent evidence story?	Confident Partial Gap

Vallorne readiness signal	If several answers are Partial or Gap, sequence the work before locking an external-review timetable. A framework-specific diagnostic should identify priority risks, evidence owners and the practical work plan.

Official reference points used for this edition

Cognia: Accreditation for Schools: https://www.cognia.org/accreditation/

Cognia: K-12 and Postsecondary Performance Standards: https://www.cognia.org/k12-postsecondary-standards/

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