



ALIGNING ACCREDITATION STANDARDS TO THE QUAGLIA SCHOOL VOICE SURVEYS: THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS

The Middle States Association of Colleges and Schools (MSA) was established in 1887 and is a non-governmental, non-profit, peer-administered organization. MSA provides leadership in developing and recognizing quality in education for its member schools throughout the United States and in nearly 100 countries around the world.

Schools seeking MSA accreditation must meet certain standards, engage in continuous improvement, and host quality assurance reviews. The Quaglia Student Voice Surveys are an innovative tool for schools to evaluate the twelve standards as well as to provide insights for overall school improvement. There are three Quaglia Student Voice Surveys: one for students, one for staff, and one for parents. The charts on the following pages align the twelve standards with selected statements from each of the surveys. Please note this represents only a sampling of the surveys' statements.

Before reviewing the charts, the Eighth Standard bears special mention. Standard 8 states:

Educational Program

The school's educational program consists of carefully planned and well-executed programs of study that are based on appropriate content and learning standards, and instructional methods and assessments of student learning that reflect current research and proven practices in learning and teaching. The educational program is aligned with the school's mission, approved by the governing body, and sufficiently financed and supported. The educational program is designed so that all students can achieve at the levels desired by the school's community of stakeholders.

- Programs of study that consist of a scope and sequence, knowledge and skills to be learned, expectations for the levels of student learning and performance, instructional methods, and assessment methods.
- Opportunities for students to develop social skills, such as self-control and a sense of individual and group responsibility in interactions with adults and peers.
- Opportunities that promote global awareness and understanding of diverse cultures and lifestyles.

- Defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated.
- Expresses expected student-learning outcomes in terms that can be understood by the students.
- Is delivered in a variety of learning settings (e.g., individual, small group, large group).
- Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance and ensures students are prepared for a successful transition to the next educational level.
- Provides students with opportunities to apply the knowledge, skills, and habits they have learned to real-life issues and problems.

Based on over thirty years of research and decades of professional experience asking students, staff, and parents about their perceptions of their school, the Quaglia Student Voice Survey can help schools seeking accreditation broaden and deepen their assessment systems by accessing the voice of all stakeholders. In addition to showing evidence of a school's effort to achieve all twelve standards, the surveys themselves are a safe, valid, effective, and reliable way to fulfill the Eighth Standard's expectation of a school that "systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources."

MSACS	Accreditation Standards											
Quaglia School Voice Student Survey - Selected Statements												
	1. Mission	2. Governance & Leadership	3. School Improvement	4. Finances	5. Facilities	6. School Organization and Staff	7. Health and Safety	8. Educational Program	9. Assessment & Evidence of Learning	10. Student Services	11. Student Life & Activities	12. Information Resources
School is a welcoming and friendly place.					✓	✓	✓	✓		✓	✓	
Students respect teachers.					✓	✓	✓			✓	✓	
I enjoy being at school.					✓	✓	✓	✓		✓	✓	
I feel comfortable asking questions in class.						✓	✓	✓	✓		✓	
Students have a voice in decision making at school.		✓	✓		✓		✓	✓	✓	✓	✓	
I believe I can be successful.	✓											
I take action on causes I believe in.		✓	✓			✓		✓			✓	
I have a responsibility to make the world better for others.	✓		✓			✓		✓			✓	✓
I have difficulty fitting in at school.					✓	✓	✓	✓		✓	✓	
At school I am encouraged to be creative.			✓	✓	✓	✓		✓			✓	
Other students see me as a leader.		✓	✓			✓					✓	
Teachers believe in me and expect me to be successful.		✓	✓			✓		✓			✓	
Teachers care if I am absent from school.			✓			✓					✓	
My classes help me understand what is happening in my everyday life.	✓		✓			✓		✓			✓	✓
I am afraid to try something if I think I might fail.			✓			✓	✓	✓			✓	
Teachers encourage students to make decisions.		✓				✓	✓	✓			✓	
Teachers let my parents know what I do well.		✓	✓			✓		✓	✓		✓	✓
I am proud of my school.		✓	✓	✓	✓	✓	✓			✓	✓	
I put forth my best effort at school.			✓			✓		✓			✓	
Teachers recognize me when I try my best.			✓			✓		✓	✓		✓	
Teachers help me learn from my mistakes.			✓			✓		✓		✓	✓	

Teachers respect students.			✓			✓	✓	✓		✓	✓	
I think it is important to set high goals.	✓		✓			✓		✓	✓		✓	
Students respect each other.						✓	✓			✓	✓	
I know what I need to do to be successful in my classes.			✓			✓		✓	✓	✓	✓	✓
I know the goals my school is working on this year.	✓	✓	✓	✓	✓	✓	✓					✓

MSACS	Accreditation Standards											
Quaglia School Voice Staff Survey - Selected Statements												
	1. Mission	2. Governance & Leadership	3. School Improvement	4. Finances	5. Facilities	6. School Organization and Staff	7. Health and Safety	8. Educational Program	9. Assessment & Evidence of Learning	10. Student Services	11. Student Life & Activities	12. Information Resources
Central office understands the unique culture of our school.	✓	✓	✓			✓	✓	✓			✓	
We communicate effectively in our building.	✓	✓	✓		✓	✓	✓	✓	✓			✓
I am proud of my school.	✓				✓	✓	✓	✓	✓		✓	
Staff work in a collaborative manner.			✓		✓	✓	✓	✓	✓	✓	✓	
I know the goals my school is working on this year.	✓	✓		✓	✓	✓	✓	✓	✓			
Building administration knows my professional goals.	✓	✓	✓			✓	✓	✓				✓
Staff respect each other.		✓	✓			✓	✓	✓			✓	
Meaningful professional development opportunities exist in my district.		✓	✓			✓	✓	✓		✓	✓	
Building administration is accessible to me.		✓	✓			✓				✓		✓
I feel valued for my unique skill and talents.		✓	✓			✓	✓	✓			✓	
At school I am encouraged to be creative.					✓	✓	✓	✓	✓	✓	✓	
I know my students' hopes and dreams.		✓			✓	✓	✓	✓			✓	
Students respect me.		✓			✓	✓	✓	✓			✓	
Our school is a dynamic and creative learning environment.	✓		✓			✓	✓	✓	✓	✓		✓
I respect students.		✓	✓			✓	✓	✓			✓	
I encourage students to make decisions.		✓				✓	✓	✓			✓	
I make learning relevant to my students.					✓	✓	✓	✓			✓	
If I have a problem, I have a colleague with whom I can talk.		✓	✓			✓	✓	✓		✓		
I receive constructive feedback from colleagues.		✓	✓			✓	✓	✓	✓			

I feel confident voicing my honest opinions and concerns.		✓	✓	✓	✓	✓		✓	✓	✓		✓
I enjoy learning new things.			✓			✓		✓		✓	✓	
Continuing my education is important for my future.			✓			✓		✓		✓		
I see myself as a leader.		✓				✓		✓				
I have a colleague at school who is a positive role model for me.		✓				✓				✓		
Building administration is open to new ideas.		✓	✓	✓	✓	✓		✓	✓	✓	✓	
My colleagues see me as a leader.		✓				✓						
I feel comfortable asking questions in staff meetings.		✓	✓	✓	✓	✓		✓	✓	✓		✓
I communicate effectively with parents.			✓			✓	✓	✓	✓	✓	✓	✓

MSACS	Accreditation Standards												
Quaglia School Voice Parent Survey - Selected Statements	1. Mission	2. Governance & Leadership	3. School Improvement	4. Finances	5. Facilities	6. School Organization and Staff	7. Health and Safety	8. Educational Program	9. Assessment & Evidence of Learning	10. Student Services	11. Student Life & Activities	12. Information Resources	
	School is preparing my child well for the future.	✓	✓	✓		✓	✓		✓		✓		
	I feel welcome in my child's school.		✓				✓	✓	✓		✓	✓	✓
	My input and opinions are valued at my child's school.		✓	✓	✓	✓	✓		✓		✓		✓
	Teachers help my child learn from mistakes.			✓			✓	✓	✓	✓	✓		
	Teachers encourage my child to make decisions.		✓	✓			✓	✓	✓			✓	
	My child feels comfortable asking questions in class.		✓				✓	✓	✓			✓	
	Teachers at my child's school make learning exciting.						✓		✓		✓	✓	
	Teachers let me know what my child does well in school.						✓		✓	✓			✓
	I am proud of my child's school.	✓		✓	✓	✓	✓	✓	✓	✓		✓	
	Parent evenings/meetings are worth attending.		✓				✓		✓			✓	✓
	Teachers believe in and expect my child to be successful.		✓				✓		✓			✓	✓
There is a teacher my child can talk to if they have a problem.		✓				✓	✓	✓		✓	✓		

The Twelve Standards

Mission

The school has a mission that conveys clearly and concisely the school's vision of a preferred future for the school community and its expectations for student learning. The mission is consistent with the community's ethical norms and demonstrates respect for persons of all races, creeds, and cultures. The mission serves as the basis for daily operational and instructional decision-making as well as strategic planning. It is developed and periodically reviewed using a process that considers input by stakeholders of the school and is aligned with the needs of the community(ies) the school serves.

Governance and Leadership

The school is chartered, licensed, and/or authorized by the appropriate civil authority(ies) and is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates. There are no legal or proprietary ambiguities in the ownership and control of or responsibility for the school.

The school's governing body and leadership act ethically and consistently to ensure an atmosphere of mutual respect, purposeful effort, and a productive environment for teaching and learning while demonstrating adherence to the school's mission. The governing body and leadership maintain timely and open communication with the school's community of stakeholders. The governing body and leadership provide the vision that drives strategic planning and day-to-day operations. They ensure the integrity, effectiveness, and reputation of the school by establishing policies, providing necessary resources, and ensuring the quality of the school's educational program.

School Improvement Planning

The school plans strategically and continuously to grow and improve its students' performance and the school's capacity to produce the levels of student performance desired and expected by its community of stakeholders. The school's strategic plan is aligned with and supports achievement of its mission. The school uses a collaborative process to develop and implement its strategic plan for growth and improvement and ensures that the plan includes professional development activities the staff needs to implement the plan and achieve its goals. The school improvement planning is monitored, periodically assessed and revised as needed.

Finances

The school has financial resources that are sufficient to provide its students with the educational program defined in the school's mission and strategic plan. Financial resources are stable, and indications are they will continue to be stable for the foreseeable future. The school uses business practices that are ethical and follow accepted budgeting and accounting principles. The practices promote confidence in the school's ability to manage its fiscal and material resources in a responsible manner. The school dedicates its financial resources to implementing its educational program, services, activities, and operations.

Facilities

The school provides facilities that are safe, clean, and well maintained and that are appropriate and adequate to achieve the school's mission. The facilities provide a physical environment that supports delivery of the school's educational program, services, and activities, and the ability of students to achieve the levels of learning and performance expected of them. The facilities are inspected regularly for effective operation and are in compliance with all applicable health and safety codes of the civil jurisdiction(s) within which the school is located.

School Organization and Staff

The school's organization facilitates achievement of its purposes and core values as expressed in its mission and successful implementation of its educational program, services, and activities. Members of the administrative, instructional, and support staffs are qualified, competent, and sufficient in number to provide a high quality educational experience as defined by the school's mission. Staff members possess the qualifications required by the civil authority in which the institution operates to administer and teach the program(s) to which they are assigned. Staff members are evaluated regularly based on clear expectations for performance and are provided with professional development experiences that address areas in which staff members need to grow and/or improve. The school's leaders, staff and community stakeholders demonstrate collegial and collaborative relationships.

Health and Safety

The school provides a safe, orderly, and healthy environment for teaching and learning that meets the health and safety requirements of the civil jurisdiction(s) in which the school operates. The school has and implements policies and/or procedural guidelines to ensure the health and safety of students, the staff, and visitors to the school. The school has and implements plans for responding to emergencies and crises.

Educational Program

The school's educational program consists of carefully planned and well-executed programs of study that are based on appropriate content and learning standards, and instructional methods and assessments of student learning that reflect current research and proven practices in learning and teaching. The educational program is aligned with the school's mission, approved by the governing body, and sufficiently financed and supported. The educational program is designed so that all students can achieve at the levels desired by the school's community of stakeholders.

Assessment and Evidence of Student Learning

The school has a program for assessing student learning and performance that is consistent with the school's mission. The program is based on current research and proven practices and is aligned with the school's educational and instructional programs. The assessment program systematically collects and rigorously analyzes quantifiable and observable evidence of student learning and performance and growth using multiple, valid, and reliable assessments that are respected by the school's community of stakeholders. The school expects all students to learn and demonstrate the knowledge, skills, and habits of mind required in the educational program. Students are learning and performing at the levels expected, or the school has and is implementing a plan to raise learning and performance to the expected levels.

Student Services

The school provides student services that are effective, appropriate, and that support student learning and achieving the school's mission. The services are well-planned and well-delivered, and they are an integral part of and contribute to the school's educational program. Services are delivered by qualified personnel, sufficiently financed, and evaluated periodically for their effectiveness. Services comply with any requirements of the civil authorities of the jurisdiction(s) in which the school is located.

Student Life and Student Activities

The school provides non-discriminatory student experiences. A balance of academic, social, co- or extra- curricular and service experiences are maintained. Student experiences are designed to foster intellectual, cultural, and social growth and physical health and wellness. Experiences provide opportunities for student leadership and social interaction, encourage development of student interests, and, when appropriate, family involvement. Experiences are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school's mission.

Information Resources

The school's information resources and personnel are appropriate and adequate in scope, quantity, and quality to facilitate achieving the school's mission and delivery of its educational programs. The resources are accessible to all students and the staff for use in learning and teaching and to broaden and extend their knowledge and skills. Appropriate instruction is offered to the students and the staff on the appropriate, ethical, and most effective uses of the information resources. Information resources are current and functional.