ALIGNING ACCREDITATION STANDARDS TO THE QUAGLIA SCHOOL VOICE SURVEYS:
Western Association of Schools and Colleges

The Western Association of Schools and Colleges (WASC) monitors, evaluates, and accredits education institutions in California, Hawaii, Guam, American Samoa, Marshall Islands, Federated States of Micronesia, Palau, and Northern Marianas Islands. The WASC also evaluates schools in various locations throughout Asia and the Pacific. It is one of six regional accrediting agencies recognized by the U.S. Department of Education (DOE) and Council for Higher Education Accreditation (CHEA).

Each institution seeking WASC accreditation is evaluated on the basis of the WASC criteria and the appropriateness of the school's stated purpose, school-wide student goals and the degree to which it accomplishes these. The Quaglia School Voice surveys are an innovative tool for schools to evaluate the five categories as well as to provide insights for overall school improvement. There are three Quaglia School Voice surveys: one for students, one for staff, and one for parents. The charts on the following pages align the five criteria with selected statements from each of the surveys. Please note this represents only a sampling of the surveys' statements.

Before reviewing the charts, the Categories C and E bear special mention.

Category C. Learning and Teaching states:

Student Engagement in Challenging and Relevant Learning: To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Student-Centered Instruction through a Variety of Strategies and Resources: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Category E. School Culture and Support for Student Personal and Academic Growth states:

Parent and Community Engagement: The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

School Culture and Environment: The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Personal, Social-Emotional, and Academic Student Support: All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.

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 School 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 five criteria, the surveys themselves are a safe, valid, effective, and reliable way to fulfill the Fourth Criterion's expectation that a school have "an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school-wide learning results."

WASC	Accreditation Standards								
	A. Organization					Student Learning			
Quaglia School Voice Student Survey - Selected Statements	Vision and Purpose	Governance	Leadership	Staff	Resources	B. Curriculum	C. Instruction & Engagement	D. Assessment	E. School Culture & Support
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 see myself as a leader.		✔	✔				✔		✔
I have difficulty fitting in at school.			✔						✔
Teachers care about me.			✔						✔
At school I am encouraged to be creative.					✔	✔	✔	✔	✔
Other students see me as a leader.			✔						✔
Teachers care if I am absent from school.									✔
I give up when schoolwork is difficult.						✔	✔	✔	✔
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.	✔				✔				✔
If I have a problem, I have a teacher that I can talk to.			✔	✔	✔	✔			✔
Teachers recognize me when I try my best.				✔		✔	✔	✔	✔
I enjoy working on projects with other students.					✔	✔	✔		✔
Teachers help me learn from my mistakes.				✔	✔	✔	✔	✔	✔
I work hard to reach my goals.	✔					✔	✔	✔	✔
Teachers respect students.						✔	✔		✔
I put forth my best effort at school.	✔					✔	✔	✔	✔

Teachers believe in me and expect me to be successful.	✔		✔	✔		✔	✔	✔	✔
I am a good decision maker.									✔
I think it is important to set high goals.						✔	✔	✔	✔
Students respect each other.					✔				✔
Getting good grades is important to me.						✔	✔	✔	✔
School is preparing me well for my future.	✔	✔				✔	✔		✔
I know the goals my school is working on this year.	✔	✔	✔	✔				✔	✔

WASC	Accreditation Standards								
	A. Organization					Student Learning			
Quaglia School Voice Staff Survey - Selected Statements	Vision and Purpose	Governance	Leadership	Staff	Resources	B. Curriculum	C. Instruction & Engagement	D. Assessment	E. School Culture & Support
Setting yearly goals with my supervisor is important for my work.	✔	✔	✔	✔	✔	✔	✔	✔	✔
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 opportuntities 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 to 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.			✔	✔	✔	✔	✔	✔	✔

WASC / Quaglia School Voice Parent Survey - Selected Statements	Accreditation Standards								
	A. Organization					Student Learning			
	Vision and Purpose	Governance	Leadership	Staff	Resources	B. Curriculum	C. Instruction & Engagement	D. Assessment	E. School Culture & Support
I know the goals my child's school is working on this year.	✔	✔	✔	✔	✔			✔	✔
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.		✔	✔	✔	✔			✔	✔
I feel comfortable going to parent-teacher conferences.			✔	✔	✔	✔	✔		✔
Teachers believe in and expect my child to be successful.				✔		✔	✔	✔	✔
There is a teacher my child can talk to if they have a problem.				✔	✔	✔	✔		✔

KEY TO THE 5 CRITERIA

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Vision and Purpose

1. The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Governance

2. The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Leadership: Data-Informed Decision-Making and Continuous School Improvement

3. Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Staff: Qualified and Professional Development

4. Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Resources

5. The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Category B: Curriculum

Rigorous and Relevant Standards-Based Curriculum

1. All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Equity and Access to Curriculum

2. All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Category C: Learning and Teaching

Student Engagement in Challenging and Relevant Learning
1. To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Student-Centered Instruction through a Variety of Strategies and Resources
2. All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Category D: Assessment and Accountability

Reporting and Accountability Process
1. The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation

and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom

2. Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Category E: School Culture and Support for Student Personal and Academic Growth

Parent and Community Engagement
1. The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

School Culture and Environment
2. The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Personal, Social-Emotional, and Academic Student Support
3. All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.