



ALIGNING ACCREDITATION STANDARDS TO THE QUAGLIA SCHOOL VOICE SURVEYS: NORTHWEST ACCREDITATION COMMISSION

In April 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the National Study of School Evaluation (NSSE) came together to form one strong, unified organization under the name AdvancED; this was expanded through the addition of the Northwest Accreditation Commission (NWAC) in 2011. AdvancED serves as a partner to 34,000 schools and systems employing more than four million educators, 20 million students across the US and 70 other nations.

Schools seeking NCA, SACS, or NWAC accreditation must meet certain standards; engage in continuous improvement, and host quality assurance reviews. The Quaglia School Voice Surveys are an innovative tool for schools to evaluate the five standards 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 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 third standard bears special mention:

Teaching and Assessing for Learning – The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

Among other requirements, Standard 3 calls for:

- The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.
- Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

- Teachers participate in collaborative learning communities to improve instruction and student learning.
- Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.
- The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.
- The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.
- The school provides and coordinates learning support services to meet the unique learning needs of students.

Based on over twenty 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 standards, the surveys themselves are a safe, valid, effective, and reliable way to fulfill the third standard expectation of a comprehensive assessment system based on clearly defined performance.

Quaglia School Voice Student Survey - Selected Statements	Accreditation Standards				
	1. Purpose and Direction	2. Governance and Leadership	3. Teaching and Assessing for Learning	4. Resources and Support Systems	5. Using Results for Continuous Improvement
School is a welcoming and friendly place.		✓	✓	✓	
Students respect teachers.			✓	✓	✓
Tests are an important part of my education.			✓	✓	✓
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 feel accepted for who I am at school.			✓	✓	✓
I have a teacher who is a positive role model for me.		✓	✓	✓	
My teachers present lessons in different ways.			✓	✓	✓
I push myself to do better academically.	✓		✓	✓	✓
I see myself as a leader.		✓	✓		✓
I believe I can make a difference in this world.	✓	✓	✓		
I have difficulty fitting in at school.		✓	✓	✓	
Teachers care about me as an individual.	✓	✓	✓	✓	
Teachers make school an exciting place to learn.	✓		✓	✓	✓
At school I am encouraged to be creative.			✓	✓	✓
Other students see me as a leader.		✓	✓	✓	
Teachers expect me to be successful.	✓		✓	✓	✓
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 with whom I can talk.		✓	✓	✓	✓
Teachers recognize me when I try my best.			✓	✓	
I enjoy participating in my classes.			✓	✓	
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.			✓	✓	✓
What I learn in school will benefit my future.	✓		✓		
I know the goals my school is working on this year.	✓		✓	✓	✓

Quaglia School Voice Staff Survey - Selected Statements	Accreditation Standards				
	1. Purpose and Direction	2. Governance and Leadership	3. Teaching and Assessing for Learning	4. Resources and Support Systems	5. Using Results for Continuous Improvement
Central office understands the unique culture of our school.	✓	✓		✓	✓
We communicate effectively in our school.	✓	✓	✓	✓	✓
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 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.		✓	✓	✓	

Quaglia School Voice Parent Survey - Selected Statements	Accreditation Standards				
	1. Purpose and Direction	2. Governance and Leadership	3. Teaching and Assessing for Learning	4. Resources and Support Systems	5. Using Results for Continuous Improvement
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 it exciting to learn.			✓	✓	
Teachers let me know when 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 my child and expect him/her to be successful.	✓		✓	✓	✓
If my child has a problem, there is a teacher he can talk to.		✓	✓	✓	

STANDARDS:

1. Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

2. Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

The governing body establishes policies and supports practices that ensure effective administration of the school.

The governing body operates responsibly and functions effectively; ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

Leadership and staff foster a culture consistent with the school's purpose and direction. Leadership also engages stakeholders effectively in support of the school's purpose and direction.

Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

3. Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

Teachers participate in collaborative learning communities to improve instruction and student learning.

Teachers implement the school's instructional process in support of student learning.

Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

All staff members participate in a continuous program of professional learning.

The school provides and coordinates learning support services to meet the unique learning needs of students.

4. Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Students and school personnel use a range of media and information resources to support the school's educational programs.

The technology infrastructure supports the school's teaching, learning, and operational needs.

The school provides support services to meet the physical, social, and emotional needs of the student population being served.

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.

5. Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

The school establishes and maintains a clearly defined and comprehensive student assessment system.

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.

Professional and support staff are trained in the evaluation, interpretation, and use of data.

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.