



LAUSD Quaglia Partnership Update

Submitted by: Quaglia Institute

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QUAGLIA STUDENT VOICE SURVEY ADDENDUM

In May 2020, a report was submitted to LAUSD summarizing work with the Quaglia Schools of Action during the 2019-20 school year. This document is an addendum to that report, providing an overview of results from the Student Voice surveys that were not yet available in May.

During the fall of 2019, a total of 8,423 Student Voice surveys were completed by students in LAUSD Quaglia Schools of Action. Despite school closures as a result of COVID-19, all but three of these schools provided their students the opportunity to complete the survey again during the spring of 2020, at which time 2,353 surveys were completed.

It is important to note there are many challenges with comparing these data sets; it is not even like comparing apples with oranges, but rather comparing apples with shoes! The following reflect some of the differences between the fall and spring survey administrations:

Fall 2019	Spring 2020
<ul style="list-style-type: none"> 8,423 total surveys completed by students in 14 schools. Surveys completed at school in a classroom or computer lab with the support of a teacher. At the time of administration, students had experienced the start of a traditional school year with face-to-face learning in the classroom. 	<ul style="list-style-type: none"> 2,353 total surveys completed by students in 11 schools. Surveys completed individually at home during remote learning. At the time of administration, students had experienced extended emergency remote learning online.

Considering these challenges with comparing data sets, it is encouraging to observe growth on nearly all survey statements over the course of this school year. Quaglia Schools of Action worked incredibly hard during the time of school closures to support students and families. The following highlight a few areas of growth and identify some points for future inquiry as we continue to learn from the voices of students.



“Data collected gave faculty and staff evidence of what students are really saying, not just what teachers believe they think. Some data points gave stakeholders a baseline to enact efforts to increase engagement and participation of students in the classroom. Other data points brought insights around campus wide issues and highlighted a common desire from students to really connect with their teachers.”

Mr. Vahan Minassian, Coordinator/Computer Science Teacher, Chatsworth Charter High School

QUAGLIA STUDENT VOICE SURVEY RESULTS

Quaglia Schools of Action first utilized the Student Voice survey in the fall of the 2019-20 school year. The Student Voice survey provides a school's Aspirations Team with student voice data regarding the school's culture as a whole. Results are available in real time, along with resources provided within Next Practices. Reports organize data by the Guiding Principles that drive the work of the Quaglia Institute: Self-Worth, Engagement, and Purpose, and more specifically 8 Conditions observed in schools that truly embody the Student Voice Framework. Organized accordingly, the following are examples of growth reflected in the survey. All percentages in this report represent "total in agreement" for student responses.

SELF-WORTH: Self-Worth flourishes when students and staff know they are valued members of the school community, have people in their lives they can trust and learn from, and believe they have the ability to achieve academically, personally, and socially.



Belonging:

Feeling like you are a part of a group, while knowing you are special for who you are.

Survey Statement	Fall 2019	Spring 2020
I feel important in my classroom. (Gr. 3-5)	41.4%	52.2%
Teachers make an effort to get to know me. (Gr. 6-12)	62.8%	67.9%



Heroes:

Having someone in your life to consistently support and encourage you during good times and bad.

Survey Statement	Fall 2019	Spring 2020
My teacher cares about me. (Gr. 3-5)	84.8%	97.3%
Adults at this school listen to students' suggestions. (Gr. 6-12)	59.9%	65.6%



Sense of Accomplishment:

Being recognized for different types of success, including effort.

Survey Statement	Fall 2019	Spring 2020
Teachers recognize me when I try my best. (Gr. 3-5)	70.8%	78.6%
Teachers let my parents know what I do well. (Gr. 6-12)	60.2%	66.2%

ENGAGEMENT: Engagement takes root when schools ensure staff and students are deeply involved in the learning process, showing enthusiasm and desire to learn new things, and willingness to take positive, healthy steps toward the future.



Fun & Excitement:

Losing track of time and space whether at work, school, or play.

Survey Statement	Fall 2019	Spring 2020
Learning can be fun. (Gr. 3-5)	61.4%	71.9%
Teachers enjoy working with students. (Gr. 6-12)	68.6%	74.7%



Curiosity & Creativity:

Asking "Why?" and "Why not?" about the world around you.

Survey Statement	Fall 2019	Spring 2020
My teacher listens to my ideas. (Gr. 3-5)	68.8%	75.3%
At school I am encouraged to be creative. (Gr. 6-12)	66.5%	73.8%



Spirit of Adventure:

Being excited to try new things, even if you don't know that you will excel.

Survey Statement	Fall 2019	Spring 2020
The things I learn in school are important to me. (Gr. 3-5)	80.9%	88.6%
Teachers help me learn from my mistakes. (Gr. 6-12)	72.2%	76.7%

PURPOSE: Purpose in school is fostered when students and staff take responsibility for who and what they want to become, both by looking forward to professional careers as well as acting in the present as confident, responsible members of their communities.



Leadership & Responsibility:

Making decisions and taking responsibility for your choices.

Survey Statement	Fall 2019	Spring 2020
Teachers learn from students. (Gr. 3-5)	45.7%	57.8%
Teachers encourage students to make decisions. (Gr. 6-12)	68.8%	74.6%



Confidence to Take Action:

Setting goals and taking the steps you need to reach them.

Survey Statement	Fall 2019	Spring 2020
I know how to set goals for myself. (Gr. 3-5)	68.7%	79.0%
Teachers believe in me and expect me to be successful. (Gr. 6-12)	75.5%	81.8%

AREAS FOR ADDITIONAL INQUIRY: It was encouraging to see such growth across the board, from students knowing they are cared about by their school community, to engagement in learning (even during virtual delivery), to valuing setting goals and believing they can be successful. There were, however, a few outliers in the data set that warrant further inquiry. Despite reporting increased positive perceptions in most areas measured by the survey, the following are a few areas that did not follow the upward trend.

Survey Statement	Fall 2019	Spring 2020
I enjoy working on projects with other students. (Gr. 3-5)	73.5%	67.0%
I enjoy working on projects with other students. (Gr. 6-12)	66.0%	64.5%
I feel comfortable asking questions in class. (Gr. 3-5)	45.0%	41.2%
I am afraid to try something if I think I may fail (Gr. 6-12)	44.3%	44.5%

Note reverse statement for reliability.

We would recommend further dialogue with students to discover how to better structure learning (in person or virtually) that facilitates working cooperatively with other students in an environment where all students feel safe to ask questions and try things, even if they might fail.

STUDENT VOICE & ASPIRATIONS VIDEO

For a quick look into the work schools engaged in after analyzing Student Voice survey results, check out the following video that highlights our partnership work in six of the Quaglia Schools of Action.

- Full Length Video: <http://bit.ly/Quaglia8min>
- Short Version: <http://bit.ly/Quaglia3min>

We would like to extend a special thank you to the Division of Instruction and the following schools for opening their doors to the KLCS crew and for putting their practices on display for others to learn from:

- Chatsworth Charter High School
- Chatsworth Park Elementary School
- Samuel Gompers Middle School
- Reseda Charter High School
- Sal Castro Middle School
- Thomas A. Edison Middle School

“Before this work, I thought student voice was going to encourage the complainers to just be loud and bad mouth the school. Now I know that it is about allowing students to express themselves in a supportive environment, that students must make realistic suggestions for the good of the whole, and that the students have to accept responsibility not only for what is said, but also for what needs to be done.”

Ms. Laurie Vallejo, Magnet Coordinator, Reseda Charter High School



Next Steps

As Quaglia Schools of Action proceed with their efforts in the fall to continue amplifying student voice, we encourage teachers and students—in partnership with one another—to return to incorporating their student voice data in their regular practices. Aspirations Teams are equipped to replicate data analysis and planning activities, as well as focus groups with students at all grade levels. It is this type of work that transforms survey numbers into meaningful action. It is our sincere hope that we will have the opportunity to continue supporting the student voice and aspirations work occurring within the Schools of Action and beyond in LAUSD. The mission of the Schools of Action is not yet complete. Using what they have learned with the Quaglia Institute and implemented in their schools, including their masterful use of student voice data, they must now share and teach other schools/staff in the district. These schools are ready and willing to meet this next phase of their growth and development.

The Quaglia Team would like to thank Carol Alexander and the Division of Instruction for all of their leadership and support regarding this important student voice and aspirations work, as well as the Aspirations Teams at each Quaglia School of Action. It is a sincere privilege to work with such amazing educators, and we look forward to seeing what the future holds.

Please feel free to contact Dr. Lisa Lande at lande@quagliainstitute.org or Dr. Russ Quaglia quaglia@quagliainstitute.org at any time with questions, concerns, or to learn more about our partnership work