



## **ALIGNING ACCREDITATION STANDARDS TO THE QUAGLIA SCHOOL VOICE SURVEYS: NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES**

NEASC is an independent, voluntary, nonprofit membership organization which connects and serves over 1500 public, independent, and international schools in the US and worldwide. Founded in 1885, the New England Association of Schools and Colleges (NEASC) has been working to establish and maintain high standards for all levels of education longer than any other accreditation agency in the United States. NEASC is made up of three Commissions which work in close partnership to ensure quality education for all students.

Schools seeking NEASC accreditation must meet established standards, engage in self-study, host peer reviews, and respond to recommendations. The Quaglia School Voice surveys are an innovative tool for schools to evaluate the seven 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 seven 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 first, second and third standards bear special mention:

### **1. Learning Culture**

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.

### **2. Student Learning**

The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

### **3. Professional Practices**

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

NEASC	Accreditation Standards				
Quaglia School Voice Student Survey - Selected Statements	1. Learning Culture	2. Student Learning	3. Professional Practices	4. Learning Support	5. Learning 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.	✓				
If I have a problem, I have a teacher that I can talk to.				✓	
Teachers recognize me when I try my best.	✓		✓	✓	✓
Teachers help me learn from my mistakes.	✓		✓	✓	✓
Teachers respect students.		✓	✓		✓
I put forth my best effort at school.	✓	✓	✓	✓	✓
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.	✓				

NEASC	Accreditation Standards				
Quaglia School Voice Staff Survey - Selected Statements	1. Learning Culture	2. Student Learning	3. Professional Practices	4. Learning Support	5. Learning Resources
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	✓		✓	✓	✓
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.	✓	✓	✓	✓	✓

NEASC	Accreditation Standards				
Quaglia School Voice Parent Survey - Selected Statements	1. Learning Culture	2. Student Learning	3. Professional Practices	4. Learning Support	5. Learning Resources
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.	✓	✓	✓	✓	✓

## **Standards for Accreditation**

The New England Association of Schools and Colleges Commission on Public Schools (CPS) requires member schools to demonstrate alignment with the Standards for Accreditation. The revised Standards for Accreditation, effective for all schools in 2020, are streamlined into five core Standards intended to promote an effective learning organization with the capacity to meet the needs of all students through continuous reflection and growth.

### **1. Learning Culture**

Learning Culture promotes shared values and responsibility for achieving the school's vision.

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.

### **2. Student Learning**

Student Learning practices maximize the impact of learning for each student.

The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

### **3. Professional Practices**

The school has a current school improvement/growth plan.

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

#### **4. Learning Support**

The school has intervention strategies designed to support learners.

The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.

#### **5. Learning Resources**

The school site and plant support the delivery of curriculum, programs, and services.

The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.