



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

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC), a world-renowned accrediting association and one of the six regional accrediting agencies in the United States, works closely with the Office of Overseas Schools under the U.S. Department of State. ACS WASC provides assistance to schools worldwide, primarily in California, Hawaii, Guam, Asia, the Pacific Region, the Middle East, Africa, and Europe.

The ACS WASC/HIDOE partnership provides a coordinated accreditation system integral to the school improvement process for ALL Hawaii DOE Public Schools K-12. The ACS WASC/HIDOE process is directly aligned with the HIDOE State Strategic Plan and the corresponding Academic Plans of the schools. The ACS WASC/HIDOE accreditation process systematizes and standardizes the ongoing evaluation of a school program and streamlines planning and reporting. The *Focus on Learning: Joint ACS WASC/HIDOE Focus on Learning Process Guide* facilitates a school's in-depth look at what currently exists and what needs to be improved in relation to student learning and the school's program. Through the process the schools evaluate progress in addressing the six priority strategies of the Hawaii State Strategic Plan. These are: the Academic Review Team, Common Core State Standards, Educator Effectiveness Systems; Formative Instruction/Data Teams; Induction and Mentoring; and the Comprehensive Student Support System.

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. Standards-based Student Learning Instruction states:

Instruction

Students actively participate and are highly engaged in their learning through challenging activities that support clearly articulated learning targets so all students achieve the academic standards.

Student Engagement

All students actively participate and are engaged in challenging appropriate learning activities to achieve the academic standards and the General Learner Outcomes.

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, business, industry, and community involvement, especially with the learning/teaching process.

School Culture

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

Personal and Academic Support

The school ensures that every student's education is personalized, informed by high-quality data, is monitored, and advances them toward readiness for success in career, college, and 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 & WASC-HI	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 & WASC-HI	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	✓	✓	✓	✓	✓	✓	✓	✓	✓
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 & WASC-HI	Accreditation Standards								
	A. Organization					Student Learning			
Quaglia School Voice Parent Survey - Selected Statements	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, Mission, General Learner Outcomes, Governance, Leadership and Staff, and Resources

Vision, Mission, and General Learner Outcomes

1. The school has a clearly stated vision and mission (purpose) based on student needs, current educational research, and the belief that all students can achieve at high academic levels. Guided by the State Strategic Plan and supported by tri-level leadership (state, complex area, school), the school's purpose is defined further by academic standards, General Learner Outcomes (GLOs), and the school's Academic Plan.

Governance

2. The school's program and operations are in alignment with a) the Hawaii Board of Education's policies and b) the Hawaii Department of Education rules, regulations, and procedures. The Board of Education delegates implementation and monitoring of these policies to the Hawaii Department of Education.

Leadership and Staff

3. Based on multiple sources of data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the General Learner Outcomes and academic standards. The school leadership and staff annually monitor and refine the Academic Plan based on the analysis of data to ensure alignment with student needs.

4. A qualified staff facilitates the achievement of the General Learner Outcomes, academic standards, and the successful implementation of the Academic Plan through a system of preparation, induction, and mentoring.

5. Leadership and staff are involved in ongoing research and professional development that focuses on identified student and teacher learning needs.

Resources

6. The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the General Learner Outcomes and academic standards.

Category B. Standards-based Student Learning: Curriculum

Curriculum

1. All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the General Learner Outcomes, academic standards, and priorities identified in the Academic Plan.

Access to Curriculum

2. A relevant and coherent curriculum is accessible to all students and addresses their needs so they can make appropriate choices and pursue a full range of college/career and/or other educational options.

Category C. Standards-based Student Learning: Instruction

Instruction

1. Students actively participate and are highly engaged in their learning through challenging activities that support clearly articulated learning targets so all students achieve the academic standards.

Student Engagement

2. All students actively participate and are engaged in challenging appropriate learning activities to achieve the academic standards and the General Learner Outcomes.

Category D. Standards-based Student Learning: Assessment and Accountability

Assessment Process

1. The school leadership and instructional staff use effective assessment, coherent assessment processes to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders.

Classroom Strategies

2. Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student.

Student Reflections

3. Students are provided frequent opportunities to reflect/assess on their learning and determine what they can do to achieve their learning goals.

Teacher Feedback to Students

4. Teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning targets, academic standards, and General Learner Outcomes.

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, business, industry, and community involvement, especially with the learning/teaching process.

School Culture

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

Personalization and Accessibility

3. The school ensures that every student's education is personalized, informed by high-quality data, is monitored, and advances them toward readiness for success in career, college, and community.