

ALIGNING ACCREDITATION STANDARDS TO THE MY VOICE™ SURVEYS:

THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES-CALIFORNIA

The Western Association of Schools and Colleges (WASC), a 501(c)3 organization, is recognized as one of six regional associations that accredit public and private schools, colleges, and universities in the United States. The Western region covers institutions in California and Hawaii, the territories of Guam, American Samoa, Federated States of Micronesia, Republic of Palau, Commonwealth of the Northern Marianas Islands, the Pacific Basin, and East Asia, and areas of the Pacific and East Asia where American/International schools or colleges may apply to it for service.

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 My Voice Surveys are an innovative tool for schools to evaluate the five criteria as well as to provide insights for overall school improvement. There are three My 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. Each complete instrument can be viewed at [My Voice Surveys](#).

Before reviewing the charts, the Fourth Criterion bears special mention. Criterion D states:

D. Standards-based Student Learning: Assessment and Accountability

- The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community;
- Teachers employ a variety of assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student;
- The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school-wide learning results;
- The assessment of student achievement in relation to the academic standards and the expected school-wide learning results drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.

Based on over twenty years of research and decades of professional experience asking students, staff, and parents about their perceptions of their school, the My 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."

My Voice Student Survey—Selected Statements	Accreditation Criteria							
	A. Organization				Student Learning			E. School Culture
	Vision & Purpose	Governance	Leadership & Staff	Resources	B. Curriculum	C. Instruction	D. Assessment & Accountability	
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.					√	√		√
Student council represents all students 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.								√
My parents feel comfortable talking to my teachers.				√			√	√
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 think I can 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.	√	√	√	√				√

My Voice Staff Survey—Selected Statements	Accreditation Criteria							
	A. Organization				Student Learning			E. School Culture
	Vision & Purpose	Governance	Leadership & Staff	Resources	B. Curriculum	C. Instruction	D. Assessment & Accountability	
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.	√			√	√			√
I am involved in school-wide decisions.	√	√	√	√	√		√	√
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 feel confident working with students with special needs.			√	√	√	√		√
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 seek out opportunities to learn 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.			√	√	√	√	√	√

My Voice Parent Survey—Selected Statements	Accreditation Criteria							
	A. Organization				Student Learning			E. School Culture
	Vision & Purpose	Governance	Leadership & Staff	Resources	B. Curriculum	C. Instruction	D. Assessment & Accountability	
I know the goals my child’s school is working on this year.	√	√	√	√			√	√
School is preparing my child well for the future.	√	√		√	√	√		√
I am actively involved in my child’s education.				√	√	√		√
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 expect my child to be successful.					√	√		√
If my child has a problem, there is a teacher he/she can talk to.				√	√	√		√

KEY TO THE 5 CRITERIA

A. Organization

Vision and Purpose

1. The school has a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school’s purpose is defined further by expected school-wide learning results and the academic standards.

Governance

2. The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected school-wide learning results and academic 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 school-wide action plan and its relationship to the Local Educational Agency (LEA) plan.

Leadership and Staff

3. Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards. The school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs.

4. A qualified staff facilitates achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development.

5. Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student 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 academic standards and the expected school-wide learning results.

7. The governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting). [FOR CHARTER SCHOOLS ONLY]

8. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. [FOR CHARTER SCHOOLS ONLY]

B. Standards-based Student Learning: Curriculum

1. All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results. Through standards-based learning (what is taught and how it is taught), these are accomplished.

2. All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals.

3. Upon completion of the high school program, students have met all the requirements of graduation.

C. Standards-based Student Learning: Instruction

1. To achieve the academic standards and the expected school-wide learning results, all students are involved in challenging learning experiences.

2. All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

D. Standards-based Student Learning: Assessment and Accountability

1. The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

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

3. The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school-wide learning results.

4. The assessment of student achievement in relation to the academic standards and the expected school-wide learning results drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.

E. School Culture and Support for Student Personal and Academic Growth

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

2. The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

3. All students receive appropriate support along with an individualized learning plan to help ensure academic success.

4. Students have access to a system of personal support services, activities and opportunities at the school and within the community.