

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

A. ISSUES RELATED TO THIS STANDARD

The following requirements ask the school system to provide a self-assessment of expectations for quality included in this Standard for Accreditation. The information and data requested in this section are not for evaluation purposes. Instead, the information and data will assist the system in making the determination whether it meets the Standard and its Indicators of Quality.

A.1. SUMMARY OF THE EDUCATIONAL PROGRAM:

TOTAL NUMBER OF INSTRUCTIONAL HOURS PER YEAR									
Grade Level	English/ Language Arts	Math	Science	Social Studies	The Arts	Other Languages	Health/ P.E.	Technology	Other: LIBRARY, STEM, ETC.
Pre-K									
K	135	135	60	60	36	0	18	0	18
1	360	180	135	135	54	0	30	30	30
2	360	180	135	135	54	0	30	30	30
3	360	180	135	135	54	0	30	30	30
4	270	270	135	135	90	0	45	22.5	22.5
5	270	270	135	135	90	0	45	22.5	22.5
6	270	270	135	135	90	0	45	22.5	22.5
7	282	141	141	141	27	27	27	27	27
8	282	141	141	141	27	27	27	27	27
9	120	120	120	120	120	120	120	120	120
10	120	120	120	120	120	120	120	120	120
11	120	120	120	120	120	120	120	120	120
12	120	120	120	120	120	120	120	120	120
12+	120	120	120	120	120	120	120	120	120

X	The instructional hours are reported for one academic year
	The instructional hours are reported for one academic semester

Note: High School Numbers are based on the premise that a student is taking a course in that category. Not every category is required every year.

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The school system must meet this Standard for Accreditation to be granted “Accreditation” by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school system meets the Standard. Rate the degree to which the school system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the school system does not meet the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the school system partially meets the expectations of this Indicator and is in need of improvement
3. Meets	The evidence indicates the school system meets the expectations of this Indicator
4. Exceeds	The evidence indicates the school system exceeds the expectations of this Indicator

Middle States Association Accreditation Standard Educational Program

The Standard: The school system’s educational program consists of a carefully planned and well-executed curriculum that includes appropriate academic standards, solid pedagogy, and assessment practices, all based on research and best practices. The educational program is aligned with the school system’s mission/philosophy, approved by the governance, sufficiently financed, and reviewed regularly to ensure its appropriateness and effectiveness. The educational program is developed to address the needs of all students and is designed to foster and challenge student learners at all levels. Effective policies and procedures regarding the educational program are in place, along with instructional materials, technology, and equipment that are appropriate, functional, and well maintained. Written curriculum guides are current, functional, available, and implemented for the instruction of students. The guides

define the scope and sequence of the educational program as well as the program's objectives and reflect sound approaches to teaching and learning.

8.1 – 8.17: Indicators for the school system

MSA Indicator of Quality		Rating			
		1	2	3	4
8.1	Written curriculum guides identify program objectives and define the scope and sequence of the educational program. The guides are functional, available, and in use.			X	
8.2	The school system implements policies and procedures that ensure the curriculum as written is delivered to its students.			X	
8.3	The school system demonstrates a commitment to high levels of student performance by implementing a rigorous curriculum for all students and aligning its expectations for its students with the expectations of postsecondary institutions and entry into a career.			X	
8.4	The educational program provides instruction in the basic subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, and social sciences.				X
8.5	The educational program includes experiences in visual and performing arts, health, world languages, and physical education.			X	
8.6	The educational program provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			X	
8.7	The educational program includes instruction in effective uses of information technology and provides opportunities for application.			X	
8.8	A variety of group learning settings (e.g.,			X	

MSA Indicator of Quality	Rating			
	1	2	3	4
individual, small group, large group) is provided for students daily.				
8.9 The educational program offers opportunities for development of social skills—such as increasing self-control and a sense of individual and group responsibility—in interaction with adults and peers.			X	
8.10 Written curriculum and instruction policies and procedures provide direction to the staff, leadership, and other stakeholders in the development, implementation, and improvement of the educational program.			X	
8.11 Provision is made for both horizontal and vertical articulation and coordination of the educational program among all levels of the school system.			X	
8.12 An overview of the educational program, school system policies and procedures, and other pertinent information is available in written form to students and their parents.			X	
8.13 The educational program defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			X	
8.14 Course and program objectives are simply stated and understandable to students.			X	
8.15 The educational program considers the ages, cultures, and varying levels of ability of students.			X	
8.16 The instructional program is designed to meet students' needs in accordance with the school system's philosophy/mission			X	
8.17 Curriculum development is a dynamic, emergent process influenced by the attributes and interests of the children, their families, and teachers.		X		

8.17 – 8.24: Indicators for school systems with an early age program

X	These Indicators are not applicable to our school system.
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8.25 – 8.29: Indicators for school systems that provide all or part of their educational program by a distance modality

X	These Indicators are not applicable to our school system.
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MSA Indicator of Quality	Rating			
	1	2	3	4
8.25 Student interaction (synchronous and asynchronous) with faculty and other students is facilitated through a variety of means as an essential characteristic of the educational program.			X	
8.26 Students and their families (if appropriate) are informed about any aspects of the educational program that are created or delivered by an organization other than the school system.			X	
8.27 Stated student performance outcomes for programs delivered through distance education are achievable through that methodology.			X	
8.28 Instructional materials are developed by authors qualified in distance education techniques. Textbooks and other instructional materials are suitable for distance learning.			X	
8.29 Appropriate study skills necessary for students to utilize a distance education model effectively and efficiently are included as part of the educational program and instructional process.			X	

8:30 – 8.41: Indicators for faith-based school systems¹

¹ The use of the Faith-Based Indicators for this and the other Standards for Accreditation by faith-based school systems is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based school systems, if they desire, to include in their self-study and accreditation process

X	These Indicators are not applicable to our school system.
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8.42 – 8.57: Indicators for all component schools

MSA Indicator of Quality	Rating			
	1	2	3	4
8.42 Written curriculum guides identify program objectives and define the scope and sequence of our school's educational program. The guides are functional, available, and in use.			X	
8.43 Our school's educational program provides instruction in the basic subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, and social sciences.			X	
8.44 Our school's educational program includes experiences in visual and performing arts, health, world languages, and physical education.			X	
8.45 The educational program provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			X	
8.46 Our school's educational program includes instruction in effective uses of information technology and provides opportunities for application.			X	
8.47 A variety of group learning settings (e.g., individual, small group, large group) is provided for students daily.			X	
8.48 Our school's educational program offers opportunities for development of social skills—such as increasing self-control and a sense of			X	

Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

MSA Indicator of Quality	Rating			
	1	2	3	4
individual and group responsibility—in interaction with adults and peers.				
8.49 Written curriculum and instruction policies and procedures provide direction to the staff, leadership, and other stakeholders in the development, implementation, and improvement of our school's educational program.			X	
8.50 Provision is made for both horizontal and vertical articulation and coordination of our school's educational program among all levels of the school.			X	
8.51 An overview of our school's educational program, school policies and procedures, and other pertinent information is available in written form to students and their parents.			X	
8.52 Our school's educational program defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			X	
8.53 Course or program objectives are simply stated and understandable to students.			X	
8.54 Our school's educational program considers the ages, cultures, and varying levels of ability of students.			X	
8.55 Our school's instructional program is designed to meet students' needs in accordance with the school system's philosophy/mission.			X	
8.56 Our school's educational program and its expectations for learning are understood and supported by the school's stakeholders.			X	
8.57 Curriculum development is a dynamic, emergent process influenced by the attributes and interests of the children, their families, and teachers.		X		

8.58 – 8.59: Indicators for component elementary schools

These Indicators are not applicable to our school system.

MSA Indicator of Quality	Rating			
	1	2	3	4
8.58 Our school's educational program places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding.			X	
8.59 Our school's educational program provides experiences that prepare students for successful transition to middle and secondary school settings.			X	

8.60 – 8.61: Indicators for component middle schools

These Indicators are not applicable to our school system.

MSA Indicator of Quality	Rating			
	1	2	3	4
8.60 Our school's educational program provides activities and experiences that assist early adolescents in identifying their aptitudes and interests, self-directed decision-making, and building self-worth.			X	
8.61 Our school's educational program provides experiences that prepare students for successful, smooth transitions from elementary school to middle school and from the middle school to secondary school.			X	

8.62 – 8.65: Indicators for component high schools

These Indicators are not applicable to our school system.

MSA Indicator of Quality	Rating			
	1	2	3	4
8.62 Our school's educational program facilitates a smooth transition from middle school to secondary			X	

	school.				
8.63	The educational program develops academic knowledge and skills as well as career competencies.			X	
8.64	Our school's educational program provides appropriate educational programs for students who are concluding formal study as well as those planning further education.			X	
8.65	Our school's educational program develops habits of the mind and attitudes required for success in further education and in the workplace.			X	

B.1. Stakeholders' comments to support the ratings:

Our survey did not include comments.

STANDARD: Educational Program	
Source of Comments	Comments
Central Administration and Staff	• •
Governing Body	• •
Community Stakeholders	• •
Component School #1	
• Staff	• •
• Students	• •
• Parents	• •
Component School #2	
• Staff	• •
• Students	• •
• Parents	• •

B.2. Evidence:

X	There were no Indicators for this Standard that were rated 1 (Does Not Meet)
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Indicator No.	Evidence



C. SELF-ASSESSMENT OF THE DEGREE TO WHICH THE SYSTEM MEETS THIS STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school system MEETS this Standard for Accreditation
	Our self-assessment is that our school system DOES NOT MEET this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

Requirement of the Standard		Does Not Meet	Meets Partially
Indicator Number	Indicator	Does Not Meet	Meets Partially

C.1. Identify in the table below any component school for which the ratings for this Standard and its Indicators of Quality differ significantly from the system's average rating.

Name of Component School: N/A
Describe the degree to which this school's performance differs from the average for the system:

D. ROOT CAUSE ANALYSIS

Foundational Issue: Educational Program		
Are there educational program standard indicators not met or in need of improvement that inhibit the attainment of the organizational capacity objective?		YES
	X	NO
Data to support your conclusion:	<ul style="list-style-type: none"> • Assessment data • Survey data 	
Hypothesis derived from your conclusion:		

E. IMPLICATIONS FOR PLANNING

E.1. List the school system's significant strengths in meeting the Educational Program Standard.

Strong academic achievement as evidenced by state and local assessments.
Student general satisfaction with their educational experience.

E.2. List the school system’s significant areas in need of improvement in meeting the Educational Program Standard.

None

E.3. Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Educational Program that should be included in the action plan in the Plan for Growth and Improvement.

Continued emphasis on quality programs and instruction to promote academic excellence.

F. EVIDENCE TO SUPPORT THE ASSESSMENT OF THIS STANDARD

Evidence	
<i>For All School Systems:</i>	
Policies and procedures pertaining to the system's educational program	106,107
Programs of study or other overviews of the components of the system's educational program	X
Scopes and sequences for each component of the system's educational program	Curriculum on website
Written curriculum guides for each component of the system's educational program	Curriculum on website
The system's process for regular and systematic review and development/revision of components of the system's educational program	Curriculum cycle
Evidence that...	
<ul style="list-style-type: none"> • The components of the system's educational program are aligned vertically and horizontally 	
<ul style="list-style-type: none"> • The system's educational program and standards for student 	PA State

Evidence	
performance are aligned with the expectations of institutions of higher education and entry into a career	Standards
<ul style="list-style-type: none"> The system is committed to high levels of student performance in a rigorous curriculum for all students 	Curriculum on website
<i>For School Systems with Early Age Programs</i>	
Evidence that...	
<ul style="list-style-type: none"> Families have opportunities to give input into curriculum development 	
<ul style="list-style-type: none"> The educational program reflects an integrated approach to children’s social, emotional, physical, cognitive, and language development. 	
<ul style="list-style-type: none"> Evidence that the educational program provides: <ol style="list-style-type: none"> a balance of quiet and active times and flexibly incorporates learners’ natural routines into the rhythm of the day. daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences. early language development and literacy skills through such activities as conversation, storytelling, singing, poetry, finger plays, games, puppets, pretend play, shared reading of picture books, and other meaningful learning experiences. opportunities for increasing independence in use of materials and equipment. structured and unstructured opportunities for children’s active involvement with people and materials. spontaneous learning and builds on children’s repertoires and curiosity. learning areas designed for individual and group exploration and growth. the integration of routine daily activities into learning. 	
<i>For School Systems That Provide Distance Education</i>	
The written curricula for components of the system's educational program delivered by distance education	X
Instructional materials used in components of the system's educational program delivered by distance education	X
Evidence that student interaction with the faculty and each other is both	X

Evidence	
synchronous and asynchronous	
<i>For Faith-Based School Systems</i>	
Description of the system's program of religious education	
Description of the system's religious formation program	
Description of the system's faith development and community service programs	
<i>For the Component Schools</i>	
Results of the schools' self-assessments of compliance with this Standard for Accreditation and its Indicators of Quality	

