

# INFORMATION RESOURCES AND TECHNOLOGY 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 assist the school system in making the determination whether it meets the Standard and its Indicators of Quality.

### A.1. INFORMATION RESOURCES AND TECHNOLOGY—SCHOOL SYSTEM

Type of Information/Technology Resource	Quantity of Resource	Quality and Adequacy of Resource		
		S	NI	U
<b>Curriculum Focused Printed Books – non-fiction</b>	35874	X		
<b>Reference Printed Books</b>	3771	X		
<b>Leisure Reading Printed Books - fiction</b>	28019	X		
<b>Magazine/Journal Subscriptions</b>	107	X		
<b>Online Subscriptions</b>	1	X		
<b>Curriculum Specific Application Software Programs (district purchased)</b>	24	x		
<b>Administrative Application Software Programs (district purchased)</b>	11	x		
<b>Application Software Programs Available on School System Network</b>	45			
<b>Networked Desktop Computers for Students</b>	387	X		
<b>Networked Laptop Computers for Students</b>	1844	X		
<b>Stand Alone Desktop Computers for Students</b>	0	X		
<b>Stand Alone Laptop Computers for Students</b>	0	X		
<b>Stand Alone Computers for Students in</b>	0	X		

Type of Information/Technology Resource	Quantity of Resource	Quality and Adequacy of Resource		
		S	NI	U
<b>Information Resources Center</b>				
<b>Stand Alone Laptop Computers for Students in Information Resources Center</b>	0	X		
<b>Networked Computers for Students in Information Resources Center</b>	120	X		
<b>Networked Laptop Computers for Students in Information Resources Center</b>	60	X		
<b>Networked Desktop and/or Laptop Computers for the Staff</b>	451	X		
<b>Stand Alone Desktop and/or Laptop Computers for the Staff in Classrooms/ Offices</b>	0	X		
<b>Networked Desktop and/or Laptop Computers for the Staff in Classrooms/ Offices</b>	451	X		
<b>Classrooms with Hard-Wired Internet Access</b>	255	X		
<b>Classrooms with Wireless Internet Access</b>	255	X		
<b>LCD Projectors</b>	182	X		
<b>Overhead Projectors</b>	69	X		
<b>Classrooms with TV Monitor</b>	255	X		
<b>Classrooms with Monitor Connected to Computer</b>	65	X		
<b>PDA's for Staff</b>	0	X		
<b>PDA's for Students</b>	0	X		
<b>Video Cameras</b>	150	X		
<b>Video Recorders</b>	150	X		
<b>Classrooms with Smart Board</b>	83	X		
<b>Other: Ipad</b>	330	X		
<b>Other: ipod</b>	330	X		

**A.1.a. Identify in the table below any component school for which the ratings for information resources and technology differ significantly from the system's average ratings.**

Name of Component School: N/A

Describe the degree to which this school's performance differs from the average for the system:

A.1.b. Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

N/A

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## A.2. FACILITIES FOR INFORMATION RESOURCES AND TECHNOLOGY – SCHOOL SYSTEM

Type of Information/Technology Facility	Quality and Adequacy of Facility		
	S	NI	U
Information Resources Center (library, media center)	X		
Technology Resource Center	X		
Storage for Information Resources	X		
Storage for Technology	X		
Facility for Electronic Production	X		
Office for Information Resources Staff	X		
Office for Technology Staff	X		

A.2.a. Identify in the table below any component school for which the ratings for the quality of facilities for information resources and technology differ significantly from the system's average ratings.

Name of Component School: N/A

Describe the degree to which this school's performance differs from the average for the system:

A.2.b. Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

N/A

**A.3. INFORMATION RESOURCES AND TECHNOLOGY STAFF—  
SCHOOL SYSTEM:**

Type of Information Resources and Technology Personnel	Number	Adequacy of Type and Number		
		S	NI	U
Credentialed Information Resources Center (library, media center) personnel	5	X		
Information Resources Center (library, media center) support personnel	7	X		
Technology Support	10	X		
Production	1	X		

A.3.a. Identify in the table below any component school for which the ratings for the information resources and technology staff differ significantly from the system's average ratings.

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

A.3.b. Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned

N/A

## 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 <b>does not meet</b> the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the school system <b>partially meets</b> the expectations of this Indicator and <b>is in need of improvement</b>
3. Meets	The evidence indicates the school system <b>meets</b> the expectations of this Indicator
4. Exceeds	The evidence indicates the school system <b>exceeds</b> the expectations of this Indicator

### MIDDLE STATES ASSOCIATION ACCREDITATION STANDARD: INFORMATION RESOURCES AND TECHNOLOGY

**The Standard:** Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school system’s pursuit of its total educational program. The resources encourage all students and members of the staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for all students and the staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is appropriate, functional, and well maintained.

#### *12.1 – 12.12: Indicators for the school system*

##### Information Resources

MSA Indicator of Quality	Rating
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	1	2	3	4
12.1 Information resources are properly catalogued and housed.			X	
12.2 Information resources are reviewed periodically to ensure they are age- and developmentally appropriate, current, and reflect the school system's social and cultural diversity.			X	
12.3 The library and/or media center staff is sufficient and appropriately qualified to provide effective services to students and the staff.			X	
12.4 Adequate orientation about the use of media services, learning resources, and equipment is provided to the staff and students.			X	
12.5 Information resources are appropriately supported annually with funding from the school system's budget.			X	
12.6 The system's staff and students are provided opportunities to offer input into the types, quality, and format of the information resources provided.			X	

## **Technology**

MSA Indicator of Quality	Rating			
	1	2	3	4
12.7 The technology resources staff is sufficient and appropriately qualified to provide effective service to students and staff.			X	
12.8 Technology resources are appropriately maintained and supported annually with funding from the school system's budget.			X	
12.9 Adequate skills training on the use of technology resources and equipment is provided to the staff and students.			X	

MSA Indicator of Quality	Rating			
	1	2	3	4
12.10 The school system implements written policies and procedures for acceptable use of information resources and technology.			X	
12.11 Long-range planning activities are in place to ensure that the school system keeps pace with technological changes.			X	

***12.12 – 12.13: Indicators for school systems with an early age program***

<b>X</b>	<b>These Indicators are not applicable to our school system.</b>
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MSA Indicator of Quality	Rating			
	1	2	3	4
12.12 Various forms of technology, including computers, cameras, and audio recording equipment, are provided for supervised, active use by children.				X
12.13 Passive media (e.g., television, videos) are limited to appropriate content and used only as an infrequent, specific support for topics addressed in the curriculum.			X	

***12.14 – 12.15: Indicators for school systems that provide all or part of their educational program by a distance modality***

	<b>These Indicators are not applicable to our school system.</b>
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MSA Indicator of Quality	Rating			
	1	2	3	4
12.14 The technology system is adequate to deliver the educational program, available when needed, and reliable.				X
12.15 The school system provides students with				X

MSA Indicator of Quality	Rating			
	1	2	3	4
reasonable technical support for the educational technology hardware, software, and delivery system required to implement the educational program.				

**12.14 – 12.16: Indicators for the component schools**

**Information Resources**

MSA Indicator of Quality	Rating			
	1	2	3	4
12.16 Information resources are properly catalogued, housed, and periodically reviewed for relevancy and currency.				X
12.17 The library and/or media center staff is sufficient and appropriately qualified to provide effective services to students and the staff.				X
12.18 Adequate orientation about the use of media services, learning resources, and equipment is provided to the staff and students.				X
12.19 Information resources are appropriately supported annually with funding from the school’s budget.			X	
12.20 Information resources are age- and developmentally appropriate, current, and reflect social and cultural diversity.				X
12.21 The staff and students are provided opportunities to offer input into the types, quality, and format of the information resources provided.				X

**Technology**

MSA Indicator of Quality	Rating
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	1	2	3	4
12.22 The technology resources staff is sufficient and appropriately qualified to provide effective service to students and staff.			X	
12.23 Technology resources are appropriately maintained and supported annually with funding from the school's budget.			X	
12.24 Adequate skills training on the use of technology resources and equipment is provided to the staff and students.				X
12.25 The school implements written policies and procedures for acceptable use of technology.			X	
12.26 Long-range planning activities are in place to ensure that the school keeps pace with technological changes.			X	

**B.1. Stakeholders' comments to support the ratings:**  
**Survey results did not have comments.**

<b>STANDARD: Information Resources and Technology</b>	
<b>Source of Comments</b>	<b>Comments</b>
<b>Central Administration and Staff</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<b>Governing Body</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<b>Community Stakeholders</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<b>Component School #1</b>	
<ul style="list-style-type: none"> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<b>Component School #2</b>	
<ul style="list-style-type: none"> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<b>STANDARD: Information Resources and Technology</b>	
<b>Source of Comments</b>	<b>Comments</b>
	•
• <b>Students</b>	• •
• <b>Parents</b>	• •

**B.2. Evidence:**

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

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

X	Our self-assessment is that our school system <b>MEETS</b> this Standard for Accreditation
	Our self-assessment is that our school system <b>DOES NOT MEET</b> 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:

<b>Requirement of the Standard</b>	<b>Does Not Meet</b>	<b>Meets Partially</b>

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

<b>Foundational Issue: Information Resources and Technology</b>		
<b>Are there information resources and technology standard indicators not met or in need of improvement that inhibit the attainment of the organizational capacity objective?</b>		YES
	X	NO
<b>Data to support your conclusion:</b>		
<b>Hypothesis derived from your conclusion:</b>		

## E. IMPLICATIONS FOR PLANNING

E.1. List the school system's significant strengths in meeting the Information Resources and Technology Standard.

Available resources for teachers and students.

**E.2. List the school system’s significant areas in need of improvement in meeting the Information Resources and Technology Standard.**

N/A

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

Continue to prioritize technology in the budget.



## **F. EVIDENCE TO SUPPORT THE SELF-ASSESSMENT OF THIS STANDARD**

<b>Evidence</b>	
<i>For All School Systems:</i>	
The school system's long-range plan for information resources and technology	X
The school system's information skills curriculum	X
The school system's policies related to information resources and technology	X
Evidence that information and technology resources are appropriately supported annually with funding from the school system’s budget.	
The school system's budget for information resources and technology	
Evidence that...	
<ul style="list-style-type: none"> <li>The library and/or media center staff is sufficient and appropriately qualified to provide effective services to students</li> </ul>	X

<b>Evidence</b>	
and the staff.	
<ul style="list-style-type: none"> <li>Information resources are reviewed periodically to ensure they are age- and developmentally appropriate, current, and reflect the school system's social and cultural diversity.</li> </ul>	X
<ul style="list-style-type: none"> <li>The system's staff and students are provided opportunities to offer input into the types, quality, and format of the information resources provided.</li> </ul>	X
<ul style="list-style-type: none"> <li>The technology resources staff is sufficient and appropriately qualified to provide effective service to students and staff.</li> </ul>	X
<ul style="list-style-type: none"> <li>Adequate skills training on the use of technology resources and equipment is provided to the staff and students.</li> </ul>	X
<ul style="list-style-type: none"> <li>The school system implements written policies and procedures for acceptable use of information resources and technology.</li> </ul>	X
<b><i>For School Systems with an Early Age Program: N/A</i></b>	
Evidence that...	
<ul style="list-style-type: none"> <li>Various forms of technology, including computers, cameras, and audio recording equipment, are provided for supervised, active use by children.</li> </ul>	
<ul style="list-style-type: none"> <li>Passive media (e.g., television, videos) are limited to appropriate content and used only as an infrequent, specific support for topics addressed in the curriculum.</li> </ul>	
<b><i>For School Systems that Provide Distance Education:</i></b>	
Evidence that...	
<ul style="list-style-type: none"> <li>The technology system is adequate to deliver the educational program, available when needed, and reliable.</li> </ul>	X
<ul style="list-style-type: none"> <li>The school system provides students with reasonable technical support for the educational technology hardware, software, and delivery system required to implement the educational program.</li> </ul>	X
<b><i>For Component Schools:</i></b>	
Results of the schools' self-assessments of compliance with this Standard for Accreditation and its Indicators of Quality	X