

MIDDLE STATES STANDARD FOR ACCREDITATION #8: EDUCATIONAL PROGRAM

B.1. Standards Self-Assessment Process

This assessment was completed via the following method(s) (describe all that apply):

a.) A subcommittee comprised of the following individuals:

Committee Member's Name	Role in the School's Community (e.g. teacher, parent, student, etc.)
Kathleen Szymborski, Chairperson	Teacher
John McCabe	Teacher
Joe Muto	Teacher
Liz Catagnus	Teacher
Earl Meyer	Teacher
Josephine Stonbraker	Teacher
Gerry Donahue	Teacher
Gerry Nejman	Teacher
Francis Galindez	Teacher
Vicki Gradel	Teacher
Connie Meyer	Teacher
Carl Tori	Teacher
Terry Kramer	Teacher
Patricia Carlo	Teacher

b) A survey.

Name of Survey: Educational Program	
Total Number of Surveys Completed	769
The results represent surveys completed by:	
▪ Students	535
▪ Parents	93
▪ Faculty and Staff	132
▪ Administrators	5
▪ Board Members	2
▪ Business/Community Representative	2

c) Other methods used to determine this assessment:

Committee discussion

B.2. Standards Self-Assessment Report

Instructions for Self-Assessment of Indicators of Quality

The school 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 meets the Standard. The school may indicate other types of evidence particular to the school in the “Other” section provided below. Rate the degree to which the school meets each Indicator by using the following scale:

<i>Evidence This Indicator Describes Our School</i>	
1.	There is no evidence the Indicator describes our school
2.	There is limited evidence the Indicator describes our school
3.	There is sufficient evidence the Indicator describes our school
4.	There is exceptional evidence the Indicator describes our school
DK	Do not know if this Indicator describes our school

Middle States Association Accreditation Standard 8: Educational Program

The Standard: The educational program consists of a carefully planned and well-executed curriculum that includes appropriate academic standards, solid pedagogy, and assessment, all based on research and best practices. The educational program is aligned with the school’s mission, approved by the governance, sufficiently financed, and periodically reviewed by stakeholders. It 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 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 in use. They define scope and sequence of the educational program as well as program objectives and reflect sound approaches to teaching and learning.

MSA Indicator	Evidence of Adherence
8.1 Written curriculum guides identify program objectives and define the scope and sequence of the educational program. The guides are functional.	F=3 S=3 P=N/A ST=3

Comments:

Faculty:

- The curriculum should be meeting the needs of the students at Ryan, with the option of adding or deleting material as necessary.

Students:

- I feel like Ryan has a wide range of classes and levels in the classes which is a good thing since Ryan is so diverse. We can not expect everyone to do the same level of work. I feel challenged most of the time when I do my work.

MSA Indicator	Evidence of Adherence
8.2 The educational program provides instruction in the basic subject areas of language arts and literature (including early language development and literacy skills).	F=3 S=N/A P=3 ST=3

Comments:

Faculty:

- More emphasis on communication skills such as speech are needed across the curriculum.

Parents:

- Need to practice writing and research in all areas of curriculum.

MSA Indicator	Evidence of Adherence
8.3 The educational program includes experiences in visual and performing arts, health, world languages, and physical education.	F=3 S=N/A P=3 ST=3

Comments:

Faculty:

- More opportunities for culture enrichment needed.

Parents:

- PE and Health needed more than one year.

MSA Indicator	Evidence of Adherence
8.4 The educational program provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.	F=3 S=N/A P=3 ST=3

Comments:

Faculty:

- Where education consists of teaching marketable skills, such as in the Math department, I think the school does very well.

Parent:

- They are not well prepared for the SAT's.

MSA Indicator	Evidence of Adherence
8.5 The educational program includes instruction in effective uses of information technology and provides opportunities for application.	F=3 S=3 P=N/A ST=3

Comments:

Faculty:

- Availability of computers is limited and sometimes weeks before you can get into a computer lab. 1800 kids and 100 computers available to them on a daily basis is ridiculous.
- There are too many teachers not using technology in this school. They have also not been in the real world and do not understand the expectations of the real world.

Students:

- The technology available to students is up to date and functioning. There are many computers and programs available to students even after school hours.

Staff:

- More money needs to be designated for technology projects. In the coming years, technology should assist the faculty more and more with helping students comprehend learning material (smartboards, netbooks, e-ink readers, educational curriculum integrated into social networking environments, smartphones). As technology changes the way students live their lives, educational institutions should also be changing to become more effective organizations.

MSA Indicator	Evidence of Adherence
8.6 A variety of group learning settings (e.g., individual, small group, large group) is provided for students daily.	F=3 S=3 P=N/A ST=3

Comments:

Faculty:

- Our teachers need to make use of technology in the classroom. Students need to be more engaged in the process. Teachers need to get away from the lecture method and use a variety of instructional techniques based on student needs and learning styles.

- Classroom set-up is outdated and does not work for the 21st century learner. Traditional desks need to be replaced with work stations/tables to help promote cooperative learning.

Students:

- Some teachers do the same stuff everyday.
- Some of the teachers style of teaching don't work for us – e.g. my one teacher gives us notes verbally and not everyone can keep up with what he is saying, even with a basic outline put up so we can try to follow along. He wants us to adjust to the way he teaches instead of him adjusting to the way we learn. If his way of teaching is not effective, he should change his way of teaching into a way that we can learn and not be lost all the time.

MSA Indicator	Evidence of Adherence
8.7 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.	F=3 S=3 P=3 ST=3

Comments:

Faculty:

- More opportunity for cultural enrichment are needed.

Students:

- Archbishop Ryan is preparing students to deal with issues and problems they will face in the future.

Parents:

- Archbishop Ryan does an incredible job of education both scholastically and morally

MSA Indicator	Evidence of Adherence
8.8 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.	F=3 S=N/A P=N/A ST=3

Comments:

Faculty:

- We are directed by OCE but have little input into curriculum
- OCE dictates through curriculum committees. Teachers say it is just a formality that has little or no impact on the final product.

MSA Indicator	Evidence of Adherence
8.9 Provision is made for both horizontal and vertical articulation and coordination of the educational program among all levels of the school.	F=2 S=N/A P=N/A ST=N/A

Comments:

Faculty:

- I think that the teachers from different departments should work together on planning lessons for students. I feel that the teachers of the lower track students should meet periodically to discuss any problems students are having.
- I think we should challenge our students more. We should do more critical thinking with all of our students. I think the honor students get a really good education. I don't know if I can say the same about the track 2 and 3 students. We have to have high expectations for all of our students – not just the bright ones. We have to change our methods of teaching for the lower track students, but they need to be challenged more.

MSA Indicator	Evidence of Adherence
8.10 An overview of the educational program, school policies and procedures, and other pertinent information is available in written form to students and their parents.	F=3 S=3 P=3 ST=3

Comments:

Students:

- Some students believe that not enough written information is available as far as applying to college.

Parents:

- Parents impressed with Course Selection booklet.

MSA Indicator	Evidence of Adherence
8.11 The educational program defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.	F=3 S=3 P=3 ST=3

Comments:

Faculty:

- Archbishop Ryan does not meet the needs of all students. The administration needs to consider implementing courses for students who are not further continue their education. Our students need to be better prepared for the workplace after high school (for example: medical assistance, carpenters, hair dressing, culinary, etc).

Students:

- Some students feel they are not challenged.
- There should be a greater focus on the real world applications of what we learn.

Parents:

- I wish there were more vocational opportunities open to students to help prepare them for the working world.

MSA Indicator	Evidence of Adherence
8.12 Course or program objectives are simply stated and understandable to students.	F=3 S=3 P=3 ST=3

Comments:

Faculty:

- The curriculum guidelines are there but not being fulfilled. Many faculty members do not teach all that the guidelines call for. Thus students go on to the next level having only covered part of the material. By their junior/senior year this builds up considerably.

Students:

- There are a lot of academic possibilities available at Ryan, but no help was given to me to aid in my Course selection.

Parents:

- I was very impressed with the Course Selection booklet that was sent home for next year's selections. The descriptions of each course were succinct, varied, and comprehensive. I feel very confident about the quality of education at Archbishop Ryan.

MSA Indicator	Evidence of Adherence
8.13 The educational program considers the ages, cultures, and varying levels of ability of students.	F=3 S=3 P=3 ST=3

Comments:

Faculty:

- The educational program is adequate but some of our students are not interested in doing their part.

Students:

- The educational program is in good shape for the most part. Ryan has a wide range of classes and levels which is a good thing since Ryan is diverse.

Parents:

- Overall, the educational program is high quality. Teachers need to use more interactive instruction and less lecture.

MSA Indicator	Evidence of Adherence
8.14 The instructional program is designed to meet students' needs in accordance with the school's Mission/Beliefs.	F=3 S=3 P=3 ST=3

Comments:

Faculty:

- Archbishop Ryan should investigate the possibility of investigating programs such as Home economics and consider a partnership like was done in the past with the Swenson Skills Center.

Students:

- Students feel there should be greater focus on real world application of what they learn. There should be better electives such as Home Economics and technology classes.

Parents:

- Teachers must improve teaching techniques. Students need instruction in the world of finances and classes for the real working world.

MSA Indicator	Evidence of Adherence
8.15 The educational program and its expectations for learning are understood and supported by the school's stakeholders.	F=3 S=N/A P=3 ST=3

MSA Indicator	Evidence of Adherence
8.16 Curriculum development is a dynamic, emergent process influenced by the attributes and interests of the children, their families, and teachers.	F=2 S=N/A P=N/A ST=N/A

Comments:

Faculty:

- Curriculum guidelines are handed down through OCE, so development is nonexistent, only through curriculum committees. There are guidelines but not necessarily functional guidelines that meet the needs of our students.

MSA Indicator	Evidence of Adherence
8.28 The educational program facilitates a smooth transition from elementary or middle school to secondary school.	F=3 S=NA P=3 ST=3

MSA Indicator	Evidence of Adherence
8.29 The educational program develops academic knowledge and skills as well as career competencies.	F=3 S=3 P=3 ST=3

Comments:

Faculty:

- The administration needs to consider implementing courses for students who are not going to further their education. Programs like Swenson needs to be reinvestigated. Curriculum needs to be reevaluated. Teachers need to be technologically savvy.

Students:

- Ryan has a wide range of classes and levels of classes.

Parents:

- Parents impressed with the courses which are varied and comprehensive. High quality educational program.

MSA Indicator	Evidence of Adherence
8.30 The educational program provides appropriate educational programs for students who are concluding formal study as well as those planning further education.	F=3 S=3 P=3 ST=3

MSA Indicator	Evidence of Adherence
8.31 The educational program develops habits of the mind and attitudes required for success in further education and in the workplace.	F=3 S=3 P=3 ST=3

Comments:

Faculty:

- Educational program is adequate. Technology needs to be used more in the classroom. Apathetic, unmotivated and reluctant students work against development of sound work ethics.

Students:

- More help is needed with college prep.

Parents:

- Students require instruction in the area of finance e.g. credit card use, retirement needs, real estate, and stock market.

1. List the significant strengths of the school in the area of Educational Program.

- Wide availability of technology
- Atmosphere of collegiality between teachers and support staff (i.e. library, guidance, computer resource)

2. List the significant areas for improvement of the school in the area of Educational Program.

- Options to prepare students who are not attending college
- Improvement of technological resources (i.e. more computers, computer labs designated for each department)
- Methods to motivate lower tracks
- Preservation and development of elective offerings
- Better use of curriculum guidelines and standardized test results
- Examination of teacher methodology and classroom configuration
- Exploration of more challenging and more cultural offerings

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 (see Part D.9.).

- Investigate possibilities of offering more/better educational alternatives to non-college bound students (i.e. vocational offerings pairing with Vo-tech centers, etc)
- Investigate ways to provide more computer access and greater computer resources in each classroom
- Investigate current tracking options and consider educational research to reinvent present paradigm (i.e. separate top and bottom 5%, mix remaining students as a means to offer programs that are challenging and relevant as well as equally demanding.)

Instructions for Self-Assessment of Standard for Accreditation

After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community's self-assessment, the school meets or does not meet this Standard for Accreditation.

Our self-assessment is that our school **is** in adherence with this Standard for Accreditation

Our self-assessment is that our school **is not** in adherence with this Standard for Accreditation