

UNIONVILLE-CHADDS FORD SD

740 Unionville Road

Academic Standards and Assessment Requirements (Chapter 4) | 2022 - 2025

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)

The purpose of Chapter 4, Academic Standards and Assessment, of the Pennsylvania School Code is to establish rigorous academic standards and assessments “to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined”. As part of the Comprehensive Planning process, each LEA will report on their curriculum and assessment alignment to the Academic Standards.

ACADEMIC STANDARDS AND PLANNING

Chapter 4 specifies the minimum curriculum requirements that are to be provided within each grade band.

A written curriculum framework specifies what and when content is taught for each subject within the LEA. In this section, LEAs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

Chapter 4 Curriculum and Instruction Requirements	Written Curriculum Framework	Taught within the Grade Span
PA-Core English Language Arts	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
PA-Core Mathematics	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Science and Technology	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Environment and Ecology	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Civics and Government	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Economics	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Geography	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
History	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Arts and Humanities	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Health, Safety, and Physical Education	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Family and Consumer Sciences	6-8, 9-12	6-8, 9-12

Chapter 4
Curriculum and Instruction Requirements

Written Curriculum Framework

Taught within the Grade Span

Reading and Writing for Science and Technical Subjects

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Reading and Writing for History and Social Studies

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Career Education and Work

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

ASSURANCES: STANDARDS ALIGNMENT

The academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in grade 3. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Pennsylvania's public schools.

Standards	Yes/No
A. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
B. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
C. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
D. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
E. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards.	Yes

1. Describe your LEA's process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum.

Include timelines and personnel involved.

As part of our Year 1 Curriculum Cycle process, teams of teachers that teach specific content standards review their curriculum against Pennsylvania Department of Education Standards and check for changes, alignment, etc. We also solicit stakeholder feedback through the District's Curriculum Council and through curriculum surveys. Based on these findings, curriculum writing and revisions happen accordingly during Year 2 of our Curriculum Cycle. Year 3 of our Curriculum Cycle is considered our implementation year where we roll out the new written curriculum and make adjustments as we exit the cycle.

2. List resources, supports or models that are used in developing and aligning curriculum.

Curriculum and Curriculum Frameworks from PDE SAS website, Understanding by Design Framework, District Curriculum Template, Clever - to house all instruction resource applications and access to learning management systems.

3. How does the LEA ensure that all teachers have access to the written curriculum and needed instructional materials? Explain.

We keep all written curriculum in a shared Google Drive folder that all teachers can access. We also keep all instructional resources in department rooms and specified locations in each school. Our Curriculum office keeps a hard copy of all textbooks. Online resource materials and learning management systems are accessed through Clever for teachers, students, and parents.

Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?

Yes

ASSURANCES: CURRICULUM AND INSTRUCTION

Chapter 4 establishes that public education provides planned instruction. As defined by Chapter 4, planned instruction is the instruction offered by a school entity based upon a written plan to enable students to achieve the academic standards under § 4.12 (relating to academic standards) and any additional academic standards as determined by the school entity.

Standards	Yes/No
A. LEA develops/maintains a standard format that includes scope, sequence, and pacing.	Yes
B. Essential content is developed from PA Core/Academic Content Standards.	Yes
C. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic or Alternate Content Standards.	Yes
D. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic or Alternate Content Standards exist.	Yes
E. Courses and units of study are developed from measurable outcomes and/or objectives.	Yes
F. Course objectives to be achieved by all students are identified.	Yes
G. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.	Yes

1. What is your LEA's approved cycle for reviewing the locally developed curriculum?

Our approved Curriculum Cycle by year and subject is as follows: 2022-2023 English/Language Arts, Health and Physical Education, Gifted

Education. 2023-2024 Information and Media Services, Special Education, Science, and World Language 2024-2025 Computer Applications, Technology, and Technology Education 2025-2026 Art, Family and Consumer Sciences, Music 2026-2027 Math, School Counseling, Social Studies

2. What is your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle?

Our LEA will revise the locally developed curriculum during this comprehensive plan cycle in the following areas: 2022-2023 English/Language Arts, Health and Physical Education, Gifted Education. 2023-2024 Information and Media Services, Special Education, Science, and World Language 2024-2025 Computer Applications, Technology, and Technology Education

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

ACT 13

Act 13 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year.
Act 13 classifies educators as Classroom Professionals, Non-Teaching Principals, and Principals.

Assess the strengths, challenges, and trends of the classroom/school environments and instructional practices within your LEA.

Check if Act 13 is not used in educator evaluations (Charter/Cyber Charter School's only).

1. What percentage of the educators, who will be evaluated under Act 13, fall into each of the following categories? (Total percent sum of the 4 response boxes should equal 100%)
 - a. Data Available Classroom Teachers
30
 - b. Non-Data Available Classroom Teachers
58
 - c. Non-Teaching Professionals
10
 - d. Principals
2
- Total
100

2. On what observational components are classroom teachers rated the highest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1b: Demonstrating Knowledge of Students	1b: Demonstrating Knowledge of Students	1a: Demonstrating Knowledge of Content and Pedagogy
Domain 2: The Classroom Environment	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport
Domain 3: Instruction	3c: Engaging Students in Learning	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4f: Showing Professionalism	4f: Showing Professionalism	4f: Showing Professionalism

3. What action steps will be implemented to build upon the strengths found in the classroom teacher observations?
 Areas of strength noted in the above data suggest that school climate and culture in our buildings is strong. We will continue to survey our stakeholders every other year through a school climate survey. Also, our teachers continue to participate in trainings that focus on building relationships with students, growth mindset, and admired leadership practices. These identified areas show that our teachers communicate well with their students and know their students strengths and needs.

4. On what observational components are classroom teachers rated the lowest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
Domain 1: Planning and	1c: Setting Instructional	1c: Setting Instructional	1c: Setting Instructional

	Elementary School	Middle School	High School
Preparation	Outcomes	Outcomes	Outcomes
Domain 2: The Classroom Environment	2e: Organizing Physical Space	2e: Organizing Physical Space	2e: Organizing Physical Space
Domain 3: Instruction	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4c: Communicating with Families	4c: Communicating with Families

5. What action steps will be implemented to improve the challenges found in the classroom teachers observations?

The District will provide time for professional development and for teachers to collaborate and reflect on instructional practices. Additionally, professional development and collaboration time will be provided to review students' data (STAR, PSSA, etc) to plan for differentiated instruction and to identify students for intervention. As we revise curriculum, we will look to implement the PDE model curriculum framework and implement concepts of the Understanding by Design framework when writing/revising new curriculum. Organizing physical space will be addressed through teacher collaboration and best practices for classroom instruction post-pandemic. Finally, we will provide professional development regarding communication tools to even more effectively communicate with our families, especially our EL student population.

6. In planning for the implementation of Act 13, what information would be used to determine the LEA Selected Measures and Principal Performance Goals? How will those goals be determined?

Goals Set

Comments/Considerations

LEA Selected Measures and Principal Performance Goals were created collaboratively between teachers, building level administrators and district level administrators based on the

Goals Set

Comments/Considerations

Provided at the district level

previous year's data. Data used to inform LEA Selected Measures and Principal Performance Goals included state assessment results, standardized assessment results, climate surveys, PAYS data, curriculum assessment results, and district goals.

Provided at the building level

LEA Selected Measures and Principal Performance Goals were created collaboratively between teachers, building level administrators and district level administrators based on the previous year's data. Data used to inform LEA Selected Measures and Principal Performance Goals included state assessment results, standardized assessment results, climate surveys, PAYS data, curriculum assessment results, and district goals.

Provided at the grade level

LEA Selected Measures were created collaboratively between teachers, building level administrators and district level administrators based on the previous year's data. Data used to inform LEA Selected Measures and Principal Performance Goals included state assessment results, standardized assessment results, climate surveys, PAYS data, curriculum assessment results, and district goals.

LEA Selected Measures were created collaboratively between teachers, building level administrators and district level administrators based on the previous year's data. Data used to

Goals Set	Comments/Considerations
Provided within the content area	inform LEA Selected Measures and Principal Performance Goals included state assessment results, standardized assessment results, climate surveys, PAYS data, curriculum assessment results, and district goals.
Individual teacher choice	Based on performance evaluation reflection and data
Other (state what other is)	N/A

7. What student performance evidence or artifacts will classroom teachers use to measure the progress and effectiveness of meeting the set goals? (include all those classified as classroom teachers)

Evidence	Grades/Content Area	Comments
Locally Developed School District Rubric	examples across all grades/subjects K-12	most common choice across K-12
District-Designed Measure & Examination	examples across all grades/subjects K-12	common curricular assessments
Nationally Recognized Standardized Test	examples across all grades/subjects K-12	examples include PSSA/STAR Reading
Industry Certification Examination	N/A	No teachers are using this as a measure
Student Projects Pursuant to Local Requirements	examples across all grades/subjects K-12	Common curricular projects
Student Portfolios Pursuant to Local Requirements	examples across all grades/subjects K-12	additionally supports student-led conferences model and provides good growth data at parent/teacher

Evidence

Grades/Content Area

Comments

conferences

Based on the responses above, would written curriculum be a priority in your comprehensive plan? Yes

Based on the responses above, would instructional practices be a priority in your comprehensive plan? Yes

ASSESSMENT

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

Assessment	Type of Assessment			
STAR Reading	Formative			
Frequency or Date Given	K-2	3-5	6-8	9-12
3 times per year (minimum)	Yes	Yes	Yes	No

Assessment	Type of Assessment			
Star Math	Formative			
Frequency or Date Given	K-2	3-5	6-8	9-12
3 times per year (minimum)	Yes	Yes	Yes	No

Assessment	Type of Assessment			
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DIBELS

Diagnostic

Frequency or Date Given
3 times per year

K-2
Yes

3-5

6-8

9-12

Assessment
Fountas and Pinnell

Type of Assessment
Benchmark

Frequency or Date Given
3 times per year

K-2
Yes

3-5

6-8

9-12

Assessment
Common Curricular Assessments

Type of Assessment
Summative

Frequency or Date Given
Regularly throughout the curriculum

K-2
Yes

3-5
Yes

6-8
Yes

9-12
Yes

ASSESSMENT (CONTINUED)

EDUCATION AREAS OF CERTIFICATION

A locally-selected assessment is one of the indicators used for the Future Ready PA Index's Grade 3 and/or Grade 7 Early Indicators of Success.

Future Ready PA Index's Grade 3 Early Indicators of Success – No

Future Ready PA Index's Grade 7 Early Indicators of Success - No

Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices?

Principals and teachers use this data, both individually and collaboratively, to differentiate instruction and: Plan Daily and Long Range Instruction, Create Response to Intervention Groupings, Identify Giftedness in students, Report on Special Education student progress, Identify Students that Qualify for Reading Intervention, Identify Students for IST support

SIGNATURE AND QUALITY ASSURANCE

EDUCATION AREAS OF CERTIFICATION

As Chief School Administrator, I affirm that this LEA's Academic Standards and Assessment Requirements (Chapter 4) Plan was developed in accordance and complies with the applicable provisions of 22 Pa. Code, Chapter 4.

Chief School Administrator

Date