

EASTERN LANCASTER COUNTY SD

669 E Main St

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	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 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.	No

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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.

The District has identified Curriculum Specialists who have been working on developing Overarching Understandings, Essential Questions, and Transfer Goals K-12. Once this is completed, the Curriculum Specialists will begin revising/rewriting/writing our current curriculum in a standardized format. Currently our curriculum uses similar requirements, but the template varies between the levels and subjects. Each year, Curriculum Specialists will meet with teachers to review/revise curriculum based on teacher and learner input and assessment data. Once every 5-7 years, an in-depth review/revision will occur to align with new standards and to review instructional materials.

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

Understanding By Design Resources: Leading Modern Learning by McTighe & Curtis; The Understanding by Design Guide to Creating High-Quality Units by Wiggins & McTighe; Essential Questions by McTighe & Wiggins and Designing Authentic Performance Tasks and Projects by McTighe, Doubet, & Carbaugh Other Resources: PA Standards and Eligible Content, CCL (Collaborative Customized Learning), IU13

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

Curriculum and instructional materials are shared with teachers and staff through a shared drive and through digital content providers on the District Gateway.

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.	No
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?

Once every 5-7 years an in-depth review/revision will occur to align with new standards and to review instructional materials.

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

The District has identified Curriculum Specialists who have been working on developing Overarching Understandings, Essential Questions, and Transfer Goals K-12. Once this is completed, the Curriculum Specialists will begin revising/rewriting/writing our current curriculum in a standardized format. Currently our curriculum uses similar requirements, but the template varies between the levels and subjects. Each year, Curriculum Specialists will meet with teachers to review/revise curriculum based on teacher and learner input and assessment data.

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

37%

b. Non-Data Available Classroom Teachers

43%

c. Non-Teaching Professionals

17%

d. Principals

3%

Total

0

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	1a: Demonstrating Knowledge of Content and Pedagogy	1e: Designing Coherent Instruction	1e: Designing Coherent Instruction
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	3a: Communicating with Students	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4f: Showing Professionalism	4f: Showing Professionalism

3. What action steps will be implemented to build upon the strengths found in the classroom teacher observations?
Focusing on research based practices and professional development.

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 Preparation	1d: Demonstrating Knowledge of Resources	1f: Designing Student Assessments	1f: Designing Student Assessments
Domain 2: The Classroom Environment	2c: Managing Classroom Procedures	2c: Managing Classroom Procedures	2c: Managing Classroom Procedures

	Elementary School	Middle School	High School
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4c: Communicating with Families	4c: Communicating with Families	4b: Maintaining Accurate Records

5. What action steps will be implemented to improve the challenges found in the classroom teachers observations?
Focusing on research based practices and professional development.
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
Provided at the district level	Student Assessment Data, perceptual survey data
Provided at the building level	Student Assessment Data, Walk-Throughs, Observations
Provided at the grade level	State and Local Assessment Data, Behavioral Data
Provided within the content area	Common Summative Assessments, Cornerstone Tasks
Individual teacher choice	Growth areas determined through consultation with principal/supervisor
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	K-12	n/a
District-Designed Measure & Examination	K-12	Common Assessments & Cornerstone Tasks
Nationally Recognized Standardized Test	K-12	n/a
Industry Certification Examination	9-12	n/a
Student Projects Pursuant to Local Requirements	n/a	n/a
Student Portfolios Pursuant to Local Requirements	K-12	Being Developed

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			
Fastbridge - aReading	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
3x a year	Yes	Yes	Yes	Yes

Assessment	Type of Assessment			
Fastbridge - aMath	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
3x a year	Yes	Yes	Yes	Yes

Assessment	Type of Assessment			
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Acadience Reading

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

3x a year

Yes

Yes

No

No

Assessment

Type of Assessment

Fastbridge - Early Math

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

3x a year

Yes

No

No

No

Assessment

Type of Assessment

PSSA, PASA and Keystone

Summative

Frequency or Date Given

K-2

3-5

6-8

9-12

1 time per year

No

Yes

Yes

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?

All learners are screened three times per year on Tier I assessments K-10. Grade level teams review data after each universal screening to determine areas of strengths and weaknesses, develop goals, and implement changes in instruction.

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