

BURRELL SD

1021 Pucketty Church Rd

Academic Standards and Assessment Requirements (Chapter 4) | 2023 - 2026

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 ASSESSMENT REQUIREMENTS

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.

1. Identify your school entity type from the drop-down list:

School District

2. Identify the grade bands taught in your school entity and enter student population numbers:

Grade Bands	Taught in your School Entity	Student Population Numbers
Pre K - 2	Yes	341
3 - 5	Yes	386
6 - 8	Yes	403
9 - 12	Yes	568
		Total 1698

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

Reading and Writing for Science and Technical Subjects

6-8, 9-12

6-8, 9-12

Reading and Writing for History and Social Studies

6-8, 9-12

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, CURRICULUM, AND PLANNED INSTRUCTION

- | | |
|---|-----|
| 1. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards | Yes |
| 2. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards | Yes |
| 3. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards | Yes |
| 4. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards | Yes |
| 5. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards | Yes |

Elementary Grade Level content does not apply.

Secondary Grade Level content does not apply.

6. Describe your LEA's cycle and process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Include timelines and personnel involved.

Our K-12 faculty is currently writing curriculum in every department. All curriculum follows a common district template using the 4 questions of the PLC process as a guiding framework, and staff are expected to align curriculum with PA Core Standards / STEELS Standards. Faculty has been provided with curriculum writing procedures they are expected to follow, and each department has been assigned an administrator, department leader, and personalized learning coach to support the writing and implementation of the curriculum. We hope to publish the courses that are finished after board approval in June/July 2024. Ongoing course additions and updates will be posted yearly to the BSD Website.

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

BSD Curriculum Writing Procedures - <https://drive.google.com/file/d/17MW26bH7-ZK1p6Ud2Z9poeCOwAlkLkja/view?usp=sharing> PLC 4 Questions (DuFour Model & Solution Tree Training Resources) - including professional development, ongoing coaching, and weekly PLC meetings BSD Curriculum Template & Google Shared Drive Resource Hub (all curriculum and curriculum writing resources) SAS Resources - PA Core Standards Curriculum Frameworks, PSSA Anchors & Eligible Content, Keystone Anchors, PA Core Standards, STEELS Standards & Curriculum Frameworks, PA Roadmap: Effective Instructional Strategies Depth of Knowledge (DOK) resources Content-Specific Professional Development for each department (ex. LETRS, Concrete Representational Abstract (CRA), Project-Based Learning (PBL), Integrating SEL Competencies & Habits of Mind, STEELS PD, etc)

8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials.

BSD Curriculum Writing Hub (Google Shared Drive), Google Classroom Curriculum Hubs & Shared Drives/Folders (Resources), Digital and Print instructional resources to support curriculum (Eureka, ECRI, etc)

Planned instruction consists of at least the following elements: (Chapter 4.12)

- | | |
|--|-----|
| 9. LEA develops/maintains a standard format that includes scope, sequence, and pacing. | Yes |
| 10. Essential content is developed from PA Core/Academic Content Standards. | Yes |
| 11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards. | Yes |
| 12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist. | Yes |
| 13. Courses and units of study are developed from measurable outcomes and/or objectives. | Yes |
| 14. Course objectives to be achieved by all students are identified. | Yes |
| 15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists. | Yes |

16. Describe your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)

We are currently in our 3rd year of writing curriculum in every department K-12. We intend to publish the curriculum that is written in June/July 2024 and continue to update courses yearly. During 2024-2025 & 2025-2026, we will complete a gap analysis vertically to ensure all eligible content is being taught with fidelity as we continue to update our curriculum K-12.

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

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

ASSURANCES: EDUCATOR EFFECTIVENESS

Act 13

Check if Act 13 is NOT used in educator evaluations (Charter/Cyber Charter Schools 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 must equal 100%)

A. Data Available Classroom Teachers	33
B. Non-Data Available Classroom Teachers	52
C. Non-Teaching Professionals	11
D. Principals	4
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	1a: Demonstrating Knowledge of Content and Pedagogy	1b: Demonstrating Knowledge of Students

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2a: Creating an Environment of Respect and Rapport	2e: Organizing Physical Space	2a: Creating an Environment of Respect and Rapport
Domain 3: Instruction	3a: Communicating with Students	3e: Demonstrating Flexibility and Responsiveness	3a: Communicating with Students
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	4f: Showing Professionalism	4a: Reflecting on Teaching

3. What action steps are implemented or will be implemented to build upon the strengths found in the classroom teacher observations?

The District continues to work with faculty to analyze each domain and the components to better understand their strengths. A data collection tool will be implemented to gather more consistent data across buildings and content areas.

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	1f: Designing Student Assessments	1f: Designing Student Assessments	1f: Designing Student Assessments
Domain 2: The Classroom Environment	2d: Managing Student Behavior	2d: Managing Student Behavior	2d: Managing Student Behavior
Domain 3: Instruction	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction

	Elementary School	Middle School	High School
Domain 4: Professional Responsibilities	4d: Participating in a Professional Community	4d: Participating in a Professional Community	4d: Participating in a Professional Community

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

Faculty have been immersed in the PLC process for 5 years via the DuFour Model. They are strong in answering questions 1 and 2 but need to better grasp differentiation and using data to drive instruction. The District is working through curriculum development that is aligned to standards. They are in their second year of Structured Literacy Training and other strategies such as project-based learning, Concrete Representational Abstract strategies in math, etc. The District is building capacity in our faculty to answer questions 3 and 4 to differentiate instruction and personalize student learning. Additionally, the District is in year 1 of three years of embedded professional development for Trauma-Informed Practices.

6. What information is used to determine Principal Performance Goals?

Goals Set	Comments/Considerations
Provided at the district level	Principal goals are built collaboratively with Central Office and as a result of performance based on the comprehensive plan goals.
Provided at the building level	Principal goals are built collaboratively with Central Office and as a result of performance based on the comprehensive plan goals.
Individual principal choice	Principal goals are built collaboratively with Central Office and as a result of performance based on the comprehensive plan goals.

Goals Set

Comments/Considerations

Other (state what other is)

7. Under Act 13, classroom teachers are required to utilize LEA Selected Measures to develop the Student Performance Measures and possibly the IEP Goals Progress Measures. List student assessments examples each grade/content area will use to develop LEA Selected Measures.

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
Locally Developed School District Rubric	K-12	Formative Assessment
District-Designed Measure & Examination	NONE	NONE
Nationally Recognized Standardized Test	K-9 / ELA & Math	STAR (ELA and Math K-9), Acadience (ELA K-5)
Industry Certification Examination	NONE	NONE
Student Projects Pursuant to Local Requirements	NONE	NONE
Student Portfolios Pursuant to Local Requirements	NONE	NONE

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 Acadience			Type of Assessment Benchmark		
Frequency or Date Given	K-2	3-5	6-8	9-12	
3 times a year	Yes	Yes	No	No	
Assessment STAR - ELA and Math			Type of Assessment Benchmark		
Frequency or Date Given	K-2	3-5	6-8	9-12	
3 times a year	Yes	Yes	Yes	Yes	
Assessment Teacher Developed Formative Assessment			Type of Assessment Formative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
weekly or to be determined by teacher	Yes	Yes	Yes	Yes	

Assessment

IXL - Grades 2 - 8

Type of Assessment

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

ongoing (program adjust based on performance and diagnostic)

Yes

Yes

Yes

No

Assessment

Math Seeds K-2

Type of Assessment

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

ongoing (program adjust based on performance and diagnostic)

Yes

No

No

No

Assessment

Reading Eggs K-2

Type of Assessment

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

ongoing (program adjust based on performance and diagnostic)

Yes

No

No

No

Assessment

Achieve 3000

Type of Assessment

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

ongoing (program adjust based on performance and diagnostic)

No

No

No

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 – Yes

Future Ready PA Index's Grade 7 Early Indicators of Success - Yes

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

We use our benchmark assessments as a screening tool to create our Tier 3 Reading Intervention Groups (Title 1, K-5), Tier 2 Reading Intervention Groups (ECRI, K-2), and differentiate instruction for all students in reading and math. Faculty and administrators also use our benchmark assessments, formative assessment data, and diagnostic data to create leveled and skills-based groups for our intervention blocks. The diagnostic assessments are used to provide teachers with skills-specific data to drive instruction and assign skill-specific remediation and extension within our instructional technology programs (ex. IXL, Reading Eggs, Math Seeds, Achieve 300). We also use diagnostic data in reading and math to design personalized learning plans for students who need additional support.

Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan? Yes

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