

MIFFLINBURG AREA SD
178 Maple St

Academic Standards and Assessment Requirements (Chapter 4) | 2021 - 2024

2021 2022 2023 2024 2025 2026 2027 2028 2029 2030 2031 2032 2033 2034 2035 2036 2037 2038 2039 2040 2041 2042 2043 2044 2045 2046 2047 2048 2049 2050 2051 2052 2053 2054 2055 2056 2057 2058 2059 2060 2061 2062 2063 2064 2065 2066 2067 2068 2069 2070 2071 2072 2073 2074 2075 2076 2077 2078 2079 2080 2081 2082 2083 2084 2085 2086 2087 2088 2089 2090 2091 2092 2093 2094 2095 2096 2097 2098 2099 2100

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.

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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		6-8, 9-12	K-2, 3-5, 6-8, 9-12
Environment and Ecology		6-8, 9-12	K-2, 3-5, 6-8, 9-12
Civics and Government		6-8, 9-12	K-2, 3-5, 6-8, 9-12
Economics		6-8, 9-12	K-2, 3-5, 6-8, 9-12
Geography		6-8, 9-12	K-2, 3-5, 6-8, 9-12
History		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	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

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
Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards.	No
<div> <div>1. Describe your LEA's process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Curriculum continues to be reviewed for gaps and overlaps. Such work ensures alignment to the PA Academic Standards. The District operates on a five-year Curriculum Review Process. STEP 1 (YEAR 1) DEPARTMENTAL NEEDS ASSESSMENT This step addresses horizontal and vertical alignment, as well as inventory. STEP 2 (YEAR 2) REVISION AND REQUISITION Preparation of courses of study revision addressing and implementing the goals, outcomes, and benchmarks set forth in the district comprehensive plan along with recommendations and requisitions for materials. STEP 3 (YEARS 3-5) IMPLEMENTATION AND EVALUATION During this period, curriculum areas may choose to revise specific curricular objectives after they have had the opportunity to implement the curriculum as adopted in Step 2.</div> </div>	

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

The District's written curriculum is developed internally with teachers doing much of the work. A common template is used. The written curriculum consists of Unit Overviews that address the Standards and Objectives, PA Big Ideas, Essential Questions, Anchor Descriptors and Eligible Content, Concepts and Competencies, Vocabulary, Proper Conceptions and Misconceptions, Elements of instruction, Application and Traditional Assessments, and Differentiation. Support is provided through the Central Susquehanna Intermediate Unit and PaTTAN.

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

All curriculum is posted for all courses on our internal shared drive. Curriculum documents contain a section where all instructional materials are listed.

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

LEA develops/maintains a standard format that includes scope, sequence, and pacing. Yes

Essential content is developed from PA Core/Academic Content Standards. Yes

Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards Yes

Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist. Yes

Courses and units of study are developed from measurable outcomes and/or objectives. Yes

Course objectives to be achieved by all students are identified. Yes

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?
- The District operates on a 5-year curriculum review cycle. The cycle is a systematic approach to evaluating, reviewing and revising

curricular areas to increase curriculum effectiveness and continual improvement of student learning experiences. The process is a deep-dive into curriculum practices that often generates new documents, resources with subsequent implementation and monitoring. This process serves as a means for fiscal responsibility as well.

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

Mathematics, Science and Social Studies will be the main focus areas for the 2021-2024 Comprehensive Plan as those subjects fall at varying points in the five-year cycle. The curriculum development process operates on a five-year cycle. At times, however, these phases may overlap or reverse depending on the needs of students, State mandates, and/or curricular needs. **STEP/YEAR 1 (YEAR 1)**
DEPARTMENTAL NEEDS ASSESSMENT This is the process of teachers evaluating the curriculum to ensure that it is meeting the needs of our students and addressing the State Standards for their subject area. Teachers will look for gaps and overlaps and address inventory. Student performance and growth data will be evaluated as well. Additionally, vertical and horizontal alignment will be considered.
STEP/YEAR 2 (YEAR 2) REVISION AND REQUISITION Revisions to the courses of study that address goals, outcomes, and benchmarks are prepared during this step. Scope and sequence charts and pacing guides will continue to be updated as changes occur in all subject areas. Selection, planning, and budgeting of resources and professional development will be completed during this step. Needed resources will be purchased. **STEPS/YEARS 3-5 IMPLEMENTATION AND EVALUATION** Based on input gathered during the school year and feedback from teachers and administrators, some revisions to the curriculum may be necessary. Adjustments may be made as necessary, but no major changes are made in curriculum, content or resources during this phase unless data indicates a strong need. Planning and budgeting for resources and professional development will continue as needed.

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

Act 82 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. Act 82 requires that all educators will be rated Distinguished, Proficient, Needs Improvement, or Failing.

DANIELSON FRAMEWORK DOMAIN 2: THE CLASSROOM ENVIRONMENT

Creating an Environment of Respect and Rapport

K-2 Distinguished	3-5 Distinguished	6-8 Proficient	9-12 Proficient
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Establishing a Culture for Learning

K-2 Proficient	3-5 Proficient	6-8 Proficient	9-12 Proficient
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Managing Classroom Procedures

K-2 Proficient	3-5 Proficient	6-8 Proficient	9-12 Proficient
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Managing Student Behavior

K-2 Proficient	3-5 Proficient	6-8 Proficient	9-12 Proficient
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Organizing Physical Space

K-2 Proficient	3-5 Proficient	6-8 Proficient	9-12 Proficient
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DANIELSON FRAMEWORK DOMAIN 3: INSTRUCTION

Communicating with Students

K-2 Proficient	3-5 Proficient	6-8 Proficient	9-12 Proficient
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Using Questioning and Discussion Techniques

K-2 Proficient	3-5 Proficient	6-8 Proficient	9-12 Proficient
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ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

There are a variety of methods for observing and evaluating performance. Formal observation is a required method under Act 82. Indicate other methods used in your LEA for observing and evaluating your professional employees.

Observations and Evaluation Methods		Yes/No
Formal Observation		Yes
Walkthrough Observation		Yes
Peer Observation		Yes
Instructional Coaching		No
Lesson Plan Review		Yes
Self-Directed Plan		Yes
Collaborative Project		Yes
Annual Evaluation		Yes
Engaging Students in Learning		Yes
Using Assessment in Instruction		Yes
Demonstrating Flexibility and Responsiveness		Yes
Action Research		Yes

1. Identify strengths, challenges, or trends that emerge from the analysis of educator observations and evaluations.
The same area of strength, Creating an Environment of Respect and Rapport, appeared at the Elementary (K-2) and the Intermediate School (Grades 3-5). All other areas were proficient in all four school buildings.

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

Student Learning Objectives (SLO) are a required component of the evaluation of professional employees. It is also a required component of ESSA's Educator Effectiveness measure. Describe the data and the evidence used to create and measure SLOs in your LEA by selecting from the drop down menus for each grade span.

EDUCATION AREAS OF CERTIFICATION

Arts and Humanities

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Student Projects
3-5	Mastery and Growth	District Exams
6-8	Mastery and Growth	District Exams, Student Projects
9-12	Mastery and Growth	District Exams, Industry Certification, Student Projects

Civics/History/Geography/Economics

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	Student Projects, District Exams
3-5	Mastery and Growth	Student Projects, District Exams

Grade Levels	Metric Used	Performance Measure(s)
6-8	Mastery and Growth	District Exams, Student Projects
9-12	Mastery and Growth	District Exams, Student Projects, Standardized Tests

English Language Arts/Reading

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Student Projects
3-5	Mastery and Growth	District Exams, Standardized Tests, Student Projects
6-8	Mastery and Growth	District Exams, Standardized Tests, Student Projects
9-12	Mastery and Growth	District Exams, Standardized Tests, Student Projects

Mathematics

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Student Projects
3-5	Mastery and Growth	District Exams, Standardized Tests, Student Projects

Grade Levels	Metric Used	Performance Measure(s)
6-8	Mastery and Growth	District Exams, Standardized Tests, Student Projects
9-12	Growth	District Exams, Standardized Tests, Student Projects

Biology, Environment, and Ecology

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Student Projects
3-5	Mastery and Growth	District Exams, Standardized Tests, Student Projects
6-8	Mastery and Growth	District Exams, Standardized Tests, Student Projects
9-12	Mastery and Growth	District Exams, Standardized Tests, Student Projects

Health, Safety, and Physical Education

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Student Projects
3-5	Mastery and Growth	District Exams, Student Projects

Grade Levels	Metric Used	Performance Measure(s)
6-8	Mastery and Growth	District Exams, Student Projects
9-12	Mastery and Growth	District Exams, Student Projects

Science And Technology

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Student Projects
3-5	Mastery and Growth	District Exams, Student Projects
6-8	Mastery and Growth	District Exams, Student Projects, Standardized Tests
9-12	Mastery and Growth	District Exams, Student Projects, Standardized Tests

English Language Proficiency

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Standardized Tests
3-5	Mastery and Growth	District Exams, Standardized Tests

Grade Levels	Metric Used	Performance Measure(s)
6-8	Mastery and Growth	District Exams, Standardized Tests
9-12	Mastery and Growth	District Exams, Standardized Tests

1. How does the data from the educators' Student Learning Objectives (SLOs) inform instructional practices in your LEA?

The teachers use data discussions to decide on an area of growth that can be measured using an SLO. That area can be addressed by one teacher or a grade-level or a department team of teachers. The Principal discusses SLO data with each teacher during the SLO process and teacher pre/post observation 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					
Acadience					
Frequency or Date Given	K-2	3-5	6-8	9-12	
Three times per year (Fall, Winter, Spring)	Yes	No	No	No	
Assessment					
Measures of Academic Progress (MAP)					
Frequency or Date Given	K-2	3-5	6-8	9-12	
Three times per year (Fall, Winter, Spring)	Yes	Yes	Yes	No	
Assessment					
ACCESS for ELs					
Frequency or Date Given	K-2	3-5	6-8	9-12	
Once per year	Yes	Yes	Yes	Yes	

Assessment					Type of Assessment
Cognitive Ability Test (CAT)					Benchmark
Frequency or Date Given	K-2	3-5	6-8	9-12	
Once in Grade 2	Yes	No	No	No	
Assessment			Type of Assessment		
Easy CBM			Benchmark		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Progress Monitoring as Needed	Yes	Yes	Yes	Yes	
Assessment			Type of Assessment		
PSSA (Pennsylvania System of State Assessments)			Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Once a year	No	Yes	Yes	No	
Assessment			Type of Assessment		
PASA (Pennsylvania Alternate System of Assessment)			Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Once a year	No	Yes	Yes	Yes	
Assessment			Type of Assessment		
Iowa Algebra Readiness Test			Benchmark		
Frequency or Date Given	K-2	3-5	6-8	9-12	

Once in Grade 6	No	No	Yes	No
Assessment				
Classroom Diagnostic Tools			Type of Assessment Diagnostic	
Frequency or Date Given	K-2	3-5	6-8	9-12
Three times per year	No	No	Yes	Yes
Assessment			Type of Assessment	
Keystone Exams			Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Once-end of year	No	No	Yes	Yes
Assessment			Type of Assessment	
Mid-term and Final Exams			Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Mid-term and end of year	No	No	No	Yes
Assessment			Type of Assessment	
NOCTI (National Occupational Competency Testing Institute)			Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Once-end of year	No	No	No	Yes
Assessment			Type of Assessment	
Scholastic Aptitude Test (SAT)			Summative	

Frequency or Date Given	K-2	3-5	6-8	9-12
Multiple times per year	No	No	No	Yes
Assessment			Type of Assessment	
Advanced Placement Exams (AP)			Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Once-end of year	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 – No
- Future Ready PA Index's Grade 7 Early Indicators of Success - No

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

Each summer, the teachers participate in a Flex Day when they meet together as a grade level or department to review State standardized testing data. Those sessions inform building goals for the year and inform teachers as they plan for their next year's students. Data from State assessments and ongoing local assessments inform the MTSS process, the refinement of curriculum, the need for professional development and focused supervision. Additionally, teachers and principals use benchmark and diagnostic assessments throughout the school year to support teachers' improvement of practice and student achievement.

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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.

Superintendent/Chief Executive Officer

Date