

TYRONE AREA SD

701 Clay Avenue

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

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

6-8, 9-12

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	No
B. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards	No
C. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards	No
D. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards	No
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.
We use student data from state standardized assessments, including specific data on eligible content, and research-based vendor assessments to determine where curriculum areas are strong or needing addressed.
 2. List resources, supports or models that are used in developing and aligning curriculum.
SAS Curriculum Frameworks PDE Curriculum Template Curriculum Mapping models by H. Hayes-Jacobs Schooling by Design by McTighe and Wiggins

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

Our written curricula will be posted in the staff access section of our district website. All curricula will also be posted in our New Teacher Hub (Google Site). The Curriculum & Instruction office tracks and distributes instructional materials upon request by teacher/principal and as they are received.

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.	No
E. Courses and units of study are developed from measurable outcomes and/or objectives.	No
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?

Beginning in the 2022-2023 school year, we will begin using the cycle described below (adapted from research and from The Glen Ridge

School District Curriculum Renewal Cycle and The Chapel Hill Independent School District Curriculum Management Plan): Stages 1. Mapping – Teachers will record the taught curriculum (objectives/learning outcomes, units, lessons, assessments) for later comparison to the written curriculum in the review and research stage. They make note of misalignment, redundancies, and gaps in instruction. 2. Review and Research - This will be the process of comparing the curriculum maps to state standards as well as ideal programs that may exist in other districts or the new program desired in our district. The ideal program will be determined by conducting a comprehensive review of research and recommendations of best practice, reviewing state and national standards in the given field and conducting a complete scope and sequence of the standards. A variety of data will be gathered and reviewed in determining what the new program may look like. This data might include but would not be limited to:

- o Review of current curriculum documents
- o Results of curriculum/scope and sequence mapping
- o Curriculum audits of materials
- o Assessment of staff development
- o Feedback from staff, parents and students
- o Review of standardized assessment data
- o Review of district assessment data
- o Analysis of the interrelationship between the area and other content areas

3. Development - During the curriculum development process, all program options will be considered and investigated. Pilots may take place to determine the effectiveness of options. When pilots are used, they will be carefully evaluated and research-based decisions will be made regarding content, scope, and sequence. This is the stage in which actual curriculum will be written, with input from the curriculum committee. This will also be the time to plan for the program evaluation. The foundations of program evaluation will be established during this stage. Benchmarks for program success and student success indicators will have to be established during the scope and sequence portion of this process and will assist us in determining if the program is working. 4. Initial Curriculum and Program Implementation – This is the stage when the curriculum will be put into practice in classrooms. A plan for dissemination of the curriculum will be critical to successful implementation. Systems for proper materials purchasing, distribution and support will be reviewed/established prior to implementation. Staff development will be the major focus during this stage. Workshops will be planned during the school year and/or summer to support the implementation. District staff development time, grade level meetings and/or department meetings will be used to provide staff training for successful implementation. Time will be allocated for collaborative teams to lesson plan for the new curriculum and share strategies that work. Checkpoints will be established to gather feedback from teachers. Adjustments in implementation and staff development will be made along the way. Program observations will be conducted during this year. Observation of teacher performance in implementing the new curriculum will be emphasized since teachers are teaching brand new material. Emphasis in observation will be placed on the program by looking for correct implementation and interpretation of the curriculum, continuity in delivery, and other important aspects of implementation. Lesson plans and unit plans will be assessed to obtain understanding of program implementation. This information will be used to impact the staff development program to provide continued support. Curriculum revisions

– Based on input gathered during the school year and feedback from teachers and administrators, some revisions to the curriculum may be necessary. Full implementation – At this point, the program will be fully operational in all the target classrooms. Teachers will be implementing curriculum and instruction in direct alignment with the newly established program. This full implementation will continue throughout the curriculum evaluation year. In this stage data will be collected for comprehensive program evaluation the following year. Staff development will be done in needed areas. Observation of teacher performance would be appropriate during this stage. 5. Assessment/Evaluation - The evaluation will be the systematic comparison of the ideal program that has been identified through research and the actual program that has been described and assessed by collecting data. The evaluation will reveal areas of strength in the current program as well as the deficiencies that need to be addressed either immediately through a short-cycle revision process or during the next mapping and review/research stage. The timeline below shows the cycle as it starts in SY 22-23: Content Area 22-23 23-24 24-25 25-26 Social Studies M R D I English Language Arts D I A M Mathematics I A R M Science M D I A Technology Education D I A M KEY M – Map I-Implementation R – Review and Research A- Assessment D – Development

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

During this plan cycle, vertical core teams will be used to lay the foundation of curriculum for each content area and guide horizontal teams to develop a written curriculum, using a standard curriculum template. During this comprehensive plan cycle, a formal cycle for curriculum will be created and approved to be analyzed, evaluated, revised, and reviewed by curriculum committees.

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
26
 - b. Non-Data Available Classroom Teachers
60
 - c. Non-Teaching Professionals
11
 - d. Principals
3

- 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	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4e: Growing and Developing Professionally	4a: Reflecting on Teaching	4a: Reflecting on Teaching

3. What action steps will be implemented to build upon the strengths found in the classroom teacher observations?
 Promote peer observations between educators, pairing teachers who are strong in a particular component with a teacher who needs support there.

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	1c: Setting Instructional Outcomes	1c: Setting Instructional Outcomes	1c: Setting Instructional Outcomes
Domain 2: The Classroom	2d: Managing Student	2e: Organizing Physical Space	2c: Managing Classroom

	Elementary School	Middle School	High School
Environment	Behavior		Procedures
Domain 3: Instruction	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	4f: Showing Professionalism	4c: Communicating with Families

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

Because the middle and high school both have weaknesses around designing and using assessments, those buildings will make those areas a focus for professional development time and Professional Learning Communities. The action step on curriculum will address the challenge of using instructional outcomes. The Elementary will be able to focus on learning outcomes and using assessments as they work with a new reading and a new math series in school years 22-23 and 23-24, respectively.

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	Overall district level achievement and growth; comparisons to local district with similar demographics
Provided at the building level	Building level achievement and growth
Provided at the grade level	Overall grade level data for achievement and growth; breakdown of specific assessment anchor trends
Provided within the content area	Strengths and Areas Needing improvement

Goals Set	Comments/Considerations
Individual teacher choice	Based on personal growth goals in specific, identified components
Other (state what other is)	none

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	grades 7-12/English; grades K-12/Physical Education	performance on a locally developed writing rubric
District-Designed Measure & Examination	Grades K-12/ All content areas	Teacher-created and curriculum-based assessments
Nationally Recognized Standardized Test	grades 4-12/English, Math, Science	Classroom Diagnostic Tests/PSSA/Keystones
Industry Certification Examination	10-12/Career & Technical Programs	NOCTI
Student Projects Pursuant to Local Requirements	Grades K-6/Literacy	Project-based assessments by Unit
Student Portfolios Pursuant to Local Requirements	Grades K-12/math and ELA	Student data tracking portfolios and writing portfolios

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			
iReady	Diagnostic			
Frequency or Date Given	K-2	3-5	6-8	9-12
Beginning, mid, and end of year	No	Yes	Yes	No

Assessment	Type of Assessment			
Acadience Reading	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
Beginning, middle, and end of year	Yes	Yes	No	No

Assessment	Type of Assessment			
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Acadience Math

Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
Beginning, middle, and end of year	Yes	Yes	No	No

Assessment
DAZE

Type of Assessment
Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
Beginning, Middle, and end of year	No	Yes	No	No

Assessment
DRA

Type of Assessment
Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
Beginning, middle, and end of year	Yes	No	No	No

Assessment
Phonological Awareness Screener

Type of Assessment
Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
Beginning, middle, and end of year	Yes	No	No	No

Assessment
Phonics Screener

Type of Assessment
Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
beginning, middle, and end of year	Yes	Yes	No	No

Assessment Letters, Sounds, and Sight Words		Type of Assessment Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12	
Beginning, Middle, and end of year	Yes	No	No	No	

Assessment Writing Sample		Type of Assessment Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12	
Beginning, middle, and end of year	Yes	Yes	No	No	

Assessment CoGAT		Type of Assessment Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12	
Once per year in November	Yes	No	No	No	

Assessment Mid-term exams in content area courses		Type of Assessment Summative			
Frequency or Date Given	K-2	3-5	6-8	9-12	
mid-quarter in each marking period	No	No	No	Yes	

Assessment final exams in content area courses		Type of Assessment Summative			
Frequency or Date Given	K-2	3-5	6-8	9-12	

At the end of May	No	No	No	Yes
Assessment Go Math unit exams			Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
At the end of each unit	Yes	Yes	Yes	
Assessment IXL in Math			Type of Assessment Diagnostic	
Frequency or Date Given	K-2	3-5	6-8	9-12
Beginning, middle, and end of year	No	No	Yes	No
Assessment Composition Diagnostic			Type of Assessment	
Frequency or Date Given	K-2	3-5	6-8	9-12
Beginning of the 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

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

Data teams in the elementary meet three times each year to look at benchmark assessment data. This data informs whether students need to be in different math and/or reading groups and whether students need interventions. iReady diagnostic results are used at the middle school level, grades 5-8, for deciding intervention needs and reading group placement.

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.

Leslie A Estep
Chief School Administrator

07/14/2022
Date