

**MIFFLINBURG AREA SD**

178 Maple St

Academic Standards and Assessment Requirements (Chapter 4) | 2024 - 2027

---

## **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	386
3 - 5	Yes	416
6 - 8	Yes	434
9 - 12	Yes	548
		Total 1784

**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

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, 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.**

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.

### **7. 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.

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

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

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

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

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

Time for department meetings will be devoted to a curriculum review for all K-12 subjects throughout the 2024-2027 Comprehensive Plan.

**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	32
B. Non-Data Available Classroom Teachers	55
C. Non-Teaching Professionals	7
D. Principals	6
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	1a: Demonstrating Knowledge of Content and Pedagogy

	Elementary School	Middle School	High School
<b>Domain 2: The Classroom Environment</b>	2a: Creating an Environment of Respect and Rapport	2b: Establishing a Culture for Learning	2a: Creating an Environment of Respect and Rapport
<b>Domain 3: Instruction</b>	3a: Communicating with Students	3e: Demonstrating Flexibility and Responsiveness	3a: Communicating with Students
<b>Domain 4: Professional Responsibilities</b>	4c: Communicating with Families	4f: Showing Professionalism	4d: Participating in a Professional Community

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

Strengthen PBIS...emphasize get to know your students and families...utilize school improvement teams to utilize data and create goals...communicate with families (3-year plan)

**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
<b>Domain 1: Planning and Preparation</b>	1f: Designing Student Assessments	1c: Setting Instructional Outcomes	1f: Designing Student Assessments
<b>Domain 2: The Classroom Environment</b>	2e: Organizing Physical Space	2d: Managing Student Behavior	2d: Managing Student Behavior
<b>Domain 3: Instruction</b>	3b: Using Questioning and Discussion Techniques	3d: Using Assessment in Instruction	3b: Using Questioning and Discussion Techniques

	Elementary School	Middle School	High School
<b>Domain 4: Professional Responsibilities</b>	4a: Reflecting on Teaching	4c: Communicating with Families	4c: Communicating with Families

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

Discussion has surfaced regarding APL training and the reimplementation of those concepts...collaborate with other teachers, fidelity checks Continue with Learning Management Plan (3-year plan) Action steps: Parent portal education, Review modalities of the Differentiated Supervision Plan and teams of teachers work on same plan

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

Goals Set	Comments/Considerations
<b>Provided at the district level</b>	Principal goals are connected to the District goals and shared with the School Board. Some goals are determined from district survey data.
<b>Provided at the building level</b>	Principal goals are shared with the building-level staff.
<b>Individual principal choice</b>	Principals have a choice regarding their annual goals. The Superintendent approves and supervises each goal with mid-year and end-of-year reviews.
<b>Other (state what other is)</b>	

**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.**

<b>LEA Selected Measures</b>	<b>Grades/Content Area</b>	<b>Student Assessment Examples</b>
<b>Locally Developed School District Rubric</b>	K-12 All subjects	Formative and Summative Teacher-created Checkpoints, Quizzes, and Tests
<b>District-Designed Measure &amp; Examination</b>	K-12 Unit Tests	Teacher-created Tests
<b>Nationally Recognized Standardized Test</b>	K-3/Reading 10-12/ ELA, Math, Sci, SS K-12 ELA (Reading, Writing, Speaking and Listening) Reading and Math Grades 10-12 ELA and Math	Acadience AP Exams ACCESS for ELLs easy CBM Scholastic Aptitude Test (SAT) National Merit Scholarship Test (PSAT) PSSA/Keystone Exams ASVAB
<b>Industry Certification Examination</b>	Agriculture Mechanization and Production	NOCTI Exams
<b>Student Projects Pursuant to Local Requirements</b>	K-12 All Subjects	Teacher-created PProjects
<b>Student Portfolios Pursuant to Local Requirements</b>	K-12 All Subjects	Teacher-assigned/Student-created Portfolios

**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 Online			Type of Assessment Benchmark		
Frequency or Date Given	K-2	3-5	6-8	9-12	
3 times per year (Fall/Winter/Spring)	Yes	Yes	No	No	
Assessment CDT (Classroom Diagnostic Tools)			Type of Assessment Diagnostic		
Frequency or Date Given	K-2	3-5	6-8	9-12	
3 times per year (Fall/Winter/Spring)	No	Yes	Yes	Yes	
Assessment PEARL Assessment			Type of Assessment Diagnostic		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Beginning of Kindergarten	Yes	No	No	No	

Assessment ACCESS FOR ELs			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Once (end of year)	Yes	Yes	Yes	Yes	
Assessment Cognitive Ability Test (CAT)			Type of Assessment Benchmark		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Once (Grade 2)	Yes	No	No	No	
Assessment Easy CBM (Progress Monitoring)			Type of Assessment Formative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
As Needed	Yes	Yes	Yes	Yes	
Assessment Pennsylvania System of School Assessments (PSSA)			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Once (End of Year)	No	Yes	Yes	No	
Assessment Keystone Exams			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Once (End of Course)	No	No	Yes	Yes	

Assessment				Type of Assessment	
Pennsylvania Alternate System of Assessment (PASA)				Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Once	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 per Year	No	No	Yes	No	

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	
SAT (Scholastic Aptitude Test)				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 Test				Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	

Once (End of Year)	No	No	No	Yes
Assessment CUBED			Type of Assessment Formative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Progress Monitoring	Yes	Yes	No	No

## 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?**

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. ADD SCHOOL IMPROVEMENT TEAMS

---

Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan? No

## **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