

STATE COLLEGE AREA SD

240 Villa Crest Dr

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	1365
3 - 5	Yes	1491
6 - 8	Yes	1523
9 - 12	Yes	2352
		Total 6731

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 Board Policy 105.1 and the administrative regulations document guide our six-year curriculum review cycle for each content area. We revisit the progress each year with our board of school directors. This cycle allows us to be efficient with budgeting and manage the rate of change for teachers.

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

<https://docs.google.com/document/d/1cTEen2NxrCQWtEhLaiqUxEOGC9A6s9n8S6uRFdK2a2jk/edit?usp=sharing> Our district uses an Understanding by Design (UBD) template for curriculum development that includes stages 1,2 and 3 as well as a pacing guide. We include unit overviews, state standards (broken down into Know, Understand, and Do's), common formative assessments, common summative assessments, planned learning experiences, and resources, as well as an instructional framework.

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

Our curriculum is available in a digital format for all staff. There are links to all curriculum resources and assessments included in the documents. We also print some curricular materials for teachers.

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)

<https://docs.google.com/document/d/1wOdKlkjz8rQdqyBsx9K7wJhpWliJaxl5wmJTv8Kn8lY/edit?usp=sharing> We use a six-year cycle to revise the curriculum. We adjust this process as needed (for example, if PDE releases new standards). The link shows the progression of content areas, processes, and timelines.

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	20
B. Non-Data Available Classroom Teachers	62
C. Non-Teaching Professionals	15
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	1d: Demonstrating Knowledge of Resources	1a: Demonstrating Knowledge of Content and Pedagogy	1a: Demonstrating Knowledge of Content and Pedagogy

	Elementary School	Middle School	High School
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	3e: Demonstrating Flexibility and Responsiveness	3c: Engaging Students in Learning	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 are implemented or will be implemented to build upon the strengths found in the classroom teacher observations?

During the 2021-22 school year, we began PD sessions that provided background and understanding of ACT 13. In addition, we have a fully scheduled in-service day for professional development for our administrators to work on consistency and understanding. For 2023 and beyond, we will continue to offer PD on all components of ACT 13, as well as our walkthrough process. Building-level administrators will review their data to prioritize needs for growth and development as part of their school comp plans.

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	1d: Demonstrating Knowledge of Resources	1f: Designing Student Assessments
Domain 2: The Classroom Environment	2e: Organizing Physical Space	2d: Managing Student Behavior	2d: Managing Student Behavior

	Elementary School	Middle School	High School
Domain 3: Instruction	3d: Using Assessment in Instruction	3e: Demonstrating Flexibility and Responsiveness	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4d: Participating in a Professional Community	4e: Growing and Developing Professionally	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?

We will continue to use district and school comp plans and the evaluation process to determine the needs of the school district. This will consist of creating measures, goals, and professional development opportunities to improve overall instruction to improve student learning within the school district. All non-tenured teachers will be observed a minimum of four times per school year, and the updated Danielson Rubric with ACT 13 language. Tenured teachers will be observed using a three-year cycle and will be observed for a minimum of two years during their observation cycle. A differentiated supervision model will be used by tenured teachers to focus on areas of growth and development. Teachers will work with their administrator to develop a plan that works to meet the needs of their class.

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

Goals Set	Comments/Considerations
Provided at the district level	District Comprehensive Plan; local and state assessment data; perception data from all stakeholders
Provided at the building level	School Comprehensive Plan; building level data; perception data from building stakeholders
Individual principal choice	N/A
Other (state what other is)	N/A

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 LEA	We have locally developed rubrics that are aligned to the curriculum
District-Designed Measure & Examination	Locally Designed assessments	Each core content area creates locally designed assessment to determine the effectiveness of the curriculum and the overall success of the students
Nationally Recognized Standardized Test	Measures of Academic Progress (MAP)	Students in Grades K-12 are assessed on a variety of nationally recognized tests. The MAP and DIBELS benchmarks are given three times a year.
Industry Certification Examination	NOCTI	CTC Students Only
Student Projects Pursuant to Local Requirements	Locally designed and part of local assessments	Each core content area creates locally designed assessment to determine the effectiveness of the curriculum and the overall success of the students
Student Portfolios Pursuant to Local Requirements	K-12 Career Portfolios	All students develop a career portfolio with artifacts throughout their K-12 career.

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			
Acadience Benchmark Assessment for Reading	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
Minimum of three times a year	Yes	Yes	No	No
Assessment	Type of Assessment			
Measures of Academic Achievement - Grades 1 through 9 only	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
Three times a year	Yes	Yes	Yes	Yes
Assessment	Type of Assessment			
Pennsylvania State Standardized Assessment K through 8 and Keystone Assessments	Summative			
Frequency or Date Given	K-2	3-5	6-8	9-12
One time a year	No	Yes	Yes	Yes

Assessment Read 360 (BASQ)			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Minimum of two times a year	Yes	Yes	Yes	Yes	
Assessment Universal Screener for Gifted and Talented - grade 3			Type of Assessment Diagnostic		
Frequency or Date Given	K-2	3-5	6-8	9-12	
One time a year	No	Yes	No	No	
Assessment WIDA Assessment for ESL students			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Yearly	Yes	Yes	Yes	Yes	
Assessment Acadience Benchmark Assessment for Math			Type of Assessment Benchmark		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Three times a year	Yes	No	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 – Yes

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?

SCASD has an assessment calendar that is approved each year by the Board. We use multiple measures for benchmark assessment data to determine the effectiveness of instructional programming as well as targeting student growth. Assessments are given three times a year and used to determine students who need additional academic support - including remediation and enrichment. We also review the data to drill down to the needs of the grade, class, and individual student so that focus strategy groups can be created and weak skill development targeted for improvement. Additionally, we use the student growth percentile to make sure all students are growing at an effective rate.

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.

Curtis Johnson
Chief School Administrator

02/19/2024
Date

