

HAVERFORD TOWNSHIP SD

50 East Eagle Road

Academic Standards and Assessment Requirements (Chapter 4) | 2025 - 2028

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		
3 - 5	Yes		
6 - 8	Yes		
9 - 12	Yes		
		Total	0

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.

The curriculum committee reviews each standard and maps where it is instructed and how it is assessed throughout the subject and grade. Where gaps exist, curriculum developers write curricula to address those standards. Where standards are repeated, curriculum developers prioritize the use of those standards. Student performance on various types of assessments, student surveys, focus groups, parent/guardian surveys and focus groups, and teacher input are all used to evaluate the curriculum. Curriculum Developers are teachers of that subject/grade, curriculum department representatives, and special education/pupil services representatives. Students and families are surveyed and participate in focus groups as part of the internal audit step of the cycle. The timeline for this is as follows: Year 1 - Internal/External Audit Year 2 - Curriculum Development/Resource Procurement/Professional Development Year 3 - Implementation/Professional Development Year 4, 5, 6 - Implementation/Adjust & Align/Professional Development The content timeline is as follows: 2023-24 - English Language Arts K12 2024-25 - Science K12 2025-26 - Social Studies K12 2026-27 - Math K12 2027-28 - Specials/Unified Arts K12

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

Focus by Dr. Mike Schmoker Rigorous Curriculum Design by Larry Ainsworth NCTM, NCTE, NCTSS, NGSS PA Standards Understanding by Design by Wiggins and McTighe

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

Teachers use shared Google Drives to access the curriculum and related materials. Texts and teacher materials are provided to all teachers by the curriculum department. All courses exist on Canvas, our LMS. Teachers have access to those common courses.

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)

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Studies K12 2026-27 - Math K12 2027-28 - Specials/Unified Arts K12

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

No

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

No

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	84
B. Non-Data Available Classroom Teachers	4
C. Non-Teaching Professionals	9
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	1a: Demonstrating Knowledge of Content and Pedagogy	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	2b: Establishing a Culture for Learning	2a: Creating an Environment of Respect and Rapport
Domain 3: Instruction	3c: Engaging Students in Learning	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4b: Maintaining Accurate Records	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?

Teachers have the opportunity to develop and facilitate PD in these areas to support peers.

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	2c: Managing Classroom Procedures	2d: Managing Student Behavior	2c: Managing Classroom Procedures

	Elementary School	Middle School	High School
Domain 3: Instruction	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction
Domain 4: Professional Responsibilities	4c: Communicating with Families	4d: Participating in a Professional Community	4c: Communicating with Families

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

Teachers are invited to facilitate professional development in these areas to support peers. District and building professional development is crafted to address needs observed during evaluative processes. Comprehensive plan action steps will include outreach to families.

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

Goals Set	Comments/Considerations
Provided at the district level	national, state, and district data to include screeners and benchmarks
Provided at the building level	progress toward goals; use resources including staff and time
Individual principal choice	personal professional development areas
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	none	We are not using this measure
District-Designed Measure & Examination	all	mid-term and final exams
Nationally Recognized Standardized Test	K-8	NWEA MAP results, AIMSWEB results, Study Island Benchmark Results
Industry Certification Examination	none	We are not using this measure
Student Projects Pursuant to Local Requirements	all	student-designed websites, debates, trials, research papers
Student Portfolios Pursuant to Local Requirements	none	We are not using this measure.

Based on the responses above, would instructional practices be a priority in your comprehensive plan?

No

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

Aimsweb

Type of Assessment

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

3/year

Yes

No

No

No

Assessment

Curriculum-Based Assessments in English Language Arts, Math, Science, and Social Studies

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

Yes

Assessment

Study Island, MAP, or district benchmark assessment

Type of Assessment

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

3/year

Yes

Yes

Yes

Yes

Assessment

Mid-Term and Final Exams

Type of Assessment

Summative

Frequency or Date Given

K-2

3-5

6-8

9-12

Mid point and end of term

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?

Curriculum, principals and teachers review benchmark, summative, and formative assessment data to determine pacing, reteaching, and potential changes to curriculum and instruction. Diagnostic testing is used by our reading specialists and child study teams to determine levels and areas for intervention. Data from benchmark assessments drives flexible grouping for MTSS at the elementary level.

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

