

BURRELL SD

1021 Puckety Church Rd

Academic Standards and Assessment Requirements (Chapter 4) | 2026 - 2029

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	300
3 - 5	Yes	365
6 - 8	Yes	372
9 - 12	Yes	587
		Total 1624

This Part-time CTC offers the following core content:

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, Technology Engineering, and Environmental Literacy Standards (STEELS)	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Civics and Government	6-8, 9-12	6-8, 9-12
Economics	6-8, 9-12	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	3-5, 6-8, 9-12	3-5, 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
Personal Finance	9-12	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

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

2. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

3. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

4. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

5. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

Elementary Grade Level content does not apply.

Upload a sample of your locally developed curriculum from one subject in one grade level that utilizes your LEA standardized format.

Uploaded Files

K-3 Math PLC Work & Curriculum Essentials - 3 Math.pdf

Secondary Grade Level content does not apply.

Upload a sample of your locally developed curriculum from one secondary grade level content area.

Uploaded Files

9-12 Science PLC Work & Curriculum Essentials - Biology.pdf

Optional: Upload the LEA’s policy regarding the review of instructional material.

Uploaded Files

Policy 105 Curriculum Development.pdf

Policy 105.5 Review of Curriculum by Parents and Students.pdf

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. As part of the previous comprehensive plan, the district has established a common curriculum framework which follows the 4 questions of the PLC process as a guiding framework. Curriculum writing for all existing courses has been completed and aligned to PA Core Standards / STEELS Standards. The district template is housed in Google and is a living breathing document that is continually reviewed and revised based on student needs and state requirements. Faculty, Department Leaders and Administrators review curriculum, learning goals, and student data during monthly Planning and Collaboration Days built into the district school calendar. The public has access to the first four fields in our curriculum framework that include Anchors, Standards, Big Ideas/Essential Questions, and Learning Goals. Ongoing course additions and updates will be posted yearly to the BSD Website.

7. List resources, supports or models that are used in developing and aligning curriculum. BSD Curriculum Writing Procedures - <https://drive.google.com/file/d/17MW26bH7-ZK1p6Ud2Z9poeCOwAlkLkja/view?usp=sharing> PLC 4 Questions (DuFour Model & Solution Tree Training Resources) - including professional development, ongoing coaching, and weekly PLC meetings BSD Curriculum Template & Google Shared Drive Resource Hub (all curriculum and curriculum writing resources) SAS Resources - PA Core Standards Curriculum Frameworks, PSSA Anchors & Eligible Content, Keystone Anchors, PA Core Standards, STEELS Standards & Curriculum Frameworks, PA Roadmap: Effective Instructional Strategies & CEW Standards Depth of Knowledge (DOK) resources Content-Specific Professional Development for each department (ex. LETRS, Concrete Representational Abstract (CRA), Project-Based Learning (PBL), Integrating SEL Competencies & Habits of Mind, STEELS PD, etc)

8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials. BSD Curriculum Writing Hub (Google Shared Drive), Google Classroom Curriculum Hubs & Shared Drives/Folders (Resources), Digital and Print instructional resources to support curriculum (Eureka, Amplify, etc)

[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

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

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

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

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

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

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

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

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

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

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

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

16. Describe your LEA’s intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)The district will be completing a resource review process for K-8 math and K-12 science to ensure the district is using high quality instructional resources aligned to state standards and best practice. Faculty, Department Leaders and Administrators will review potential resources during monthly Planning and Collaboration Days built into the district school calendar. The team will make resource recommendations which will be available for public review for 30 days. Parent Advisory Councils will review recommended materials as well. The team will submit their recommendation to the Curriculum & Instruction Committee for approval. Then, approach the board for final resource adoption and purchase.

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 (Brick and Mortar 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%)

Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
A. Data Available Classroom Teachers	24
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
B. Non-Data Available Classroom Teachers	62
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
C. Non-Teaching Professionals	10
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
D. Principals	4
The category total percentage of educators evaluated under Act 13 must equal 100%.	
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	1b: Demonstrating Knowledge of Students
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	3a: Communicating with Students	3e: Demonstrating Flexibility and Responsiveness
Domain 4: Professional Responsibilities	4c: Communicating with Families	4a: Reflecting on Teaching	4c: Communicating with Families

3. What action steps are implemented or will be implemented to build upon the strengths found in the classroom teacher observations? Domain 1B, 3E, 4A, 4C: Each department has received content-specific professional development and professional learning communities process (DuFour Model) training and coaching. We will continue to provide professional development and coaching over all 3 years of this comprehensive plan to help teachers use their data to inform and personalize their instruction to better meet students' individual needs. Domain 2A, 3A: Teachers have received three years of trauma-informed approaches professional development. During this plan, the district will build on those strategies through additional professional development around behavior management and emotional regulation. In addition faculty will receive training around disabilities and understanding the barriers to learning that result. The district is committed to personalized professional development and differentiated supervision as we work with faculty to analyze each domain and the components to better understand their strengths as professionals so that we may provide the learning opportunities and coaching support to help them grow. A Needs Assessment is implemented yearly to gather more consistent data across buildings and content areas to see evidence of this work in practice and to allow personalization of professional development options.

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	1d: Demonstrating Knowledge of Resources	1c: Setting Instructional Outcomes	1d: Demonstrating Knowledge of Resources
Domain 2: The	2d: Managing Student Behavior	2d: Managing Student Behavior	2d: Managing Student Behavior

Classroom Environment			
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4d: Participating in a Professional Community	4c: Communicating with Families	4a: Reflecting on Teaching

5. What action steps are implemented or will be implemented to improve the challenges found in the classroom teachers observations? Domain 3B, 4D, 4A: Faculty have been immersed in the PLC process for several years and have used the process as a framework for curriculum writing. The majority of them are strong in determining student outcomes and planning for instruction. However, the District needs to continue building capacity to differentiate instruction and personalize student learning. The district will continue to assist PLC teams in real time using our principals and coaches to strengthen their process, develop better questioning techniques and improve student learning. Domain 1D, 2D: The District has completed three years of embedded professional development for Trauma-Informed Practices and have developed strong PBIS programs K-8. In this comprehensive plan, our faculty needs training to better understand special education disabilities and managing student behavior. The district is committed to personalized professional development and differentiated supervision as we work with faculty to analyze each domain and the components to better understand their strengths as professionals so that we may provide the learning opportunities and coaching support to help them grow. A Needs Assessment is implemented yearly to gather more consistent data across buildings and content areas to see evidence of this work in practice and to allow personalization of professional development options.

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

Goals Set	Comments/Considerations
Provided at the district level	Principal goals are built collaboratively with Central Office and as a result of performance based on personal evaluations and the comprehensive plan goals. Goals are shared with the Board of Directors in November each year.
Provided at the building level	Principal develop building level goals collaboratively with Central Office, their faculty and as a result of performance based on the comprehensive plan goals.
Individual principal choice	Principals are asked to keep a journal for reflection on their professional work. Through conversations and building level results, the principal is encourage to develop a professional goal that pushes their growth as an individual separate from what is happening in the district and their specific building.
Other (state	

what other is)	
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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 / All Content Areas Identified in the "Academic Standards and Planning" section	Formative Assessment, Summative Assessment (PLC Team / Teacher Created)
District-Designed Measure Examination	NONE	NONE
Nationally Recognized Standardized Test	K-8 / ELA & Math	IXL Math 2-8, DIBELS K-8 ELA, DIBELS 9-12 for intervention, DIBELS Math K-2 (2026-2027), ALEK and Achieve 9-12, CDTs 9-10, CDT 5-8 Science
Industry Certification Examination	NONE	NONE
Student Projects Pursuant to Local Requirements	NONE	NONE
Student Portfolios Pursuant to Local Requirements	NONE	NONE

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

DIBELS - ELA

Type of Assessment

Benchmark

Frequency or Date Given

3 times/year

K-2

Yes

3-5

Yes

6-8

Yes

9-12

No

Assessment

DIBELS - Math

Type of Assessment

Frequency or Date Given

3 times/year

K-2

Yes

3-5

No

6-8

No

9-12

No

Assessment

Teacher Developed Formative Assessment

Type of Assessment

Formative

Frequency or Date Given

weekly or to be determined by teacher

K-2

Yes

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

IXL Grades 2-8

Type of Assessment

Benchmark

Frequency or Date Given

3 times/year

K-2

Yes

3-5

Yes

6-8

Yes

9-12

No

Assessment

CDTs - Science 5, 8, Bio Keystone

Type of Assessment

Benchmark

Frequency or Date Given

3 times/year

K-2

No

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

Achieve 3000

Type of Assessment

Benchmark

Frequency or Date Given

3 times/year

K-2

No

3-5

No

6-8

No

9-12

Yes

Assessment

ALEKS

Type of Assessment

Benchmark

Frequency or Date Given

3 times/year

K-2

No

3-5

No

6-8

No

9-12

Yes

Assessment

CDTs - ELA and Math

Type of Assessment

Benchmark

Frequency or Date Given

3 times/year

K-2

No

3-5

No

6-8

No

9-12

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 – Yes

Future Ready PA Index's Grade 7 Early Indicators of Success - Yes

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

We use our benchmark assessments as a screening tool to create our Tier 3 Reading Intervention Groups (Title 1, K-4), Tier 2 Reading Intervention Groups (mclass, K-5), and differentiate instruction for all students in reading and math. Faculty and administrators also use our benchmark assessments, formative assessment data, and diagnostic data to create leveled and skills-based groups for our intervention blocks. The diagnostic assessments are used to provide teachers with skills-specific data to drive instruction and assign skill-specific remediation and extension within our instructional technology programs (ex. IXL, mClass, Achieve 3000). We also use diagnostic data in reading and math to design personalized learning plans for students who need additional support.

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.

Shannon Wagner

Chief School Administrator

02/27/2026

Date