

NORTH SCHUYLKILL SD

15 Academy Lane

Academic Standards and Assessment Requirements (Chapter 4) | 2021 - 2024

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	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 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

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

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
Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards.	Yes

-
1. Describe your LEA's process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum.
Teacher In-Service is scheduled each year for updating the curriculum K-12, as well as, evaluated by the Supervisor of Curriculum.
 2. List resources, supports or models that are used in developing and aligning curriculum.
PDE SAS Google Classroom McGraw Hill Pearson Mastery Education Super Kids - Zaner Blozer Boardworks Cengage
 3. How does the LEA ensure that all teachers have access to the written curriculum and needed instructional materials? Explain.
Google Classroom Accounts

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

No

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
LEA develops/maintains a standard format that includes scope, sequence, and pacing.	Yes
Essential content is developed from PA Core/Academic Content Standards.	Yes
Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards	Yes
Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.	Yes
Courses and units of study are developed from measurable outcomes and/or objectives.	Yes
Course objectives to be achieved by all students are identified.	Yes
Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.	No

-
1. What is your LEA's approved cycle for reviewing the locally developed curriculum?
5 Year Textbook Cycle

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

Continue to follow the cycle in place

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

Act 82 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. Act 82 requires that all educators will be rated Distinguished, Proficient, Needs Improvement, or Failing.

DANIELSON FRAMEWORK DOMAIN 2: THE CLASSROOM ENVIRONMENT

Creating an Environment of Respect and Rapport

K-2 Distinguished

3-5 Distinguished

6-8 Proficient

9-12 Proficient

Establishing a Culture for Learning

K-2 Distinguished

3-5 Distinguished

6-8 Distinguished

9-12 Distinguished

Managing Classroom Procedures

K-2 Proficient

3-5 Proficient

6-8 Distinguished

9-12 Distinguished

Managing Student Behavior

K-2 Proficient

3-5 Proficient

6-8 Proficient

9-12 Proficient

Organizing Physical Space

K-2 Distinguished

3-5 Distinguished

6-8 Distinguished

9-12 Distinguished

DANIELSON FRAMEWORK DOMAIN 3: INSTRUCTION

Communicating with Students

K-2 Proficient

3-5 Proficient

6-8 Proficient

9-12 Proficient

Using Questioning and Discussion Techniques

K-2 Proficient

3-5 Proficient

6-8 Proficient

9-12 Proficient

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

There are a variety of methods for observing and evaluating performance. Formal observation is a required method under Act 82. Indicate other methods used in your LEA for observing and evaluating your professional employees.

Observations and Evaluation Methods	Yes/No
Formal Observation	Yes
Walkthrough Observation	Yes
Peer Observation	Yes
Instructional Coaching	Yes
Lesson Plan Review	Yes
Self-Directed Plan	Yes
Collaborative Project	Yes
Annual Evaluation	Yes
Engaging Students in Learning	Yes
Using Assessment in Instruction	Yes
Demonstrating Flexibility and Responsiveness	Yes
Action Research	No

1. Identify strengths, challenges, or trends that emerge from the analysis of educator observations and evaluations.

The North Schuylkill School District is in the process of a 3 year lesson study in lieu of the formal observations. This was approved by the Secretary of Education at the PA Superintendent Academy. We believe this is a strength of the district. A challenge from the analysis is action research.

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

Student Learning Objectives (SLO) are a required component of the evaluation of professional employees. It is also a required component of ESSA's Educator Effectiveness measure. Describe the data and the evidence used to create and measure SLOs in your LEA by selecting from the drop down menus for each grade span.

EDUCATION AREAS OF CERTIFICATION

Arts and Humanities

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Student Projects, Other
3-5	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Other
6-8	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Other
9-12	Mastery and Growth	District Exams, Standardized Tests, Industry Certification, Student Projects, Other

Civics/History/Geography/Economics

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Student Projects, Other
3-5	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Other

Grade Levels	Metric Used	Performance Measure(s)
6-8	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Other
9-12	Mastery and Growth	District Exams, Standardized Tests, Industry Certification, Student Portfolios, Other

English Language Arts/Reading

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Student Projects, Other
3-5	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Other
6-8	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Other
9-12	Mastery and Growth	District Exams, Standardized Tests, Industry Certification, Student Projects, Other

Mathematics

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Student Projects, Other
3-5	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Other

Grade Levels	Metric Used	Performance Measure(s)
6-8	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Other
9-12	Mastery and Growth	District Exams, Standardized Tests, Industry Certification, Student Projects, Other

Biology, Environment, and Ecology

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Student Projects, Other
3-5	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Other
6-8	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Other
9-12	Mastery and Growth	District Exams, Standardized Tests, Industry Certification, Student Projects, Other

Health, Safety, and Physical Education

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Student Portfolios, Other
3-5	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Other

Grade Levels	Metric Used	Performance Measure(s)
6-8	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Other
9-12	Mastery and Growth	District Exams, Standardized Tests, Industry Certification, Student Projects, Other

Science And Technology

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Student Projects, Other
3-5	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Other
6-8	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Other
9-12	Mastery and Growth	District Exams, Standardized Tests, Industry Certification, Student Projects, Other

English Language Proficiency

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Student Projects, Other
3-5	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Other

Grade Levels	Metric Used	Performance Measure(s)
6-8	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Other
9-12	Mastery and Growth	District Exams, Standardized Tests, Industry Certification, Student Projects, Other

1. How does the data from the educators' Student Learning Objectives (SLOs) inform instructional practices in your LEA?
 Lesson Study is the District wide SLO that is an ongoing professional development process utilized within teams to allow teachers the opportunity to create a model for high- quality instructional practices. It is also a method for improving a lesson through teacher collaboration.

Based on the responses above, would written curriculum be a priority in your comprehensive plan? No

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			Type of Assessment		
Pennsylvania System of State Assessments (PSSA)			Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Yearly	No	Yes	Yes	No	
Assessment			Type of Assessment		
Pennsylvania Alternate System of Assessment (PASA)			Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Yearly	No	Yes	Yes	Yes	
Assessment			Type of Assessment		
Preliminary Scholastic Aptitude Test (PSAT)			Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Yearly	No	No	No	Yes	

Assessment				Type of Assessment	
Keystone Exam				Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Twice a Year	No	No	Yes	Yes	

Assessment				Type of Assessment	
National Occupational Competency Testing Institute (NOCTI)				Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Yearly	No	No	No	Yes	

Assessment				Type of Assessment	
Advanced Placement Exams				Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Yearly	No	No	No	Yes	

Assessment				Type of Assessment	
Unit and Chapter Tests				Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	
End of Unit/Chapter	Yes	Yes	Yes	Yes	

Assessment				Type of Assessment	
Teacher Developed Assessments				Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	

End of Chapter, Lesson, Unit, or Semester	Yes	Yes	Yes	Yes
Assessment				Type of Assessment
Daily Assignments				Formative
Frequency or Date Given	K-2	3-5	6-8	9-12
Daily	Yes	Yes	Yes	Yes
Assessment				Type of Assessment
Distributed Practice				Formative
Frequency or Date Given	K-2	3-5	6-8	9-12
Daily/Weekly	Yes	Yes	Yes	Yes
Assessment				Type of Assessment
Questioning				Formative
Frequency or Date Given	K-2	3-5	6-8	9-12
Daily	Yes	Yes	Yes	Yes
Assessment				Type of Assessment
Teacher Observations				Formative
Frequency or Date Given	K-2	3-5	6-8	9-12
Daily	Yes	Yes	Yes	Yes
Assessment				Type of Assessment
Small Group Instruction				Formative

Frequency or Date Given	K-2	3-5	6-8	9-12
Daily/Weekly	Yes	Yes	Yes	Yes
Assessment			Type of Assessment	
Peer Assessments			Formative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Daily/Weekly	Yes	Yes	Yes	Yes
Assessment			Type of Assessment	
Self Assessment			Formative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Daily/Weekly	Yes	Yes	Yes	Yes
Assessment			Type of Assessment	
Student Record Keeping			Formative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Daily/Weekly	Yes	Yes	Yes	Yes
Assessment			Type of Assessment	
Progress Monitoring			Formative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Daily/Weekly	Yes	Yes	Yes	Yes
Assessment			Type of Assessment	
Study Island			Benchmark	

Frequency or Date Given	K-2	3-5	6-8	9-12
Monthly	No	Yes	Yes	Yes

Assessment	Type of Assessment			
Unit and Chapter Tests	Benchmark			

Frequency or Date Given	K-2	3-5	6-8	9-12
Monthly	Yes	Yes	Yes	Yes

Assessment	Type of Assessment			
Teacher Developed Assessments	Benchmark			

Frequency or Date Given	K-2	3-5	6-8	9-12
Monthly	Yes	Yes	Yes	Yes

Assessment	Type of Assessment			
AIMS Web	Benchmark			

Frequency or Date Given	K-2	3-5	6-8	9-12
Monthly	Yes	Yes	Yes	Yes

Assessment	Type of Assessment			
Classroom Diagnostic Tools (CDT)	Diagnostic			

Frequency or Date Given	K-2	3-5	6-8	9-12
Three Times a Year	No	Yes	Yes	Yes

Assessment	Type of Assessment			
------------	--------------------	--	--	--

DIBELS

Diagnostic

Frequency or Date Given
Three Times a Year

K-2
Yes

3-5
Yes

6-8
Yes

9-12
No

Assessment
Textbook Assessments

Type of Assessment
Diagnostic

Frequency or Date Given
End of a Marking Period

K-2
Yes

3-5
Yes

6-8
Yes

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.

The North Schuylkill School District uses benchmark and/or diagnostic assessments as evidence of learning to inform what teachers are teaching in the curriculum, as well as, how they are instructing. This enables teachers to have the data from benchmark assessments that guide and inform instruction. They also provide diagnostic information that guides teachers to which standards are an area of need and which standards have been met.

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.

Robert J. Ackell
Superintendent/Chief Executive Officer

05/19/2020
Date