

PETERS TOWNSHIP SD

631 E McMurray Rd

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	887
3 - 5	Yes	943
6 - 8	Yes	924
9 - 12	Yes	1226
		Total 3980

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

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.

Curricula in the Peters Township School District is one of its strongest components. Curriculum development in the District is a continual and dynamic process making an effective academic program of studies available to our students. Content areas cycle through the curriculum process (design, implementation, evaluation) at intentionally staggered times. The following is a listing of the various stages in the curriculum development process. This cycle is a guide and may be impacted and changed based on assessment data and the needs of our students.

- 1. Research Phase—**During this phase, teachers will gather research, examine student performance data, visit schools with quality programs, attend national, state, and local conferences, conduct surveys where appropriate, review pilot materials, review the current curriculum guides, share this information at grade level and departmental meetings and set the direction for the curriculum for the next five years.
- 2. Pilot/Write Phase—**During this phase, teachers may pilot different programs, strategies and materials they are considering for implementation, receive training on the Understanding By Design curriculum writing process, review and propose textbooks for adoption and write the revised curriculum using curriculum management software. The curriculum will be developed by unit and will include: appropriate grade level(s), length of course, vocabulary, textbooks and supplemental materials, the standards being addressed, understandings, essential questions, objectives, assessments, instructional strategies/procedures and differentiation. Curriculum writing software will be used.
- 3. Implementation—**During this phase, teachers will implement the new curriculum, monitoring strengths and needs of the curriculum and/or materials throughout the year.
- 4. Monitoring—**During this phase, teachers will implement modifications that they observed as areas of need from the implementation phase. Curriculum writers will make these changes within the curriculum software (if available)

and monitor the results. 5. Continue to monitor—During this phase, the monitoring continues and departments may meet to identify any areas that may need additional support or revision. 6. Evaluation—During this phase, teachers will evaluate the impact of their curriculum on student achievement, examining standardized test scores, AP/SAT data and common/local assessments in preparation for the beginning of their curriculum cycle the following year.

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

The District utilizes OnHand Schools Curriculum Management Software as the curriculum mapping tool. Using an online curriculum mapping tool provides our teachers with the ability to reflect and revise their curriculum on an ongoing basis. As needed, expert consultants are used to assist in the research phase process of curriculum writing.

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

Using the District's Curriculum Management System, OnHands Schools, all teachers have access to the curriculum. In addition, teachers have access to all instructional materials that are adopted during the research phase of curriculum writing. New teachers are paired with mentors who have expertise in the content area.

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)

During this comprehensive plan cycle, Science curriculum will be realigned to the new STEELS standards. 6-12 mathematics and other related arts subjects will also be under a curriculum review cycle.

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	29
B. Non-Data Available Classroom Teachers	62
C. Non-Teaching Professionals	6
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	1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction	1d: Demonstrating Knowledge of Resources

	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	2c: Managing Classroom Procedures
Domain 3: Instruction	3a: Communicating with Students	3c: Engaging Students in Learning	3a: Communicating with Students
Domain 4: Professional Responsibilities	4c: Communicating with Families	4d: Participating in a Professional Community	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?

Multiple strength areas were identified at each grade band with similarities across the schools. These areas of strength will be focused on to improve identified areas of challenge. Across all grade bands, teachers excel at knowing their students, communicating with students, and creating an environment of respect and rapport. These components are vital to improving areas of growth. Teachers and administrators will review the component language for the areas of strength during an observation conference to discuss how to leverage the strength area to improve an area of growth. In addition, the strength areas will be mapped to coordinate with the growth areas when used for professional development purposes.

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	1e: Designing Coherent Instruction	1c: Setting Instructional Outcomes	1c: Setting Instructional Outcomes

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2e: Organizing Physical Space	2e: Organizing Physical Space	2e: Organizing Physical Space
Domain 3: Instruction	3d: Using Assessment in Instruction	3b: Using Questioning and Discussion Techniques	3d: Using Assessment in Instruction
Domain 4: Professional Responsibilities	4d: Participating in a Professional Community	4e: Growing and Developing Professionally	4e: Growing and Developing Professionally

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

The strength areas previously noted will be leveraged to improve areas of challenge identified. Designing and using assessments are important factors in identifying student learning. These above observation component areas were identified at nearly every grade band and will be an area of focus when reviewing observations and teacher practice.

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

Goals Set	Comments/Considerations
Provided at the district level	Student assessment data (PSSAs, Keystones, AP Data) is used to determine principal performance goals.
Provided at the building level	N/A

Goals Set	Comments/Considerations
Individual principal choice	In addition to student assessment data, principals collaboratively identify additional areas of focus each year with their direct supervisor.
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	Grades K - 12	Teacher-based assessments, CDTs
District-Designed Measure & Examination	N/A	N/A
Nationally Recognized Standardized Test	Grades K-5 Reading	Acadience
Industry Certification Examination	N/A	N/A
Student Projects Pursuant to Local Requirements	N/A	N/A
Student Portfolios Pursuant to Local Requirements	N/A	N/A

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		
Acadience Reading			Diagnostic		
Frequency or Date Given	K-2	3-5	6-8	9-12	
3x/Year - September, January, May	Yes	Yes	No	No	
Assessment			Type of Assessment		
Classroom Diagnostic Tools (CDT) Grades 4-5 Math/Science			Formative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
2x per year; September, February	No	Yes	No	No	
Assessment			Type of Assessment		
Classroom Diagnostic Tools (CDT) Grades 6-8 Math			Formative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Quarterly	No	No	Yes	No	

Assessment
Classroom Diagnostic Tools (CDT) Grade 3 Reading/Math

Type of Assessment
Formative

Frequency or Date Given	K-2	3-5	6-8	9-12
2x per year; September, January	No	Yes	No	No

Assessment
Star Reader Reading Assessment (Grade 4-5)

Type of Assessment
Formative

Frequency or Date Given	K-2	3-5	6-8	9-12
3x per year; September, November, February	No	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?

In Peters Township, diagnostic assessments are utilized to better understand the learning needs of our students. Information gathered from the Acadience reading assessment allow our staff to provide prescriptive interventions for areas of deficiency in the are or Reading. The use of Classroom Diagnostic Tools and Star Reading Assessment allow our staff to periodically check our students progress toward attaining grade level standards. The data provided from these assessments allow our teachers to make adjustments to Tier I instructional practices to ensure students demonstrate growth toward the attainment or meet grade level standards. Use of this data is reviewed at a team/grade level and individual teacher level through data meetings. Teachers compare their individual classroom data with that of the building to make instructional adjustments to ensure students are working toward standard attainment. Data from CDT's and the Star Reading assessment are compared with actual performance on the PSSA assessment to make curricular adjustments.

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