

SOUTHEAST DELCO SD

1560 Delmar Drive

Academic Standards and Assessment Requirements (Chapter 4) | 2022 - 2025

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	9-12	K-2, 3-5, 6-8, 9-12
Environment and Ecology	9-12	K-2, 3-5, 6-8, 9-12
Civics and Government	9-12	K-2, 3-5, 6-8, 9-12
Economics	N/A	9-12
Geography	9-12	K-2, 3-5, 6-8, 9-12
History	K-2, 9-12	K-2, 3-5, 6-8, 9-12
Arts and Humanities	NA	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	N/A	

Chapter 4**Curriculum and Instruction Requirements****Written Curriculum Framework****Taught within the Grade Span**

Reading and Writing for Science and Technical Subjects

N/A

Reading and Writing for History and Social Studies

N/A

Career Education and Work

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

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1. Describe your LEA's process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Include timelines and personnel involved.

The district's process for reviewing alignment to PA Academic Standards and evaluating/revising curriculum includes utilizing district administration, classroom teachers/interventionists, and outside supports such as the Delaware County Intermediate Unit to set a process for yearly review of curricular areas on a set cycle. The review process includes setting a curriculum review cycle that targets one core curricular area each year in addition to several smaller elective areas. Upon review, each curricular area will be aligned to state standards and goals/objectives will be set. In our adopted curricular format, essential questions, concepts, and skills are also listed. During the yearly review, staff will compare written and taught curriculum for gaps. Any gaps between the two areas or any areas that are out of alignment

will be revised for Board approval.

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

Delaware County Intermediate Unit Classroom Teachers District Curriculum Office Building level administration Current Textbook and other resource providers Instructional Technology integration experts Technology and supplemental resources (hardware and software) PDE and SAS portal Model districts , exemplars PVAAS

3. How does the LEA ensure that all teachers have access to the written curriculum and needed instructional materials? Explain.

A digital folder or Google Drive with 24/7 access will be available to all district administration and teaching staff. The ability to print/share/will also engage staff who prefer hard copy access to written curriculum. Instructional materials that can be digitized will be housed in the digital library. Items that cannot be stored this way will be accessible in a common area in each school. Resource materials will be acquired by district and building administration but managed by content area and grade level teachers, with support by department chairs (at the high school level).

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

Yes

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
A. LEA develops/maintains a standard format that includes scope, sequence, and pacing.	Yes
B. Essential content is developed from PA Core/Academic Content Standards.	Yes
C. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic or Alternate Content Standards.	Yes
D. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic or Alternate Content Standards exist.	No
E. Courses and units of study are developed from measurable outcomes and/or objectives.	Yes
F. Course objectives to be achieved by all students are identified.	Yes
G. 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?
As we revise our curriculum, we are including a process for Board approval of new curriculum. Board policy allows for an approved

curriculum approval process. This process includes: The district's curriculum shall provide the following: Continuous learning through effective collaboration among the schools of this district. Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program. Guidance and counseling services for all students to assist in career and academic planning. A continuum of educational programs and services for all students with disabilities, pursuant to law and regulation. Language Instruction Educational Program for English Learner students, pursuant to law, regulation and Board policy. Compensatory education programs for students, pursuant to law and regulation. Equal educational opportunity for all students, pursuant to law and regulation. Career awareness and vocational education, pursuant to law and regulation. Educational opportunities for identified gifted students, pursuant to law and regulation. Regular and continuous instruction in required safety procedures.

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

The district is already in the process of revising its entire K-12 curriculum. We are starting with core curricular areas that have been determined to be the most in need. The focus is on ELA and Mathematics. The Board shall provide a comprehensive program of planned instruction to enable district students to strive for educational goals and attain academic standards. Planned instruction shall consist of at least the following: Objectives to be achieved by all students. Content, including materials, activities and instructional time. Relationship between objectives of a planned course and established academic standards. Procedure for measurement of the objectives.

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

ACT 13

Act 13 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year.

Act 13 classifies educators as Classroom Professionals, Non-Teaching Principals, and Principals.

Assess the strengths, challenges, and trends of the classroom/school environments and instructional practices within your LEA.

Check if Act 13 is not used in educator evaluations (Charter/Cyber Charter School's 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 should equal 100%)

a. Data Available Classroom Teachers

34

b. Non-Data Available Classroom Teachers

33

c. Non-Teaching Professionals

27

d. Principals

6

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	Does Not Apply	Does Not Apply	Does Not Apply
Domain 2: The Classroom Environment	Does Not Apply	2c: Managing Classroom Procedures	Does Not Apply
Domain 3: Instruction	3a: Communicating with Students	Does Not Apply	3a: Communicating with Students
Domain 4: Professional Responsibilities	Does Not Apply	Does Not Apply	Does Not Apply

3. What action steps will be implemented to build upon the strengths found in the classroom teacher observations?
District administration will identify teachers who are rated highly in these areas and utilize them for induction mentors, peer observations/walkthroughs, and professional development providers.

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	Does Not Apply	Does Not Apply	Does Not Apply
Domain 2: The Classroom	Does Not Apply	2d: Managing Student	2c: Managing Classroom

	Elementary School	Middle School	High School
Environment		Behavior	Procedures
Domain 3: Instruction	3c: Engaging Students in Learning	Does Not Apply	Does Not Apply
Domain 4: Professional Responsibilities	Does Not Apply	Does Not Apply	Does Not Apply

5. What action steps will be implemented to improve the challenges found in the classroom teachers observations?
 Building administration will identify teachers who are rated poorly in these areas and target individual professional development in an effort to improve foundational skills in said areas. Identified teachers will participate peer observation of model teachers, as well as in and out of district professional development offerings. Substitute shortage has a negative effect on the ability to offer professional development.
6. In planning for the implementation of Act 13, what information would be used to determine the LEA Selected Measures and Principal Performance Goals? How will those goals be determined?

Goals Set	Comments/Considerations
Provided at the district level	
Provided at the building level	
Provided at the grade level	
Provided within the content area	
Individual teacher choice	

Goals Set**Comments/Considerations****Other (state what other is)**

7. What student performance evidence or artifacts will classroom teachers use to measure the progress and effectiveness of meeting the set goals? (include all those classified as classroom teachers)

Evidence**Grades/Content Area****Comments****Locally Developed School District Rubric****District-Designed Measure & Examination****Nationally Recognized Standardized Test****Industry Certification Examination**

N/A

N/A

**Student Projects Pursuant to Local
Requirements****Student Portfolios Pursuant to Local
Requirements**

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

Yes

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			
PSSA	Summative			
Frequency or Date Given	K-2	3-5	6-8	9-12
1 time per year	No	Yes	Yes	No

Assessment	Type of Assessment			
Keystone				
Frequency or Date Given	K-2	3-5	6-8	9-12
1-2 times per year	No	No	Yes	Yes

Assessment	Type of Assessment			
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Study Island Benchmark

Summative

Frequency or Date Given	K-2	3-5	6-8	9-12
2-4 per year depending on class structure	No	Yes	Yes	Yes

Assessment

Exact Path Diagnostic

Type of Assessment

Diagnostic

Frequency or Date Given	K-2	3-5	6-8	9-12
3 times per year	Yes	Yes	Yes	Yes

Assessment

Primary Reading Assessment

Type of Assessment

Frequency or Date Given	K-2	3-5	6-8	9-12
1 time per quarter or report period	Yes	No	No	No

Assessment

Curriculum Based Assessments

Type of Assessment

Summative

Frequency or Date Given	K-2	3-5	6-8	9-12
Bi-weekly depending on content area	Yes	Yes	Yes	Yes

Assessment

Primary Mathematics Assessment

Type of Assessment

Diagnostic

Frequency or Date Given	K-2	3-5	6-8	9-12
1 time per quarter or report period	Yes	No	No	No

Assessment
Civics Assessment

Type of Assessment
Benchmark

Frequency or Date Given
2 times per year (pre and post)

K-2

3-5

6-8

9-12

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?

Southeast Delco School District utilizes diagnostic assessments through Exact Path on the Edmentum platform. The students take the assessments 2-3 times per year. The data is used to place the students on their individual instructional level to make meaningful progress in academics. The data from diagnostic assessments informs instructional practices in core content areas and intervention. Southeast Delco also utilizes Benchmark assessments, provided on the Study Island platform. The data helps inform core content instructional practices on the individual, grade, and school levels. The data also allows us to identify areas of weaknesses and strengths and make revisions to curriculum, instruction, and assessment when needed.

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