

**UNION CITY AREA SD**

107 Concord St

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

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## **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	9-12	9-12
Civics and Government	6-8, 9-12	6-8, 9-12
Economics	9-12	9-12
Geography	6-8	6-8
History	3-5, 6-8, 9-12	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	9-12	9-12

**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

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
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.  
Curriculum maps are reviewed annually to ensure alignment to the PA Academic Standards. The written curriculum for the content area is reviewed and updated in small, grade-level/content area groups by the applicable teachers and then reviewed first through the building principal and secondly through the Director of Curriculum and Special Programs.
  2. List resources, supports or models that are used in developing and aligning curriculum.  
PA Academic Standards PDE SAS Portal

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

Our entire set of curriculum maps is posted online publicly, and teachers can also access these items through Google Drive. All teachers have access to their needed instructional materials digitally through the various textbook platforms, most of which are accessible through a single sign-on system or direct link. Physical materials of all instructional materials are distributed and housed in each teacher's classroom.

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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.	Yes
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.	Yes

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1. What is your LEA's approved cycle for reviewing the locally developed curriculum?

Curriculum materials are evaluated based on a six-year cycle so that materials are continually reviewed, selected, and adopted to identify

key needs. For each curriculum review, a committee is comprised of administrators, content area teachers, and special education teachers. The team selects items for review over the course of 4-6 months using standards-based alignment resources (below), a materials review rubric and scoring template, and multiple surveys and opportunities for feedback until a selection is identified that is aligned.

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

During this comprehensive planning cycle, we will be reviewing and adopting: --Elementary Social Studies --Elementary Science --Middle School Science --High School Science --High School Math

## 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  
50
  - b. Non-Data Available Classroom Teachers  
40
  - c. Non-Teaching Professionals  
7
  - 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)

	<b>Elementary School</b>	<b>Middle School</b>	<b>High School</b>
<b>Domain 1: Planning and Preparation</b>	1b: Demonstrating Knowledge of Students	1a: Demonstrating Knowledge of Content and Pedagogy	1a: Demonstrating Knowledge of Content and Pedagogy
<b>Domain 2: The Classroom Environment</b>	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport
<b>Domain 3: Instruction</b>	3a: Communicating with Students	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness
<b>Domain 4: Professional Responsibilities</b>	4f: Showing Professionalism	4d: Participating in a Professional Community	4d: Participating in a Professional Community

3. What action steps will be implemented to build upon the strengths found in the classroom teacher observations?

The main priority will be structuring opportunities for teachers to collaborate, share, and learn from each other so that individual and group teacher strengths in each building can be expanded upon.

4. On what observational components are classroom teachers rated the lowest at the elementary/middle/high school level? (choose one in each domain)

	<b>Elementary School</b>	<b>Middle School</b>	<b>High School</b>
<b>Domain 1: Planning and Preparation</b>	1f: Designing Student Assessments	1e: Designing Coherent Instruction	1f: Designing Student Assessments
<b>Domain 2: The Classroom</b>	2d: Managing Student	2d: Managing Student	2c: Managing Classroom

	Elementary School	Middle School	High School
<b>Environment</b>	Behavior	Behavior	Procedures
<b>Domain 3: Instruction</b>	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction
<b>Domain 4: Professional Responsibilities</b>	4e: Growing and Developing Professionally	4c: Communicating with Families	4b: Maintaining Accurate Records

5. What action steps will be implemented to improve the challenges found in the classroom teachers observations?  
 Many of the items identified as weaknesses are scheduled to be addressed through targeted professional development throughout the comprehensive planning cycle. Assessment and instruction, for instance, are key components of the comprehensive plan's professional development action steps. Additionally, classroom procedures and managing classroom behaviors can be targeted for improvement through professional learning opportunities within PLC-type structured activities in grade-level and department meetings and during district-wide data day sessions in which teachers identify interventions that are being used with success.
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
<b>Provided at the district level</b>	The information used to determined LEA Selected Measures and Performance Goals at the district-level would be comprehensive needs identified in state assessment data.
<b>Provided at the building level</b>	The information used to determined LEA Selected Measures and Performance Goals at the building level would be comprehensive needs identified in local assessment data and

Goals Set	Comments/Considerations
	teacher evaluation needs.
<b>Provided at the grade level</b>	At the grade-levels, individual needs would be determined based on eligible content and learning gaps identified in standards-based assessments
<b>Provided within the content area</b>	Each content area team would, like grade-levels, be able to determine specific needs based on gaps in local and state assessment data.
<b>Individual teacher choice</b>	Teachers would also be able to selected measures and identify goals based on professional development needs and individual class/course/grade level considerations.
<b>Other (state what other is)</b>	n/a

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
<b>Locally Developed School District Rubric</b>	n/a	There is not a district rubric currently used.
<b>District-Designed Measure &amp; Examination</b>	Grades K4-12	Local assessment data goals can be used to measure and examine specific learning measures.

Evidence	Grades/Content Area	Comments
<b>Nationally Recognized Standardized Test</b>	Grades 3-8 and Keystone Content Area Teachers	These content/grade level teachers can opt to utilize PSSA and Keystone data based on common core standards in their SPMs.
<b>Industry Certification Examination</b>	n/a	These are not currently utilized in SPMs.
<b>Student Projects Pursuant to Local Requirements</b>	Grades K4-12	Project-based learning with a specific rubric is an option for educators in SPMs.
<b>Student Portfolios Pursuant to Local Requirements</b>	Grades K4-12	All grade levels have the opportunity to develop

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			
CDT Mathematics, English/Language Arts, Science	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
Beginning, middle, and end of year		Yes	Yes	Yes

Assessment	Type of Assessment			
IXL Mathematics and English/Language Arts	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
Beginning, middle, and end of year		Yes	Yes	Yes

Assessment	Type of Assessment			
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Acadience Math & Reading

Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
Beginning, middle, and end of year	Yes	Yes	Yes	Yes

Assessment

Type of Assessment

Study Island Science

Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
Beginning, middle, and end of year			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

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

Our teachers collect and analyze benchmark data in order to identify group needs as well as individual student needs. Teachers at the elementary use this data to form intervention groups; at the middle and high school level, this data is used to inform scheduling and course pathways for students to ensure they are properly supported in instruction. At all levels, teachers have access to a local assessment data and are given discussion/task prompts to drive discussions regarding student needs in their grade-level and content areas. Individual grade-level and department meetings are/are growing to become more data-driven within this comprehensive planning cycle, as this is identified as a key need.

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## **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.

Matthew W. Bennett  
Chief School Administrator

06/02/2022  
Date