

**OCTORARA AREA SD**

228 Highland Rd Suite 1

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

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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
Science and Technology	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Environment and Ecology	6-8, 9-12	6-8, 9-12
Civics and Government	9-12	9-12
Economics	9-12	9-12
Geography		K-2, 3-5, 6-8, 9-12
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

6-8, 9-12

Reading and Writing for History and Social Studies

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

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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. A Curriculum Review and Revision Cycle was outlined in the previous Comprehensive Plan. There are three phases of curriculum review: Phase I: Curriculum and Assessment is evaluated for currency, relevancy and alignment with state and national standards. Academic achievement data and state and national standards determine if a course needs further revision or rewriting. Phase II: Grade level curricula and assessments are rewritten or revised based on Phase I evaluation. During this time necessary materials will also be identified, piloted, or acquired in preparation for Phase III. Phase III: Administration monitors curriculum implementation and assessment data to ensure fidelity. Teachers reflect, review and may make revisions based on assessment data.

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

The curriculum mapping process is utilized in developing and aligning curriculum both horizontally and vertically. Student learning maps are collaboratively that include the big ideas, lesson essential questions, concepts and skills aligned to standards, key vocabulary, common resources and supplemental resources. Student learning maps are designed around the Learning Focused Schools model for school improvement and from those teachers create lesson plans that reflect LEA agreed upon research-based and evidence-based practices that focus on student learning.

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

Shared Drives and folders in the Google Workspace are where the written curriculum and additional resources are housed and shared with all teachers who need access.

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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
LEA develops/maintains a standard format that includes scope, sequence, and pacing.	Yes
Essential content is developed from PA Core/Academic Content Standards.Essential content is developed from PA Core/Academic or Alternate Content Standards.	Yes
Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content StandardsContent, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic or Alternate Content Standards	Yes
Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic or Alternate 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.	Yes

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

Each content area is part of a 3 Phase review cycle: Phase I: Curriculum and Assessment is evaluated for currency, relevancy and alignment with state and national standards. Academic achievement data and state and national standards determine if a course needs further revision or rewriting. Phase II: Grade level curricula and assessments are rewritten or revised based on Phase I evaluation. During this time necessary materials will also be identified, piloted, or acquired in preparation for Phase III. Phase III: Administration monitors curriculum implementation and assessment data to ensure fidelity. Teachers reflect, review and may make revisions based on assessment data.

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

The intent is to continue with the three phase cycle, beginning with Phase I for Math K-12 in the 2021-2022 school year. ELA is currently in phase III. Science, and Social Studies are ready to begin again in phase I. An articulated plan for curriculum review following the three-phase approach will be included in the comprehensive plan.

## **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** Proficient

#### Managing Classroom Procedures

**K-2** Proficient

**3-5** Proficient

**6-8** Proficient

**9-12** Proficient

#### Managing Student Behavior

**K-2** Proficient

**3-5** Proficient

**6-8** Proficient

**9-12** Proficient

#### Organizing Physical Space

**K-2** Proficient

**3-5** Proficient

**6-8** Proficient

**9-12** Proficient

## DANIELSON FRAMEWORK DOMAIN 3: INSTRUCTION

### Communicating with Students

**K-2** Distinguished

**3-5** Distinguished

**6-8** Distinguished

**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	Yes

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

Strengths: teachers are consistently and pervasively using the district approved lesson design which focuses on the lesson objectives, lesson essential question, activation, differentiated learning activities, opportunities for students to summarize their learning and multiple opportunities for formative assessment, and integrating educational technology. Challenges: shifting from teacher-centered instruction to student-centered learning designed for high student engagement, collaboration, differentiation and small group instruction.

## 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

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#### Arts and Humanities

Grade Levels	Metric Used	Performance Measure(s)
K-2	Growth	Student Projects, Student Portfolios
3-5	Growth	Student Projects, Student Portfolios
6-8	Growth	Student Projects, Student Portfolios
9-12	Growth	Student Projects, Student Portfolios

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#### Civics/History/Geography/Economics

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

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

## English Language Arts/Reading

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

## Mathematics

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

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

## Biology, Environment, and Ecology

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

## Health, Safety, and Physical Education

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

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

## Science And Technology

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

## English Language Proficiency

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

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

1. How does the data from the educators' Student Learning Objectives (SLOs) inform instructional practices in your LEA?

Data from SLOs is used in evaluation conversations with individual teachers to identify and reflect on areas of professional growth that results in increased student success.

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		
NWEA Map Growth Assessments: Reading, Math, Algebra I		Diagnostic		
Frequency or Date Given	K-2	3-5	6-8	9-12
3 times a year	Yes	Yes	Yes	Yes
Assessment		Type of Assessment		
F&P Benchmark Assessment		Diagnostic		
Frequency or Date Given	K-2	3-5	6-8	9-12
1-3 times a year	Yes	Yes	Yes	
Assessment		Type of Assessment		
DIBELS 8		Benchmark		
Frequency or Date Given	K-2	3-5	6-8	9-12
3 times a year	Yes	Yes	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?**

Benchmark and diagnostic assessments are used first, for teachers to identify student areas of strength and challenge within the grade-level standards, and then use that data to differentiate instruction. Second, the data is used to identify students in need of more intensive Tier 2 and Tier 3 interventions. Third, the data is used to evaluate instructional practices, program effectiveness, curriculum implementation and need for revision. The data is also used as a predictor of student achievement on standardized tests.

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