

POCONO MOUNTAIN SD

PO Box 200

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	1716	
3 - 5	Yes	1699	
6 - 8	Yes	1836	
9 - 12	Yes	2779	
		Total	8030

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

6-8, 9-12

6-8, 9-12

Reading and Writing for Science and Technical Subjects

6-8, 9-12

6-8, 9-12

Reading and Writing for History and Social Studies

6-8, 9-12

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.

A committee of teachers is selected to work collaboratively on the evaluation and review of the curriculum. The Pa Academic Content Standards are used to guide the alignment process. Once the draft curriculum is complete, it is shared with grade level teachers for further review and comments/suggestions. Curriculum is then posted to the school board agenda for community review. Finally, the school board votes to approve.

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

PA Core/Academic Content Standards Student textbooks Online resources for teachers and students IU guidance if needed

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

The district employs Curriculum Directors who communicate regularly with content teachers and school administration on all curriculum information. Additionally, professional development and content area staff meetings are held on a routine basis. Curriculum updates are sent to all content teachers as well as being posted to the curriculum site on the district website. Formal and informal observations are held to ensure curriculum is being followed using appropriate curriculum materials

Planned instruction consists of at least the following elements: (Chapter 4.12)

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|----------------------------------------------------------------------------------------|-----|
| 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)
Curriculum will continue to be evaluated annually and revised as needed.

Based on the responses above, would written curriculum be a priority in your comprehensive plan?	No
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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?	No
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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	37%
B. Non-Data Available Classroom Teachers	50%
C. Non-Teaching Professionals	10%
D. Principals	3%
Total	0

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	1d: Demonstrating Knowledge of Resources	1e: Designing Coherent Instruction	1a: Demonstrating Knowledge of Content and Pedagogy

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2b: Establishing a Culture for Learning	2a: Creating an Environment of Respect and Rapport	2c: Managing Classroom Procedures
Domain 3: Instruction	3c: Engaging Students in Learning	3a: Communicating with Students	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4c: Communicating with Families	4b: Maintaining Accurate Records	4b: Maintaining Accurate Records

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

Continue to gather data during classroom observations. Share best practices during department meetings. By focusing on strengths, we can leverage them to address areas perceived as weaknesses.

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	1f: Designing Student Assessments	1d: Demonstrating Knowledge of Resources	1f: Designing Student Assessments
Domain 2: The Classroom Environment	2d: Managing Student Behavior	2c: Managing Classroom Procedures	2a: Creating an Environment of Respect and Rapport
Domain 3: Instruction	3d: Using Assessment in Instruction	3c: Engaging Students in Learning	3d: Using Assessment in Instruction

	Elementary School	Middle School	High School
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4c: Communicating with Families	4c: Communicating with Families

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

Increased opportunities for professional development. Classroom observation data will drive PD topics offered. Sharing best practices from building peers.

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

Goals Set	Comments/Considerations
Provided at the district level	The school leader and supervising administrator should meet and collaborate on district level goals.
Provided at the building level	The school leader should reflect on school and/or LEA goals and draft a plan of action.
Individual principal choice	The school leader and supervising administrator should agree upon the student performance measure(s) and criteria for delineating the four levels of student performance used to inform the educator rating. If using multiple measures, the school leader and supervising administrator should pre-determine the proportional significance (i.e., weighting) to be assigned to each measure.

Goals Set Comments/Considerations

Other (state what other is) The school leader/supervisor establishes equitable systems for managing all available resources to better serve students, staff, and the school.

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	K-12 content area teachers	Content area teachers often work together within a grade level to create rubrics
District-Designed Measure & Examination	K-12 content area teachers	Teachers design common assessments
Nationally Recognized Standardized Test	Grades 3-12 ELA, Math, Science	State testing, various standardized benchmark testing
Industry Certification Examination	N/A	N/A
Student Projects Pursuant to Local Requirements	K-12	Content related projects will be evaluated specific to goals set by teachers
Student Portfolios Pursuant to Local Requirements	K-12	Portfolios will be maintained specific to goals set be teachers

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 Acadience Reading			Type of Assessment Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12
3 times per year	Yes	Yes	Yes	No
Assessment Acadience Math			Type of Assessment Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12
3 times per year	Yes	No	No	No
Assessment Level Set (Achieve 3000)			Type of Assessment Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12
3 times per year	No	No	Yes	Yes

Assessment			Type of Assessment		
Classroom Diagnostic Tools (CDT) ELA Writing			Diagnostic		
Frequency or Date Given	K-2	3-5	6-8	9-12	
2 times per year		Yes	Yes	No	
Assessment			Type of Assessment		
Classroom Diagnostic Tools (CDT) ELA Reading			Diagnostic		
Frequency or Date Given	K-2	3-5	6-8	9-12	
2 times per year	No	No	No	Yes	
Assessment			Type of Assessment		
Classroom Diagnostic Tools (CDT) Math/Algebra			Diagnostic		
Frequency or Date Given	K-2	3-5	6-8	9-12	
2 times per year	No	Yes	Yes	Yes	
Assessment			Type of Assessment		
Classroom Diagnostic Tools (CDT) Science/Biology			Diagnostic		
Frequency or Date Given	K-2	3-5	6-8	9-12	
2 times per year	No	No	Yes	Yes	
Assessment			Type of Assessment		
Imagine Math (Think Through Math)			Benchmark		
Frequency or Date Given	K-2	3-5	6-8	9-12	
3 times per year	No	Yes	Yes	Yes	

Assessment Keystones for Algebra, Biology, and Literature			Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
2 times per year (January and May)	No	No	Yes	Yes
Assessment PSSA for ELA, Math, and Science			Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Once per year	No	Yes	Yes	Yes
Assessment ACCESS for ELLs			Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Once per year	Yes	Yes	Yes	Yes
Assessment ACCESS for ELLs			Type of Assessment Formative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Once per year	Yes	Yes	Yes	Yes
Assessment Acadience Reading			Type of Assessment Formative	
Frequency or Date Given	K-2	3-5	6-8	9-12

3 times per year	Yes	Yes	Yes	
Assessment Acadience Math			Type of Assessment Formative	
Frequency or Date Given	K-2	3-5	6-8	9-12
3 times per year	Yes	No	No	No
Assessment Level Set (Achieve 3000)			Type of Assessment Formative	
Frequency or Date Given	K-2	3-5	6-8	9-12
3 times per year	No	No	Yes	Yes
Assessment Imagine Math (Think Through Math)			Type of Assessment Formative	
Frequency or Date Given	K-2	3-5	6-8	9-12
3 times per year	Yes	Yes	Yes	Yes
Assessment LAS Links			Type of Assessment Formative	
Frequency or Date Given	K-2	3-5	6-8	9-12
2 times per year	Yes	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

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

Benchmark assessments provide information on student understanding or performance against a set of standards. Benchmark assessments help educators or administrators track students' academic trajectory toward long-term goals. Depending on the timing of assessment feedback, this may be used more to inform instruction or to evaluate the quality of the learning environment. Diagnostic assessments provide a process to identify how a student is learning, where his strengths and weaknesses lie, and potential strategies to improve that learning. It focuses on individual growth.

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