

ROCKWOOD AREA SD

439 Somerset Ave

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	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

Chapter 4
Curriculum and Instruction Requirements

Written Curriculum Framework

Taught within the Grade Span

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

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

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 Rockwood Area School District faculty and administration understand that curriculum is a working and developing document. The Rockwood Area School District Curriculum Maps and Curriculum are maintained for all core subjects. The curriculum process is as follows; Phase 1 – Collect Data (6 months – 1 year) 1. Describe the major elements that comprise the curriculum on the curriculum Map a. The Process and skills emphasized b. The content in terms or essential concepts (big ideas, essential questions) c. Product or performances – the assessment of the learning *Daily lesson plan details are NOT needed. Keep it simple. Place realistic data about what you teach each year or per course. 2. Use the template to write out calendar plan. Phase 2 – First Read Through (4 – 6 hours) 1. Teachers will become

familiar with their departments curriculum map by reading and editing. 2. Teachers will share curriculum maps within each grade level. 3. Each read through will be done individually, then shared. 4. Editing: a. Underline content, skills, or assessments that are new to them. b. Look for repetitions, gaps, meaningful assessments, potential areas of integration, timelines. c. Circle an area needing revision. Phase 3 – Mixed Group Review (In-service day) 1. Share findings with each other 2. Identify areas needing attention Phase 4 – Large Group Review (In-service Day) 1. All faculty – post findings and collect data Phase 5 – Determine points to revise immediately Phase 6 – Determine those that require long term research Phase 7 – Review Cycle Continues

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

The Standards Aligned System (SAS), developed by the Pennsylvania Department of Education, is a comprehensive, researched-based resource to improve student achievement. SAS identifies six elements that impact student achievement: Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources, and Safe and Supportive Schools. The Rockwood Area School District uses SAS and other resources to develop instruction to meet academic standards in all subjects and grade levels.

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

The Rockwood Area School District reviews curriculum on a regular basis. This review is connected to data driven decision making and student achievement toward academic standards. The curriculum characteristics are adjusted as needed, this is an ongoing process. Teachers utilize the SAS system for curricular alignment, mapping, and development. Weekly objectives are written and posted to the school district website. The content covered and academic standards are covered within the curriculum. Curriculum Coordinators conduct monthly meetings with the Principals and their departments for curriculum discussion/development. Formative, summative, and diagnostic assessments are measures of mastery of the objectives for different courses/content areas.

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

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

The Rockwood Area School District employs a continuous curriculum review process to ensure curriculum is aligned to State approved

standards, and includes District resources (i.e. Board approved textbooks, novels, online content, videos, manipulatives, laboratory equipment, ect.)

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

The RASD intends to review and update existing curriculum to align with current state standards, and include all resources. The RASD Curriculum is ever developing and being refined to meet PA Core Standards and improve student outcomes. Data Driven Decision Making is implemented to meet the needs of students within each classroom.

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
36
 - b. Non-Data Available Classroom Teachers
52
 - c. Non-Teaching Professionals
7
 - d. Principals
5
- 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	1e: Designing Coherent Instruction	Does Not Apply	1e: Designing Coherent Instruction
Domain 2: The Classroom Environment	2a: Creating an Environment of Respect and Rapport	Does Not Apply	2b: Establishing a Culture for Learning
Domain 3: Instruction	3e: Demonstrating Flexibility and Responsiveness	Does Not Apply	3a: Communicating with Students
Domain 4: Professional Responsibilities	4e: Growing and Developing Professionally	Does Not Apply	4c: Communicating with Families

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

The Rockwood Area School District administration and faculty will continue to focus on student outcomes and professional employees making decisions that promote positive student growth in academics, social experiences, and emotional well-being. The administrative team will foster professional growth through observations and professional collaborative discussions and research. Developing knowledge of the Danielson Framework in all professional employees.

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	1f: Designing Student	Does Not Apply	1c: Setting Instructional

	Elementary School	Middle School	High School
Preparation	Assessments		Outcomes
Domain 2: The Classroom Environment	2d: Managing Student Behavior	Does Not Apply	2c: Managing Classroom Procedures
Domain 3: Instruction	3d: Using Assessment in Instruction	Does Not Apply	3d: Using Assessment in Instruction
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	Does Not Apply	4e: Growing and Developing Professionally

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

The Rockwood Area School District administration and faculty will work collaboratively to strengthen the noted needs through professional development, professional discussions, research/application, and development of knowledge related to the Danielson Framework. Individual targeted support for teachers demonstrating needs within components that lead to classroom issues and instructional deficits. The administrative team will foster flexibility and reflective practices within the faculty. PDE SAS will be used as a resource to support professional development related to Act 13.

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	Observation and assessment data.
Provided at the building level	Observation and assessment data. Student outcomes/growth
Provided at the grade level	Observation and assessment data. Students outcomes/growth

Goals Set	Comments/Considerations
Provided within the content area	Assessment data from standardized, benchmark, and curriculum based assessments.
Individual teacher choice	Teacher SPMs (SLO) and observation data
Other (state what other is)	N/A

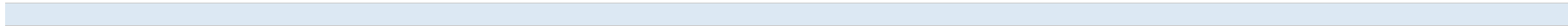
7. What student performance evidence or artifacts will classroom teachers use to measure the progress and effectiveness of meeting the set goals? (include all those classified as classroom teachers)

Evidence	Grades/Content Area	Comments
Locally Developed School District Rubric	N/A	N/A
District-Designed Measure & Examination	All grades and subjects	Summative and Formative assessments within the classrooms.
Nationally Recognized Standardized Test	k-6, 10 and 11	Link It, DIBELS, SATs and PSATs. ASVAB
Industry Certification Examination	N/A	N/A
Student Projects Pursuant to Local Requirements	Grade 9-12 Graduation Projects	Connected to College and Career Ed. to develop employable skills within all academic subjects.
Student Portfolios Pursuant to Local Requirements	3,5,8, and 11 College and Career Readiness	Portfolios developed to demonstrate knowledge and individual interests of College and Career goals.

Evidence

Grades/Content Area

Comments



Based on the responses above, would written curriculum be a priority in your comprehensive plan? No

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			
DIBELS 8th Ed.	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
3 x per year	Yes	Yes	No	No

Assessment	Type of Assessment			
Developmental Reading Assessment 2 (DRA 2)	Diagnostic			
Frequency or Date Given	K-2	3-5	6-8	9-12
3 x per year.	Yes	No	No	No

Assessment	Type of Assessment			
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Link-It: Standards Based Assessments

Benchmark

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

Assessment

Type of Assessment

Classroom based assessments: Textbook based chapter assessments

Formative

Frequency or Date Given	K-2	3-5	6-8	9-12
As determined by the teacher	Yes	Yes	Yes	Yes

Assessment

Type of Assessment

Mid-terms and finals

Summative

Frequency or Date Given	K-2	3-5	6-8	9-12
2 x per year.	No	No	No	Yes

Assessment

Type of Assessment

PSAT

Diagnostic

Frequency or Date Given	K-2	3-5	6-8	9-12
1 x per year	No	No	No	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?

The Rockwood Area School District uses benchmark and diagnostic assessments to gather data related to student academic growth. Within the K-3 grade span benchmark and diagnostic assessments are used within the MTSS program to support students in need of academic interventions in reading. Benchmark/Diagnostic assessments are used in 4-6 to support small group development and intervention based learning experiences to further students academic growth. Data from these assessments and timely interventions are used to support special education identification of students. Data from assessments are used at all grade levels to support academic growth in students. It is also used to adjust and align curriculum.

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