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	2,564
3 - 5	Yes	2,801
6 - 8	Yes	2,824
9 - 12	Yes	4,324
	Total	10

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	6-8, 9-12	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.

The SAS website is utilized regularly to ensure the standards are addressed in each content area. The approved standards are also available in our curriculum mapping software, Unified Classroom. Unified Classroom is a web-based platform that is used as a warehouse for our curriculum maps. All teachers and administrators have access to the curriculum maps for the assigned grades/subjects taught. Each summer, curriculum supervisors and interested teachers make minor revisions to the curriculum maps, and more extensive revisions are made following the district's 5-year curriculum cycle process. The district policy specifically outlines the timeline for the adoption of new resources and materials and coincides with the district's budget timeline. For example, after the adoption of the STEELS standards the elementary curriculum maps were updated by a team of teachers, instructional coaches, and the curriculum supervisor of science, in the summer of 2023. In the summer of 2024, the secondary maps will be updated with the STEELS standards using the same process as outlined above. Each curriculum map includes objectives (learning targets), resources, lessons, vocabulary, and assessments that have all been aligned to the state-approved standards.

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

Power School: Unified Classroom the web-based platform is utilized for consistent formatting and teacher use PDE Standard Aligned System (SAS) is used to access state standards, materials, and assessments The Director of Curriculum with the curriculum supervisors develops teams of teachers to work on developing the maps and throughout the school year the curriculum supervisors and instructional coaches support the teachers in using the curriculum maps.

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

Teacher schedules are created in our Student Information System, eSchool. The maps are shared with the teachers through Unified Classroom using the schedules available in eSchool.

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

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)

The Upper Darby School district follows the Board Policy 105 Curriculum to guide all revisions to curriculum. As part of the policy, the administrative regulation outlines the development of grade-level/course objectives by discipline to be completed during a five (5) year period, consistent with the textbook review cycle. During this comprehensive plan cycle, the following revisions will be made secondary science based on the adoption of the STEELS standards, ELA based on Structured Literacy, Elementary Library to add coding, Personal Finance with the adoption of the new graduation requirement. Additionally, with the possibility of new standards in the areas Family and Consumer and Health and PE.

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

Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan? No

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	36
B. Non-Data Available Classroom Teachers	28
C. Non-Teaching Professionals	29
D. Principals	7
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	1b: Demonstrating Knowledge of Students	1c: Setting Instructional Outcomes	1a: Demonstrating Knowledge of Content and Pedagogy

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport
Domain 3: Instruction	3a: Communicating with Students	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4a: Reflecting on Teaching	4f: Showing Professionalism

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

The district will continue to focus on the importance of creating an environment of respect and rapport to assist students in reaching their individual goals.

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	1f: Designing Student Assessments	1f: Designing Student Assessments
Domain 2: The Classroom Environment	2e: Organizing Physical Space	2e: Organizing Physical Space	2e: Organizing Physical Space
Domain 3: Instruction	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness	3d: Using Assessment in Instruction

	Elementary School	Middle School	High School
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	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?
Designing student assessments has been a focus of our professional development this school year with our learning target and reading apprenticeship trainings. We will continue to focus on this area so students have ownership of their learning.

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

Goals Set	Comments/Considerations
Provided at the district level	District-level administrators are evaluated based on district data reports, action research reports, and individual goal setting based on the superintendent's goals. The Frontline Evaluation is used annually to record all of this information.
Provided at the building level	Building-level administrators are evaluated based on building-level data reports, action research reports, and individual goal setting based on the superintendent's goals. The Frontline Evaluation is used annually to record all of this information.
Individual principal choice	Principals write one instructional leadership goal, one goal aligned with the climate and culture of their building, and the third is aligned with the superintendent's goals.
Other (state what other is)	

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	All K-12 Classroom teachers with the exception of Temporary Teachers.	State Assessments, District Assessments, NWEA MAP, Aimsweb.
District-Designed Measure & Examination	1-12/ All Curricular Areas	Common Curricular based assessments
Nationally Recognized Standardized Test	K - 11/ ELA and Reading; Math, Science	PSSA, Keystone, NWEA, Aimsweb
Industry Certification Examination		
Student Projects Pursuant to Local Requirements		
Student Portfolios Pursuant to Local Requirements		

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			Type of Assessment	
NWEA Measure of Academic Progress (MAP)			Benchmark	

Frequency or Date Given	K-2	3-5	6-8	9-12
Fall, Winter, Spring	Yes	Yes	Yes	Yes

Assessment			Type of Assessment	
AIMSweb			Benchmark	

Frequency or Date Given	K-2	3-5	6-8	9-12
Fall, Winter, Spring	Yes	Yes	No	No

Assessment			Type of Assessment	
Local common curriculum assessments in ELA/English, Mathematics, Science, and Social Studies.			Summative	

Frequency or Date Given	K-2	3-5	6-8	9-12

6-9 times per year	Yes	Yes	Yes	Yes

Assessment			Type of Assessment	
HMH - AMIRA			Diagnostic	

Frequency or Date Given	K-2	3-5	6-8	9-12
Fall, Winter, Spring	Yes	No	No	No

Assessment			Type of Assessment	
Forefront - Early Numeracy Screener			Benchmark	

Frequency or Date Given	K-2	3-5	6-8	9-12
Fall	Yes	No	No	No

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 – Yes
Future Ready PA Index's Grade 7 Early Indicators of Success - Yes

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Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices?
The Upper Darby School District has scheduled data meetings at each level to review data. We continue to refine our data meeting process as new technological tools become available. Beginning in the 2023-24, the district started using Power School: Performance Matters as the data warehouse system after the sunset of the Performance Plus. Data is used to inform our MTSS groups and for goal setting at all levels with students and teachers. In addition, we use the available linking study with NWEA and HMH to support data-informed instruction and personalize student learning. Moreover, the administrative building and central teams participate in PDE-approved PVAAS training and analyze data regularly to evaluate student success, evaluate programs, and for planning purposes.

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