

**DOVER AREA SD**

101 Edgeway Road

Academic Standards and Assessment Requirements (Chapter 4) | 2023 - 2026

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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 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.

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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	686
3 - 5	Yes	707
6 - 8	Yes	781
9 - 12	Yes	1005
		Total 3179

**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

3-5, 6-8, 9-12

3-5, 6-8, 9-12

Civics and Government

3-5, 6-8, 9-12

3-5, 6-8, 9-12

Economics

3-5, 6-8, 9-12

3-5, 6-8, 9-12

Geography

3-5, 6-8

3-5, 6-8, 9-12

History

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

Health, Safety, and Physical Education

K-2, 3-5, 6-8, 9-12

Family and Consumer Sciences

6-8

Reading and Writing for Science and Technical Subjects

6-8, 9-12

Reading and Writing for History and Social Studies

6-8, 9-12

Career Education and Work

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

No

**Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.**

Curriculum writing was halted during the pandemic, and the curriculum is incomplete, with the curriculum missing for certain subjects/courses. For some curriculum documents, the standards were not thoroughly unpacked to determine what each standard says students should know, understand and be able to do. Rather, standards were dropped into a column. The curriculum does not have unit maps, or pacing guides. In some areas, the curriculum is aligned with the core program, which has been sunsetted and will no longer be used. The district has begun curriculum writing. All teachers received training in unpacking standards. Teachers investigated the vertical alignment of the taught curriculum and identified gaps. Once the curriculum is written, a revision cycle will be developed.

### 2. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards

No

**Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.**

In some curriculum documents, standards were not thoroughly unpacked to determine what each standard says students should know, understand and be able to do. Rather, standards were dropped into a column. The curriculum does not have unit maps or pacing guides. In some areas, the curriculum is aligned with the core program rather than the standards, The district has begun curriculum writing. All teachers received training in unpacking standards. Teachers investigated the vertical alignment of the taught curriculum and identified gaps. Once the curriculum is written, a revision cycle will be developed.

### 3. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards

No

**Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.**

The curriculum is incomplete, with the curriculum missing for certain subjects/courses. No written curriculum exists for many elective courses. The district has begun curriculum writing. All teachers received training in unpacking standards. Teachers investigated the vertical alignment of the taught curriculum and identified gaps. Once the curriculum is written, a revision cycle will be developed.

### 4. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards

No

**Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.**

The curriculum is incomplete. There are many courses that have no written curriculum. The curriculum consists only of KUD charts. Unit maps were not written. The district has begun curriculum writing. All teachers received training in unpacking standards. Teachers investigated the vertical alignment of the taught curriculum and identified gaps. Once the curriculum is written, a revision cycle will be developed.

### 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.**

DASD will utilize a 5-year curriculum cycle. Year 1 -Revise/Rewrite; Develop Unit Maps. Year 2- Develop/implement common assessments Year 3 - Monitor, Data Gathering and Analysis Year 4 - Monitor and Evaluate, Gather Data, Research, and Analyze Year 5 - Monitor and Evaluate Gather Data, Research, and Analyze Each administrator is assigned to a Curriculum Area and will collaborate with the Assistant Superintendent to maintain a current guaranteed and viable curriculum aligned to the standards,

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

All teachers received training in the process for unpacking a standard to determine what students should know, understand and be able to do. The curriculum is examined for verticle articulation. All curriculum writers use the same template for KUDs. The KUD charts are then used to develop Unit Maps. Unit maps contain the Unit Essential Question, the Lesson Essential Questions, and Key Vocabulary. All teachers will use a consistent KUD and unit map template.

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

The written curriculum will be posted on the district website for teachers, parents, students, and community members to access at any time.

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

- |  |     |
|--|-----|
| <b>9. LEA develops/maintains a standard format that includes scope, sequence, and pacing.</b>  | Yes |
| <b>10. Essential content is developed from PA Core/Academic Content Standards.</b>   | Yes |
| <b>11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards.</b>                           | Yes |
| <b>12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.</b> | Yes |
| <b>13. Courses and units of study are developed from measurable outcomes and/or objectives.</b>  | 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 district began writing/revising all curricula starting in the 2022-2023 school year. This process will continue until all curriculum is complete. Once the curriculum is developed, it will begin a five year documented revision cycle.

**Based on the responses above, would written curriculum be a priority in your comprehensive plan?** Yes

**Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?** Yes

## 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	34
B. Non-Data Available Classroom Teachers	53
C. Non-Teaching Professionals	9
D. Principals	4
<b>Total</b>	<b>100</b>

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
<b>Domain 1: Planning and Preparation</b>	1d: Demonstrating Knowledge of Resources	1d: Demonstrating Knowledge of Resources	1a: Demonstrating Knowledge of Content and Pedagogy

	Elementary School	Middle School	High School
<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>	3e: Demonstrating Flexibility and Responsiveness	3c: Engaging Students in Learning	3a: Communicating with Students
<b>Domain 4: Professional Responsibilities</b>	4f: Showing Professionalism	4d: Participating in a Professional Community	4f: Showing Professionalism

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

There was little to no difference in the average scores of the components. The differences were in the 0.01s. However, the district will continue to bolster planning and preparation by creating a guaranteed and viable curriculum and exploring research-based high-yield instructional strategies.

**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
<b>Domain 1: Planning and Preparation</b>	1c: Setting Instructional Outcomes	1f: Designing Student Assessments	1f: Designing Student Assessments
<b>Domain 2: The Classroom Environment</b>	2d: Managing Student Behavior	2d: Managing Student Behavior	2d: Managing Student Behavior



	Elementary School	Middle School	High School
<b>Domain 3: Instruction</b>	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques	3c: Engaging Students in Learning
<b>Domain 4: Professional Responsibilities</b>	4b: Maintaining Accurate Records	4c: Communicating with Families	4b: Maintaining Accurate Records

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

There was little to no difference in the average scores of the components. The differences were in the 0.01s. However, while the difference is very small., managing student behavior and using questioning and discussion techniques were lowest at all three levels. During the curriculum writing process, teachers will create a curriculum with questioning as formative assessment embedded in the lesson. Teachers will also analyze their questions, activities, and assessment to improve their questions' cognitive demands. Responsive Classroom will continue to be implemented to create a positive learning environment and reduce misbehavior,

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

Goals Set	Comments/Considerations
Provided at the district level	District goals derived from the Comprehensive Plan
Provided at the building level	Principals communicate building goals to staff
Individual principal choice	Goals derived from analysis of PSSA, PVAAS, Exact Path, Study Island and Acadience data.
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.**

<b>LEA Selected Measures</b>	<b>Grades/Content Area</b>	<b>Student Assessment Examples</b>
<b>Locally Developed School District Rubric</b>	K-12	Agreed upon between teacher and supervisor
<b>District-Designed Measure &amp; Examination</b>	K-12	Agreed upon between teacher and supervisor
<b>Nationally Recognized Standardized Test</b>	3-12	PSSA/ Keystone
<b>Industry Certification Examination</b>	9-12	NOCTI exams
<b>Student Projects Pursuant to Local Requirements</b>	K-12	Agreed upon between teacher and supervisor
<b>Student Portfolios Pursuant to Local Requirements</b>	K-12	Agreed upon between teacher and supervisor

**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 PSSA				Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Yearly	No	Yes	Yes	No	
Assessment Keystone Exams				Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Twice/year	No	No	Yes	Yes	
Assessment ESGI				Type of Assessment Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Three time per year	Yes	No	No	No	

Assessment Acadience Reading				Type of Assessment Benchmark	
Frequency or Date Given	K-2	3-5	6-8		9-12
Three times per year	Yes	Yes	No		No
Assessment Exact Path - Math				Type of Assessment Diagnostic	
Frequency or Date Given	K-2	3-5	6-8		9-12
Three time per year	Yes	Yes			
Assessment Exact Path- math and reading				Type of Assessment Diagnostic	
Frequency or Date Given	K-2	3-5	6-8		9-12
Twice a year	No	No	Yes		No
Assessment Study Island, ELA, Math, Science				Type of Assessment Benchmark	
Frequency or Date Given	K-2	3-5	6-8		9-12
Three times a year	No	Yes	Yes		No
Assessment ASVAB				Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8		9-12
Twice a year					Yes

Assessment  
CDTs

Type of Assessment  
Diagnostic

Frequency or Date Given  
Four times per year

K-2  
No

3-5  
No

6-8  
No

9-12  
Yes

Assessment  
NOCTI exams

Type of Assessment  
Summative

Frequency or Date Given  
Three time/year

K-2

3-5

6-8

9-12  
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?**

The district utilized early dismissal days throughout the year to analyze assessment data. Data are also analyzed during team collaborations throughout the school year. Data is analyzed and discussed using a district data protocol and used to inform instructional practices.

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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