

**MIFFLIN COUNTY SD**

201 Eighth St - Highland Park

Academic Standards and Assessment Requirements (Chapter 4) | 2024 - 2027

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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	1005
3 - 5	Yes	1081
6 - 8	Yes	1051
9 - 12	Yes	1416
		Total 4553

**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

3-5, 6-8, 9-12

3-5, 6-8

Reading and Writing for History and Social Studies

3-5, 6-8, 9-12

3-5, 6-8

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 district has a K-12 curriculum committee. Using an online curriculum resource allows for curriculum mapping that ensures a curriculum review cycle has been implemented. The process is typically a two year process. Review of standards and mapping occurs, a pilot resource is selected and aligned to the curriculum documents. Next, the document is approved by the board of directors in draft form. For a full year the curriculum is implemented and revised. Once completed, the document is approved in published form and used for all students.

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

Chalk.com is our curriculum housing system. Heidi Hayes Jacobs model of curriculum mapping is implemented. K-12 principal meetings ensure building leadership is aware of curricular changes and able to ensure the written, taught, and tested curriculums are aligned through effective evaluations.

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

The district is using Chalk.com as the curriculum housing tool. By using a single sign on login services, teachers can use the electronic portal to ensure that all curriculum documents are up to date and meeting the needs of students.

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 |
| <b>14. Course objectives to be achieved by all students are identified.</b>  | Yes |
| <b>15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.</b>          | Yes |

**16. Describe your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)**

During this comprehensive plan cycle, the district will continue the ongoing curriculum review process. As research, regulation, and standards change, the district will revise locally developed curriculum as appropriate.

**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	25
B. Non-Data Available Classroom Teachers	65
C. Non-Teaching Professionals	7
D. Principals	3
<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>	1a: Demonstrating Knowledge of Content and Pedagogy	1a: Demonstrating Knowledge of Content and Pedagogy	1a: Demonstrating Knowledge of Content and Pedagogy

	Elementary School	Middle School	High School
<b>Domain 2: The Classroom Environment</b>	2d: Managing Student Behavior	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	3a: Communicating with Students	3e: Demonstrating Flexibility and Responsiveness
<b>Domain 4: Professional Responsibilities</b>	4c: Communicating with Families	4c: Communicating with Families	4a: Reflecting on Teaching

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

Common strengths are found when examining observational data between buildings at the elementary level. In addition, content area knowledge is strong across all grade levels. Teachers and administrators will be able to use this knowledge to enhance differentiated instruction for students. A key portion of the Mifflin County school District Comprehensive plan is to expand differentiated learning opportunities for students. As part of the Act 13 evaluation system, teachers and administrators are able to focus on strength areas to enhance perceived weaknesses with lessons or instruction.

**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>	2b: Establishing a Culture for Learning	2b: Establishing a Culture for Learning	2b: Establishing a Culture for Learning

	Elementary School	Middle School	High School
<b>Domain 3: Instruction</b>	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques
<b>Domain 4: Professional Responsibilities</b>	4b: Maintaining Accurate Records	4b: Maintaining Accurate Records	4b: Maintaining Accurate Records

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

Many of the challenges noted within the framework for effective teaching relate directly to differentiated instruction. Our training will focus on these needs for the next three years. A specific focus will be on instructional strategies and assessing student learning. Through differentiated instruction teachers will design effective lessons, establish a growth culture in classrooms, effectively question students, and maintain records of student achievement. In doing so, we will address the areas of challenge noted above.

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

Goals Set	Comments/Considerations
<b>Provided at the district level</b>	Provide effective systems to document evaluations. District will establish a minimum N count for student learning and will also provide training on LEA selected measure.
<b>Provided at the building level</b>	Each building will establish individual sessions to approve individual LEA selected measures. Administration and teachers will work together to review the LEA selected measure before it is approved. Individually, teachers will determine their area of challenge/growth and set out an individual plan to address this need. In addition, building level teams will use goal setting to address challenge areas in both academics and social emotional learning.



**Goals Set    Comments/Considerations**

**Individual principal choice**    Principals will establish goals by examining building level data and identifying areas of strength and need. Principal goals will be created to address identified areas of need.

**Other (state what other is)**    None

**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>	ELA/Writing K-5, Special areas K-12	Standards Based Grading rubrics, project-based assessments, etc.
<b>District-Designed Measure &amp; Examination</b>	Building Data Sheets including Sight Words K-5, State required testing for social students	Chapter 4 requirement for social studies testing is proctored in high school
<b>Nationally Recognized Standardized Test</b>	CDT, iReady, Spring Math, Acadience	Offered throughout the system K-12 depending on assessment
<b>Industry Certification Examination</b>	N/A	N/A

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
<b>Student Projects Pursuant to Local Requirements</b>	The district is exploring additional service learning projects to meet the Act 158 Pathways to Graduation requirement.	The district is exploring additional service learning projects to meet the Act 158 Pathways to Graduation requirement.
<b>Student Portfolios Pursuant to Local Requirements</b>	The district is exploring student portfolios to track progress toward the Act 158 Pathways to Graduation requirement.	The district is exploring student portfolios to track progress toward the Act 158 Pathways to Graduation requirement.

**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		
Letter and Sound Identification (Kindergarten ELA)			Benchmark		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Three Times per Year	Yes	No	No	No	
Assessment			Type of Assessment		
Acadience Learning (K-3 ELA)			Diagnostic		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Three Times per Year	Yes	Yes	No	No	
Assessment			Type of Assessment		
High Frequency Word Acquisition (K-3 ELA)			Benchmark		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Three Times per Year	Yes	Yes	No	No	

Assessment				Type of Assessment	
Core Phonics Screener (K-3 ELA)				Diagnostic	

Frequency or Date Given	K-2	3-5	6-8	9-12
Three Times per Year	Yes	Yes	No	No

Assessment				Type of Assessment	
Spring Math				Diagnostic	

Frequency or Date Given	K-2	3-5	6-8	9-12
Three Times per Year	Yes	Yes	No	No

Assessment				Type of Assessment	
iReady Diagnostic - Reading and Math				Diagnostic	

Frequency or Date Given	K-2	3-5	6-8	9-12
Three Times per Year	Yes	Yes	No	No

Assessment				Type of Assessment	
Classroom Diagnostic Tools (Keystone Tested Subject Areas)				Summative	

Frequency or Date Given	K-2	3-5	6-8	9-12
Two or Three Times per Year	No	No	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?**

The MCSD proctors benchmarking assessments three times per year, K-12. These assessments are given during the BOY,MOY, and EOY. After assessments have been given, staff members have Act 80 days scheduled in order for teachers, administrators, and paraprofessionals to examine class/student data and effectively plan differentiated instructional strategies to meet the needs of students. Goals are set for individual schools and grades. This includes social emotional learning as well.

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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

