

DALLAS SD

2010 Conyngham Ave

Academic Standards and Assessment Requirements (Chapter 4) | 2025 - 2028

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	550
3 - 5	Yes	550
6 - 8	Yes	525
9 - 12	Yes	800
Total		2425

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

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

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

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|---|-----|
| 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.
As described in the uploaded file, we have an internal timeline and process that includes review, evaluation and updating of written curriculum regularly with benchmark revisions uploaded to our curriculum drive each October and April. Grade-levels and departments also complete a Google Form to highlight updates and revisions.

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

Department chairs, associate department chairs, and subject area coordinators support professional development activities in the summer and on in-service days that utilize the PDE SAS, program specific guides and resources, and researched materials in the context of Backward Design with an emphasis on local benchmark assessments and standardized test results.

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

Our written curriculum is stored in Google Drive for access and links to instructional materials are embedded on many templates. Additional access to instructional materials and resources is provided via chairs and principals.

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)

We continuously evaluate and revise curriculum in all areas regularly. K-5 ELA - We are in the process of exploring programs and materials related to Structured Literacy that may result in significant updates. K-12 Science - We are in the process of exploring programs and curriculum adjustments related to STEELS Standards that may result in significant updates. 6-12 Math - We are examining trends in math assessment data at the secondary level that could result in moderate curriculum adjustments.

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	70
B. Non-Data Available Classroom Teachers	10
C. Non-Teaching Professionals	10
D. Principals	10
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	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
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Domain 2: The Classroom Environment	2c: Managing Classroom Procedures	2c: Managing Classroom Procedures
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3c: Engaging Students in Learning	3c: Engaging Students in Learning	3d: Using Assessment in Instruction
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Domain 4: Professional Responsibilities	4f: Showing Professionalism	4f: Showing Professionalism
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3. What action steps are implemented or will be implemented to build upon the strengths found in the classroom teacher observations?

Teachers have the opportunity to participate in PLCs and regular in services to share best practices .

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
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Domain 1: Planning and Preparation	-- Does Not Apply --	-- Does Not Apply --
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Domain 2: The Classroom Environment	-- Does Not Apply --	-- Does Not Apply --
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Domain 3: Instruction	-- Does Not Apply --	-- Does Not Apply --
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Domain 4: Professional Responsibilities	-- Does Not Apply --	-- Does Not Apply --
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5. What action steps are implemented or will be implemented to improve the challenges found in the classroom teachers observations?

Teachers have the opportunity to participate in PLCs and regular in services to share best practices.

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

Goals Set	Comments/Considerations
Provided at the district level	Student performance data, behavioral health data, and Comprehensive Plan Goals.
Provided at the building level	Student performance data, behavioral health data, and Comprehensive Plan Goals.
Individual principal choice	Student performance data, behavioral health data, and Comprehensive Plan Goals.
Other (state what other is)	n/a

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	n/a	n/a
District-Designed Measure & Examination	Grade 3-12 ELA/ MATH	Benchmark Assessments
Nationally Recognized Standardized Test	n/a	n/a
Industry Certification Examination	n/a	n/a
Student Projects Pursuant to Local Requirements	n/a	n/a
Student Portfolios Pursuant to Local Requirements	n/a	n/a

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 DIBELS				Type of Assessment Diagnostic
Frequency or Date Given Quarterly	K-2 Yes	3-5 Yes	6-8 No	9-12 No
Assessment LINK IT Benchmark Assessments				Type of Assessment Benchmark
Frequency or Date Given Quarterly	K-2	3-5 Yes	6-8 Yes	9-12 Yes
Assessment Curriculum Based Assessments				Type of Assessment Formative
Frequency or Date Given 2-4 week intervals	K-2 Yes	3-5 Yes	6-8 Yes	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

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

Benchmark Assessments are employed regularly. Student performance data is used to determine the need for student intervention and curriculum revision.

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.

Thomas Duffy

Chief School Administrator

12/28/2024

Date