

CAPITAL AREA SCHOOL FOR THE ARTS CS

150 Strawberry Square

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	9-12	9-12
PA-Core Mathematics	9-12	9-12
Science and Technology	9-12	9-12
Environment and Ecology	9-12	9-12
Civics and Government	9-12	9-12
Economics	9-12	9-12
Geography	9-12	9-12
History	9-12	9-12
Arts and Humanities	9-12	9-12
Health, Safety, and Physical Education	9-12	9-12
Family and Consumer Sciences	N/A	

Chapter 4
Curriculum and Instruction Requirements

Written Curriculum Framework

Taught within the Grade Span

Reading and Writing for Science and Technical Subjects

9-12

9-12

Reading and Writing for History and Social Studies

9-12

9-12

Career Education and Work

9-12

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	No
B. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards	No
C. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards	No
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

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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.
Curriculum mapping and alignment is an ongoing process because standards-based curriculum development is one of the keys to student success. All curriculum maps are reviewed yearly. Teachers review and update their curriculum maps accordingly to reflect any changes in PA Academic Standards. Teachers submit updated curriculum maps to the CEO. Board approval would be needed if any significant changes occur. All teachers in the school are responsible in ensuring their curriculum maps are updated and aligned.
 2. List resources, supports or models that are used in developing and aligning curriculum.

A sample curriculum map has been uploaded in this section. All curriculum maps are developed using this format. The most commonly used support and resource for the staff is the PDE SAS website.

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

Because the school is small and there is relatively light turnover, teachers always have access to the appropriate written curriculum. When a new teacher begins, discussing curriculum and its importance is imperative. By doing this, teachers are prepared to provide appropriate instruction to all students. Each year, teachers submit budget requests for instructional materials and those requests are added to the larger school budget.

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

No

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

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1. What is your LEA's approved cycle for reviewing the locally developed curriculum?
Curriculum review occurs yearly to ensure appropriate changes/additions are made.

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

Currently, the staff is working on assessing all curriculum development and alignment during professional development sessions and PLCs. This comprehensive planning cycle is aligned to our charter renewal year, so it is appropriate to use this time to ensure locally developed curriculum meets the requirements of PA State Standards.

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).

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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

b. Non-Data Available Classroom Teachers

c. Non-Teaching Professionals

d. Principals

Total

0

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

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

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

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

5. What action steps will be implemented to improve the challenges found in the classroom teachers observations?
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	
Provided at the building level	
Provided at the grade level	
Provided within the content area	
Individual teacher choice	
Other (state what other is)	

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		
District-Designed Measure & Examination		
Nationally Recognized Standardized Test		
Industry Certification Examination		

Evidence

Grades/Content Area

Comments

**Student Projects Pursuant to Local
Requirements**

**Student Portfolios Pursuant to Local
Requirements**

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
Classroom Diagnostic Tools				Diagnostic
Frequency or Date Given	K-2	3-5	6-8	9-12
Quarterly	No	No	No	Yes
Assessment				Type of Assessment
Daily classroom learning checks				Formative
Frequency or Date Given	K-2	3-5	6-8	9-12
Daily	No	No	No	No
Assessment				Type of Assessment

Classroom tests/exams

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

End of units

No

No

No

Yes

Assessment

Type of Assessment

AimsWeb (select students)

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

Quarterly

No

No

No

Yes

Assessment

Type of Assessment

Keystone Exams

Summative

Frequency or Date Given

K-2

3-5

6-8

9-12

Yearly

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?

One of the keys to designing and implementing effective instructional practices is to consistently assess students to see where they are. Using the CDT as a diagnostic shows us student strengths and needs and allows us to design appropriate instruction to meet those needs. This also allows for student reflection and goal-setting. Benchmark data is used to see how students are progressing through appropriate standards and how they can apply those skills. Benchmark and Summative assessments provide a summary of student learning that can be used to gauge our school's curriculum, materials, and pedagogy.

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.

Timothy R. Wendling
Chief School Administrator

05/23/2022
Date