

TREDYFFRIN-EASTTOWN SD

West Valley Business Center

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	1299	
3 - 5	Yes	1568	
6 - 8	Yes	1705	
9 - 12	Yes	2284	
		Total	6856

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

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

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

Reading and Writing for History and Social Studies

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

K-2, 3-5, 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 curriculum of the Tredyffrin/Easttown School District is vertically articulated and horizontally enriched. It is based on and expands upon Pennsylvania State Standards, Chapter 4 and national content standards, and attends to available global standards. A designated curriculum supervisor is assigned to each of the District's curricular areas to ensure cohesiveness and consistency. Curriculum is developed by District teachers under the guidance and direction of curriculum supervisors. Curriculum development is reviewed by the Board Education Committee, and approved by the Board of School Directors. Cross-grade-level teams of teachers design curriculum in beginning and end of year in-services to ensure that the curriculum is standards based, is properly spiraled from kindergarten through grade twelve, and that it incorporates District initiatives beyond basic learning standards. These initiatives include, but are not limited to, critical and creative thinking, self-directed learning, cultural competence, written and oral communication, technology and information literacy, and ethical academic behavior. Some of these initiatives are well-established, while others are in their beginning stages. The District's instructional program is organized and communicated via the research-based Tredyffrin/Easttown School District Teacher Model. The Teacher Model expands and describes in some depth the areas of planning and preparation, classroom environment, instructional delivery and professionalism. All teachers and administrators in the District have received training on the Teacher Model, and the model is completely accessible to all professional staff members. It forms the basis for teacher reflection on personal performance, and for teacher evaluation. Instructional materials are selected and designed to support the District's curriculum. The District is committed to providing students with multiple sources of instructional materials, from text materials to primary source materials. Web-based materials are utilized, with both

teachers and students being guided to be critical consumers of all sources of information. The District invests substantial resources and support into the design of teacher-made materials. These are most often produced in a collaborative summer workshop setting, with teachers working under the guidance of District supervisors and administrators. Curricular materials are available for review by parents upon request. In summary, the Tredyffrin/Easttown School District allocates considerable financial and human resources to the development and updating of District curriculum, instructional strategies and instructional materials. The design model is fully collaborative, and is based on state and content-specific standards. This base is extended through the explicit teaching of critical thinking skills, self-directed learning and other content development themes that support life-long learning. Materials to deliver the curriculum range from texts, to primary sources, to teacher made materials, to web-based sources. The District's instructional model implements research-based best practices, and is systematized so that it is accessible to all who are responsible for instructing students. Standing Committees meet by curricular area to review and evaluate the alignment of PA Academic Standards with TESD Curriculum. Teachers and curriculum supervisors meet over the summer to update curricular materials and the TESD written curriculum.

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

Teachers, counselors, educational specialists, and administrators need to remain current with knowledge regarding student needs. These development opportunities will share findings from current research and/or best practices to ensure that all staff members can address the full spectrum of student needs beyond instructional strategies. Teachers will gain deeper understanding of curricular area content through study of field-based curricular trends, identifying opportunities for interdisciplinary inquiry, relating content to student experiences, and the development of new courses as appropriate. Professional organizations in curricular areas are considered in the development and alignment of curriculum. Professional staff members will review curricular offerings to ensure that the needs of diverse learners are met. Continual review of academic standards, adaptations of curriculum when necessary, and developing new courses or levels as appropriate can ensure that the K-12 curricular scope and sequence addresses the needs of all students.

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

All teachers have access to the curricular and instructional materials once they are identified as the teacher of the course. The curriculum supervisor provides the teacher with electronic access to the curriculum along with a set of tangible instructional materials. Department and Team Facilitators serve as support for the teachers on the team who meet regularly to review and develop lessons. New teachers are provided with a mentor teacher. The following qualities are considered when selecting mentor teachers. Mentor teachers have demonstrated successful teaching experiences with the Tredyffrin/Easttown School District. Mentor teachers have demonstrated knowledge and application of Tredyffrin/Easttown policies, procedures, and curriculum. Mentor teachers have also demonstrated enthusiasm and a positive attitude toward the teaching profession and have demonstrated participation in Tredyffrin/Easttown's professional development opportunities.

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)

Curriculum is reviewed and revised on an annual basis. The curriculum of the Tredyffrin/Easttown School District is vertically articulated and horizontally enriched. It is based on and expands upon Pennsylvania State Standards, Chapter 4 and national content standards, and attends to available global standards. A designated curriculum supervisor is assigned to each of the District's curricular areas to ensure cohesiveness and consistency. Curriculum is developed by District teachers under the guidance and direction of curriculum supervisors. The Curriculum Supervisor oversees the curriculum standing committee, summer workshops and In service sessions to review, revise and enhance the curriculum. Curriculum development is reviewed by the School Board Education Committee, and approved by the Board of School Directors. Annually, across-grade-level teams of teachers meet to design and review curriculum at the beginning and end of each year during in-service sessions to ensure that the curriculum is standards based, is properly spiraled from kindergarten through grade twelve, and that it incorporates District initiatives beyond basic learning standards. These initiatives include, but are not limited to, critical and creative thinking, self-directed learning, cultural competence, written and oral communication, technology and information literacy, and ethical academic behavior. Some of these initiatives are well-established, while others are in their beginning stages. This cycle of review occurs for each curricular area every year. Each curricular area is reviewed and revised as appropriate in order to accurately address standards and the goals of our school community on an on-going basis. Curriculum will continue to be reviewed and revised on an annual basis. Teachers meet at the beginning of the year and end of the school year to review and revise curriculum.

Based on the responses above, would written curriculum be a priority in your comprehensive plan?	No
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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	18.22
B. Non-Data Available Classroom Teachers	66.81
C. Non-Teaching Professionals	11.52
D. Principals	3.45
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	1d: Demonstrating Knowledge of Resources	1d: Demonstrating Knowledge of Resources	1d: Demonstrating Knowledge of Resources

	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	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness
Domain 4: Professional Responsibilities	4d: Participating in a Professional Community	4e: Growing and Developing Professionally	4e: Growing and Developing Professionally

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

During post observation meetings, the administrator will discuss with the teacher and offer opportunities to build upon the strengths of the lesson. We will continue to involve the faculty and staff in the design and revision of curriculum K-12. Teachers and staff will be encouraged to join building equity committees with the goal of increasing the sense of belonging among students. Teachers and staff will be invited to share their expertise with one another through alternative assessment activities, colleague connections and in-service programming.

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	1c: Setting Instructional Outcomes	1c: Setting Instructional Outcomes	1c: Setting Instructional Outcomes
Domain 2: The Classroom Environment	2c: Managing Classroom Procedures	2c: Managing Classroom Procedures	2d: Managing Student Behavior

	Elementary School	Middle School	High School
Domain 3: Instruction	-- Does Not Apply --	-- Does Not Apply --	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4d: Participating in a Professional Community	4c: Communicating with Families	-- Does Not Apply --

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

Given the number of new teachers within the district, focus on effectively managing classroom procedures will continue to be part of the professional development plan.

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

Goals Set	Comments/Considerations
Provided at the district level	N/A
Provided at the building level	State Assessment data
Individual principal choice	N/A
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	K-4, 5-12	As appropriate for project or course
District-Designed Measure & Examination	K-4	District Benchmark Assessment Protocol
Nationally Recognized Standardized Test	District Benchmark Assessment Protocol	ERB, PSAT 8/9, AP Exams
Industry Certification Examination	ERB, PSAT 8/9, AP Exams	This is not a measurement at this time. These are administered as part of the Technical High School program at the county level.
Student Projects Pursuant to Local Requirements	5-12	As appropriate for course
Student Portfolios Pursuant to Local Requirements	5-12	As appropriate for course

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

Goals for teachers regarding classroom assessments • Developing innovative assessment models • Meeting the assessment needs of diverse learners • Using data to inform classroom decisions Professionals will receive training in the development and use of assessments that provide information about student progress while instruction is taking place. Creation, interpretation and analysis methods will be explored. Responding to results will be emphasized.

Type of Assessment

Formative

Frequency or Date Given

K-2

3-5

6-8

9-12

Weekly - Monthly

Yes

Yes

Yes

Yes

Assessment

DIBELS/Acadience A great deal of research has been done on the skills that early readers need to develop into successful, fluent readers. These skills are measured using Acadience an evidence-based assessment tool. Acadience assessments are: standardized; reliable and valid; fast to administer and report; assess core early literacy skills, and when used as a universal screener can detect when students need extra support. Kindergarten students are

Type of Assessment

Benchmark

assessed on fluency with identifying initial sounds, naming letters, segmenting phonemes and reading nonsense words which measures alphabetic principle and basic phonics. First grade students are assessed on fluency with naming letters, segmenting phonemes, reading nonsense words and oral reading fluency. Second grade students are assessed on fluency with reading nonsense words and oral reading fluency. Students in grades three and four are assessed with measures of Oral Reading Fluency and Maze. Oral Reading Fluency is the ability to read connected text quickly, accurately, and with expression. These assessments, given three times a year, are nationally normed. Teachers use the results of these assessments to design, deliver and review lessons.

Frequency or Date Given	K-2	3-5	6-8	9-12
3x per year	Yes	Yes	No	No

Assessment

4Sight The 4Sight Benchmark Assessments (4Sight) are tests in reading that are given quarterly to all student in grades 3 – 6. These assessments, given three times a year, are nationally normed. Their purpose is to measure the impact of instruction and to predict future performance on the Pennsylvania System of School Assessment (PSSA). Teachers use the results of these assessments to design, deliver and review lessons.

Type of Assessment

Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
3x per year	No	Yes	No	No

Assessment

PSSA Students in grades 3-8 take the PSSA in the spring of each school year in the areas of English Language Arts and Math. Students in grades 4 and 8 also take a PSSA in the area of Science. These assessments are aligned to PA Core Standards and provide information on the progress of students across the state toward meeting these standards. Teachers use the

Type of Assessment

Summative

results of these assessments to design, deliver and review lessons.

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

Assessment

WIDA Access The test provides information about students' English language abilities in school. Educators use this information to make decisions about students' education.

ACCESS measures what students know and can do in English in the domains of Listening, Speaking, Reading and Writing. Teachers use the results of these assessments to design, deliver and review lessons.

Type of Assessment

Summative

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

Assessment

Keystone Exams: At the secondary level, the Keystone Exams are end-of-course assessments designed to assess proficiency in the Algebra I, Biology, and Literature. The Literature Keystone is aligned with the District's American Literature course typically taken in grade 10. Students can meet the statewide graduation requirement through several pathways including proficiency on the Keystone exam. Teachers use the results of these assessments to design, deliver and review lessons.

Type of Assessment

Summative

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

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

Ongoing curriculum-based and other formative assessments are administered to determine student strengths and needs, as well as to inform instruction. Standardized assessments such as ERB, PSSA, Keystone and WIDA ACCESS assessments and District-wide assessments are used to inform our instruction and provide for all students' curricular needs in all content areas. Teachers analyze data to determine patterns of student performance related to curricular objectives and state standards. This analysis is then used to determine gaps in instruction or materials and, in turn, may lead to revision of curriculum or resources, as well as possible professional development to strengthen instructional practice.

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

