EAST PENN SD

800 Pine Street

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	1486
3 - 5	Yes	1648
6 - 8	Yes	1844
9 - 12	Yes	2760
		Total 7738

This Part-time CTC offers the following core content:

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	6-8, 9-12	6-8, 9-12
Reading and Writing for History and Social Studies	3-5, 6-8, 9-12	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

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

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

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

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

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

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

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

5. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards
Yes

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

Elementary Grade Level content does not apply.

Upload a sample of your locally developed curriculum from one subject in one grade level that utilizes your LEA standardized format.

Uploaded Files
Grade 4 - Unit 1 - Elementary Social Studies UBD Template.pdf

Secondary Grade Level content does not apply.

Upload a sample of your locally developed curriculum from one secondary grade level content area.

Uploaded Files
1. Growing Up - 9th Grade English Curriculum (Approved_ October 2019)_b689e14b.pdf

Optional: Upload the LEA's policy regarding the review of instructional material.

Uploaded Files

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.Content area leaders, teachers, and administrators spearhead the standards alignment in the context of curriculum and assessment during a new curriculum cycle. The curriculum cycles occur every 7 years, however, if the content area leaders provide evidence that there is a need to update sooner, the Office of Teaching and Learning will do a needs assessment and may begin the curriculum cycle sooner than the 7 year period based on board approval. Further, if there are revisions to state standards, revisions will occur. Teams work to understand what the standards are utilizing the SAS portal. Further, they review what the curriculum consists of, including gaps. Next the committee reviews or creates assessments and analyzes alignment in the context of curriculum and standards. Teams analyze the standards to indicate what students should know and be able to do within a particular content area and sometimes create "I can statements" when developing student friendly objectives. The curriculum is developed to ensure students gain the knowledge, skills, and abilities as described in the standards. Assessments are developed and administered to gather evidence related to student learning. Assessments created by the committees, or commercially produced, include: universal screeners, summative, benchmark, or may involve more informal methods of data collection through a formative assessment process. The committees ensure that the knowledge, skills, and abilities outlined in standards documents should build upon one another from grade to grade (vertical alignment) as students progress in their educational careers, and that the curriculum associated with the standards should also be logical and coherent within grade levels (horizontal alignment). The goal of the curriculum committees is to create a well-designed curriculum to ensure that students have a range of opportunities to gain the knowledge, skills, and abilities required by the standards.   While standards describe what students are intended to learn; curriculum describes how they are intended to access the knowledge, skills, and abilities embedded within the standards. The curriculum teams ensure alignment in the specified curriculum is consistent with enabling students to

reach the milestones outlined in the standards. The curriculum team reviews alignment to standards and revises curriculum when necessary to ensure that students have the opportunity to access the content and skills outlined in those standards.

7. List resources, supports or models that are used in developing and aligning curriculum. -SAS -Progression Documents -OER Commons -PA Core Standards -Next Generation Science Standards -Voluntary Model Curriculum (SAS Portal) -Ready Math/iReady -Literacy Continuum K-8 -Career Readiness (SAS Portal) -Pennsylvania Literacy (SAS Portal) -College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History -PA vs. NGSS -Cross Cutting documents -Structured Literacy

8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials. East Penn ensures that all teachers have access to the written curriculum via the internal curriculum site containing content area standards, pacing guides, and assessment resources. Instructional materials are purchased via Federal grants and district funds. Each school inventories the instructional materials to ensure there are enough materials for teachers and students. Yearly meetings are held to acquire replacement or new materials based on need. Typically these meetings are held during the winter budget cycle.

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

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

10. Essential content is developed from PA Core/Academic Content Standards.
Yes

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

11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards.
Yes

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

12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.
Yes

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

13. Courses and units of study are developed from measurable outcomes and/or objectives.
Yes

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

14. Course objectives to be achieved by all students are identified.

Yes

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

15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.
Yes

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

16. Describe your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)K-12 science Tech Ed FCS Business Art ELD

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 (Brick and Mortar 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%)

Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
A. Data Available Classroom Teachers	26
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
B. Non-Data Available Classroom Teachers	60
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
C. Non-Teaching Professionals	11
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
D. Principals	3
The category total percentage of educators evaluated under Act 13 must equal 100%.	
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	1b: Demonstrating Knowledge of Students	1b: Demonstrating Knowledge of Students	1a: Demonstrating Knowledge of Content and Pedagogy
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	3a: Communicating with Students
Domain 4: Professional Responsibilities	4f: Showing Professionalism	4a: Reflecting on Teaching	4d: Participating in a Professional Community

3. What action steps are implemented or will be implemented to build upon the strengths found in the classroom teacher observations? Is was interesting to see the level of consistency in the district with components of strength. Action steps that will continue to be implemented to build upon the strengths from our teacher observations will be: Continue our teacher mentor program, continue our work with our supervision model, working with teachers to continue improving their practice of assessing themselves as well as the principal assessing them. Use of walkthroughs, instructional rounds and other informal classroom visits to provide positive feedback on strengths in the classroom.

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	1f: Designing Student Assessments	1f: Designing Student Assessments	1f: Designing Student Assessments
Domain 2: The Classroom Environment	2d: Managing Student Behavior	2e: Organizing Physical Space	2e: Organizing Physical Space
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3d: Using Assessment in Instruction	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4e: Growing and Developing Professionally	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?To improve the challenges found in the classroom teacher observations, we will prioritize the importance of principals and supervisors spending time in classrooms. Classroom observations, walkthroughs, and informal classroom visits will lead to constructive feedback and necessary support for the challenges found. Building goals and school plans provide time for professional development that supports the challenges and specific needs determined from the observation and walkthrough data.

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

Goals Set	Comments/Considerations
Provided at the district level	Student Performance Data including PSSA scores and PVASS
Provided at the building level	Staff Survey Data Student Performance Data Teacher Feedback
Individual principal choice	Principals do create goals that they choose, but it must be tied to a component, domain and evidence that supports that component.
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	NA	NA
District-Designed Measure Examination	Grades K-12 - all content areas	Teacher created assessments
Nationally Recognized Standardized Test	In grades K-12 content areas as appropriate to the assessments.	K-12 Fastbridge areading assessment, K-8 iReady math assessment, K-1 Fastbridge Early Reading assessment, 9-12 Math iXL diagnostic
Industry Certification Examination	NA	NA

Student Projects Pursuant to Local Requirements	In grades K-12 all content areas	Projects aligned with teacher developed assessments
Student Portfolios Pursuant to Local Requirements	In grades K-12 all content areas	Projects aligned with teacher developed assessments

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

Fastbridge Universal Screening -Early Literacy Subtests & General Reading

Type of Assessment

Benchmark

Frequency or Date Given

3 times a year

K-2

Yes

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

Fastbridge Universal Screening -General Math

Type of Assessment

Diagnostic

Frequency or Date Given

3 times a year

K-2

Yes

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

iReady Math Diagnostic

Type of Assessment

Diagnostic

Frequency or Date Given

3 times yearly

K-2

Yes

3-5

Yes

6-8

Yes

9-12

No

Assessment

Local created Reading Assessments (PA Core Aligned)

Type of Assessment

Benchmark

Frequency or Date Given

At least four times yearly

K-2

Yes

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

Locally created lesson tests, unit tests, projects, midterm exams, final exams, performance tasks

Type of Assessment

Summative

Frequency or Date Given

At the conclusion of lessons, units, semesters, or years

K-2

Yes

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

Career Readiness Portfolio

Type of Assessment

Summative

Frequency or Date Given

Once at conclusion of senior year

K-2

No

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?

The goal of the EPSD is to provide all faculty members, administration, and support staff with opportunities to enhance their knowledge, skills, attitudes, and beliefs in order to foster a learning community that positively impacts student learning and performance. The foundation that supports the district's plan is built on PA core standards, and the district's strategic and comprehensive plan. Utilizing data, both benchmark and diagnostic, building and district needs will be identified in order to develop appropriate professional development opportunities that focus on research-based best practice. Included in these opportunities will be a focus on MTSS interventions, Units of Study in Writing, Ready Math Program, literacy framework, assessment practices, technology integration, curriculum alignment to core curriculum standards, Project Lead the Way, Math Problem Solving, and SAS utilization. Students who are identified at-risk on benchmark and diagnostic assessments will be based on district criteria and assessments aligned to core including Universal Screening data. Students are placed in research-based reading programs based on student need. Areas of reading interventions are based on phonemic awareness, phonics, fluency, comprehension, or writing. Students are pulled out for small group instruction four days a week for approximately 30-40 minutes daily. Student are strategically monitored bi weekly for 8-10 weeks to assess if intervention is helping students make gains or not. If gains are being made a student may remain in program or exit out or if they are not, a new intervention may be put in place. Students identified at risk in math will be based on district criteria and assessments aligned to core including Universal Screening. The Title I paraprofessionals are scheduled into the students core math instruction to provide support through small group instruction, homework, repetition of lesson, or review. Further, during the remediation and enrichment period, students who are in need of math support work with a classroom teacher and Title I paraprofessional based on student need. Again, students are monitored to see if additional support is needed or if a student no longer needs the support.

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.

Dr. Kristen M. Campbell

Chief School Administrator

12/03/2025

Date