

AMBRIDGE AREA SD

901 Duss Avenue

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

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	547
3 - 5	Yes	490
6 - 8	Yes	469
9 - 12	Yes	748
		Total 2254

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

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

K-2, 3-5, 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 Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) proposed Kindergarten - 12th grade Common Core State Standards in English Language and Mathematics that represent a set of expectations for the knowledge and skills students need so they will be successful in college and careers (CCSSO & NGA, 2010a 2010b). The Ambridge Area School District has developed curriculum maps and aligned the curriculum to PA Core Standards. The faculty and administration continue to revise and develop the curriculum to align with the PA Core Standards. A new ELA Series (K-6) and a new Mathematics Series (K-5) were purchased to implement in the 2022-2023 school year. Also, a new Social Studies Series were purchased to be implemented in the 2023-2024 school year. Our goal is to provide curriculum to engage our students and make rich connections to enhance career readiness in the future. The Ambridge Area School District began working on aligning curriculum to the new PA Core Standards in 2012 by implementing training, however the curriculum was implemented during the 2014-2015 school year. When curriculum is developed in the Ambridge Area School District, a curriculum committee comprised of teachers and administrators develop and review the curriculum. This group is asked to ensure the alignment to PA Core Standards and has the depth content and rigor that the standards demand. The teachers and administrators review the eligible content and PA Core Standards and compare it to the scope and sequence of the curriculum for the given grade level and or subject area being taught to ensure alignment. The administration and staff meet regularly in professional learning communities, department head meetings, and data team meetings to review and evaluate alignment and effectiveness of the current curriculum. Feedback from these meetings is utilized to adapt and modify the curriculum to

ensure all students have access to PA Core Standards.

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

All teachers in all content areas including electives, use the SAS Portal for support and models to develop and align the curriculum. In addition, teachers in Mathematics and ELA use the following: My Math: Grades K-5, Go Math: Grades 6-8, Houghton Mifflin Harcourt: Algebra and Geometry, HMH Social Studies Grades 6-12, and McGraw Hill Social Studies: Grades K-6.

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

All teachers and administrators have access to the State Standards Shared Drive. The drive contains all curriculum maps for all subjects in all grade levels. The drive includes up-to-date item samplers for PSSAs/Keystones, Common Assessments, and other resources.

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)

Currently, the Ambridge Area School District is in the process of piloting new science materials for grades K-8 and new mathematics materials for grades 5 through Algebra II. Curriculum will go through a 5-to-7-year cycle in which curriculum and materials are reviewed by the school district. Locally, developed curriculum is constantly being refined and developed on a yearly basis. All administration and teaching staff review the current scope and sequence of the curriculum to ensure that it aligns with the state standards and eligible content. The district identifies any area of

weakness from the state and local assessments and reviews supplemental materials as needed.

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?

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	31.9
B. Non-Data Available Classroom Teachers	57.7
C. Non-Teaching Professionals	6.7
D. Principals	3.7
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	1a: Demonstrating Knowledge of Content and Pedagogy	1b: Demonstrating Knowledge of Students	1a: Demonstrating Knowledge of Content and Pedagogy

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2b: Establishing a Culture for Learning	2b: Establishing a Culture for Learning	2a: Creating an Environment of Respect and Rapport
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4d: Participating in a Professional Community	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?

The action steps will be implemented based upon strengths found in the classrooms are listed below: In PLCs, teachers will evaluate data and administrators will identify strengths from the curriculum being taught in a subject area. The teachers and administrators will ask those staff members whose students are achieving at a high level to share-out best practices in instruction, data analysis, and student engagement. The staff chosen to share-out best practices will have received a high score in the domain of their evaluation which is related to what they are sharing as a best practice.

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	1e: Designing Coherent Instruction	1e: Designing Coherent Instruction	1e: Designing Coherent Instruction
Domain 2: The Classroom Environment	2d: Managing Student Behavior	2c: Managing Classroom Procedures	2d: Managing Student Behavior

	Elementary School	Middle School	High School
Domain 3: Instruction	3a: Communicating with Students	3e: Demonstrating Flexibility and Responsiveness	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	4f: Showing Professionalism	4e: Growing and Developing Professionally

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

The action steps that will be implemented based upon weaknesses found in the classroom are listed below: In PLCs, teachers will evaluate data and administrators will identify weaknesses from the curriculum being taught in a given subject area. The teachers and administrators will ask those staff members whose students at a high level to share-out best practices. In addition, the administration will identify best practices that will improve student achievement in the under-performing classrooms and will monitor the implementation by conducting walk-through observations.

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

Goals Set	Comments/Considerations
Provided at the district level	Overall District Observation Data
Provided at the building level	Building Level Observation Data
Individual principal choice	Building Level Growth and Performance Data
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	ELA and Mathematics Teachers in Grades 3-8. End-of-Course teachers in Algebra I, English 10, and Biology.	Common Assessment Rubrics for Performance Based Tasks.
District-Designed Measure & Examination	K-12 Teacher-Developed Assessments including, but not limited to, ELA and Mathematics Teachers in Grades 3-8. End of Course Teachers in Algebra I, English 10, and Biology (9-12), Social Studies, Science, Electives.	Teacher developed assessments, Common Assessments for ELA and Mathematics. Curriculum based assessments for Science and Social Studies.
Nationally Recognized Standardized Test	ELA and Mathematics Teachers in Grades K-5, SAT/ACT/ASVAB Grades 9-12	Aimsweb Reading and Mathematics Benchmark Assessments.
Industry Certification Examination	Career and Technical Certification Tests	12 Grade Tests given at the CTC

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
Student Projects Pursuant to Local Requirements	Senior Projects	Senior Projects are a Graduation Requirement.
Student Portfolios Pursuant to Local Requirements	Career Indicator Portfolios	Grade 12 Record of Career Indicator Portfolios.

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	Type of Assessment			
Aimsweb Benchmarking	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
3 times a yearly unless student is prescribed a higher test frequency based upon scores.	Yes	Yes	Yes	No

Assessment	Type of Assessment			
Common Assessments: ELA and Mathematics	Summative			
Frequency or Date Given	K-2	3-5	6-8	9-12
3 Times Yearly in End-of-Course Classes	No	Yes	Yes	Yes

Assessment	Type of Assessment			
Keystone Exams	Summative			

Frequency or Date Given	K-2	3-5	6-8	9-12
End-of-Course Designated Classes unless taking the retest.			Yes	Yes

Assessment			Type of Assessment	
PSSA ELA, Mathematics, and Science			Summative	

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

Assessment			Type of Assessment	
Advanced Placement Exams			Summative	

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

Assessment			Type of Assessment	
ASVAB			Summative	

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

Assessment			Type of Assessment	
SAT			Summative	

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

Assessment			Type of Assessment	
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ACT

Summative

Frequency or Date Given
Yearly

K-2

3-5

6-8

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?

Assessment data is used to develop the instruction being provided by the teachers to the students. The data coming from common assessments allows teachers to access individual and classroom data to drive instruction in the classroom. The data is used to determine enrich and remediation to students regardless of their academic level. Teachers may conduct pre and post assessments to determine the level of instruction needed for a specific skill topic. The information is used in lesson plan development and instructional activities in the classroom.

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