SPRINGFIELD TOWNSHIP SD

1901 E Paper Mill Rd
Academic Standards and Assessment Requirements (Chapter 4) | 2026 - 2029

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	543
3 - 5	Yes	574
6 - 8	Yes	575
9 - 12	Yes	767
		Total 2459

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, Technology Engineering, and Environmental Literacy Standards (STEELS)		
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	6-8, 9-12
Reading and Writing for Science and Technical Subjects	6-8, 9-12	K-2, 3-5, 6-8, 9-12
Reading and Writing for History and Social Studies	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
Personal Finance		

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

5th Grade Health Instructional Curriculum Planning Document.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
Biology Units - Phase 3.pdf

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

Uploaded Files
SDST 105.1.pdf

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 School District of Springfield Township uses a structured, cyclical process to review curriculum, ensure alignment to the Pennsylvania Academic Standards, and continuously improve written curriculum across all content areas. This process is designed to promote coherence from kindergarten through grade 12, support high-quality instruction, and respond to student learning needs over time.Curriculum review occurs on a multi-year cycle, generally spanning five to six years, with both core academic areas and elective or program areas reviewed on a rotating basis. Each year, the district engages in curriculum work in at least one core content area and one additional program or elective area. Timelines are adjusted as needed to reflect updates to state standards, district priorities, or identified areas of need.The district's curriculum review process follows four phases:Phase 1: Review and StudyCurriculum teams analyze current curriculum documents, student achievement data, assessment results, and feedback from students, families, and staff. Teams review alignment to the Pennsylvania Academic Standards and relevant national standards, as applicable. Research, best practices, and emerging trends in the content area are also examined to identify strengths, gaps, and priorities for revision.Phase 2: Plan and DevelopCurriculum teams revise or develop written curriculum aligned to the Pennsylvania Academic Standards and the district's Profile of a Graduate. This includes defining learning priorities, developing course or program overviews, and ensuring vertical alignment across grade levels. During this phase, teams also review instructional resources to determine whether existing materials remain effective or whether new resources are needed to support the revised curriculum.Phase 3: ImplementApproved curriculum documents are implemented in classrooms. Educators receive professional learning and collaborate to align instruction, assessments, and pacing to the written curriculum. Common assessments and instructional tools are refined or developed to support consistent implementation and monitoring of student learning.Phase 4: Monitor and ImproveThe district monitors the effectiveness of the curriculum through ongoing review of student learning data, classroom assessments, and feedback from educators and stakeholders. Curriculum documents are treated as living documents and may be refined based on implementation data, instructional reflection, and evolving student needs.Personnel involved in the curriculum review process include classroom teachers, instructional coaches, building administrators, district administrators, and specialists, depending on the content area. Curriculum teams work collaboratively across grade levels and schools to ensure alignment and coherence. The Assistant Superintendent oversees the curriculum review cycle and ensures alignment to district goals and state requirements.

When appropriate, students and families provide input through surveys, focus groups, or feedback opportunities.Through this systematic and collaborative process, the School District of Springfield Township ensures that written curriculum remains aligned to the Pennsylvania Academic Standards, responsive to student needs, and reflective of current best practices in teaching and learning.

7. List resources, supports or models that are used in developing and aligning curriculum.The School District of Springfield Township uses a combination of state resources, research-based models, professional expertise, and collaborative structures to develop, align, and refine curriculum.State and Standards-Based ResourcesPennsylvania Academic Standards and Pennsylvania Department of Education guidancePDE SAS (Standards Aligned System), including curriculum frameworks, eligible content, and instructional resourcesContent-specific state standards updates (e.g., PDE STEELS Standards, PA Core)National standards, as applicable (e.g., SHAPE America for Physical Education, College Board frameworks for Advanced Placement courses)Curriculum Design Models and FrameworksBackward Design and Understanding by Design (McTighe & Wiggins), including the use of essential questions and enduring understandingsVertical curriculum alignment models to ensure coherence from kindergarten through grade 12Universal Design for Learning (UDL) principles to support access, flexibility, and inclusion for all learnersSkills- and competency-based approaches aligned to the district's Profile of a GraduateData and Evidence SourcesLocal, state, and national assessment dataClassroom-based assessments and student workStudent, family, and staff feedback collected through surveys, focus groups, and discussionsProgram evaluations and implementation dataProfessional Collaboration and SupportK–12 curriculum teams composed of teachers, specialists, instructional coaches, and administratorsBuilding-level and district-level professional learning communitiesInstructional coaching and professional learning aligned to curriculum implementationOngoing collaboration with building principals and district leadershipInstructional Resources and MaterialsBoard-approved instructional resources and materialsTeacher-curated supplemental resources aligned to curriculum goalsVendor reviews conducted through a structured, evidence-based process as part of the curriculum review cycleThrough the use of these resources, supports, and models, the district ensures curriculum alignment to the Pennsylvania Academic Standards, coherence across grade levels, and responsiveness to student learning needs.

8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials.The School District of Springfield Township ensures that all teachers have access to the written curriculum and necessary instructional materials through consistent systems, shared digital resources, and ongoing professional collaboration.Board-approved curriculum documents, including course and program overviews aligned to the Pennsylvania Academic Standards, are maintained in shared digital locations accessible to all instructional staff. These documents provide a common framework for instruction and ensure coherence across grade levels, courses, and schools.Instructional planning materials, including pacing guides, unit planning resources, and common assessment materials, are also housed in shared digital platforms and are updated as curriculum is reviewed and refined. Teachers have ongoing access to approved instructional resources, including core materials and district-supported digital tools, to support effective instruction and assessment.Access to curriculum and instructional materials is supported through collaboration with building principals, instructional coaches, and curriculum leaders. Professional learning and collaborative planning time are used to review curriculum expectations, align instructional practices, and support consistent implementation across classrooms.The Office of Teaching and Learning oversees curriculum access and resource alignment, working closely with building administrators to ensure teachers have the materials, guidance, and support needed to implement the written curriculum effectively and responsively.

[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)During the July 2026 through

June 2029 comprehensive plan cycle, the School District of Springfield Township will continue to revise, develop, and refine locally developed curriculum through a structured, multi-year curriculum review cycle. This work is designed to ensure ongoing alignment to the Pennsylvania Academic Standards, coherence across grade levels, and responsiveness to student learning needs.Curriculum revision efforts during this cycle will focus on both core academic areas and additional programmatic areas, following the district's established review, develop, implement, and monitor framework. Content areas scheduled for active review and development during this comprehensive plan period include, but are not limited to:Mathematics (K–8), with curriculum review and development occurring at the elementary, middle, and high school levels during the cycleSocial Studies (6–12), with review and development occurring at elementary, middle, and high school levelsWorld Languages (9–12)Visual Arts and Music (K–12)Health (6–12)For each identified content area, curriculum teams composed of teachers, instructional coaches, building administrators, and district administrators will engage in a phased process that includes:Reviewing existing curriculum documents and alignment to Pennsylvania Academic Standards and relevant national standardsAnalyzing student learning data, assessments, and stakeholder feedbackRevising or developing written curriculum documents, including course or program overviews and learning prioritiesReviewing instructional resources to determine continued effectiveness or the need for new materialsSupporting implementation through professional learning and collaborationMonitoring effectiveness and making refinements based on evidence and instructional reflectionCurriculum revision timelines are staggered across the comprehensive plan cycle to ensure manageable implementation and sustained focus. Areas not actively in review or development during a given year will continue to be monitored and refined as needed.The Assistant Superintendent oversees the curriculum revision process and ensures alignment to district goals, the Profile of a Graduate, and Pennsylvania Department of Education expectations. This systematic approach ensures that locally developed curriculum remains current, standards-aligned, and supportive of high-quality teaching and learning throughout the comprehensive plan period.

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	29
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	50
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	16
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
D. Principals	5
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	1b: Demonstrating Knowledge of Students
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	3a: Communicating with Students	3a: Communicating with Students	3e: Demonstrating Flexibility and Responsiveness
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4a: Reflecting on Teaching	4f: Showing Professionalism

3. What action steps are implemented or will be implemented to build upon the strengths found in the classroom teacher observations?Classroom observations conducted during the 2024–2025 school year indicate that faculty across all schools demonstrate strong knowledge of students, positive learning environments, and consistent respect and rapport. These strengths are evident across grade levels and serve as a critical foundation for advancing instructional coherence and equitable outcomes districtwide.To build upon these strengths, the district will intentionally leverage existing instructional practices and structures rather than introducing new or separate initiatives. Teachers' deep knowledge of students will be used to support consistent access to grade-level instruction and appropriate academic challenge, particularly for students from identified groups. By aligning

instructional expectations and formative assessment practices, teachers will be better positioned to scaffold learning while maintaining high expectations.In Grades K–8, where observations highlight strength in communicating learning goals, expectations, and feedback to students, the district will build on this practice to strengthen consistency across classrooms and grade levels. Clear communication of learning targets and success criteria will support greater instructional alignment and help students navigate increasing academic demands as they transition between grades and schools.At the high school level, observations reflect strengths in professionalism, flexibility, and responsiveness to student needs. These practices will be leveraged to support more consistent instructional rigor and feedback across courses by aligning expectations for challenge, assessment, and student discourse. Professional judgment and responsiveness will be framed within shared instructional priorities to ensure equitable access to high-quality learning experiences.Finally, the district will build on strengths in reflection and professionalism by embedding collaborative reflection into existing professional learning and PLC structures. Observation data, student work, and formative assessment results will be used to support shared learning, calibration of expectations, and continuous improvement, reinforcing strong instructional practice across K–12.Together, these action steps ensure that effective teaching practices already present across the district are intentionally leveraged to support instructional coherence, equitable access to rigorous learning, and sustained student growth across K–12.

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	1a: Demonstrating Knowledge of Content and Pedagogy	1f: Designing Student Assessments	1a: Demonstrating Knowledge of Content and Pedagogy
Domain 2: The Classroom Environment	2e: Organizing Physical Space	2e: Organizing Physical Space	2d: Managing Student Behavior
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	4b: Maintaining Accurate Records	4b: Maintaining Accurate Records

5. What action steps are implemented or will be implemented to improve the challenges found in the classroom teachers observations?Focus Area 1: Strengthening Planning and Preparation (Domain 1)Demonstrating knowledge of content and pedagogy; designing student assessmentsObserved NeedWhile overall performance in Domain 1 is strong, observation data indicate greater variability in demonstrating deep content knowledge and designing assessments that fully align to grade-level rigor, particularly:in elementary and high school content knowledge, andin middle school assessment design.These patterns suggest an opportunity to strengthen instructional coherence and alignment, not a lack of competence.Action Steps for Domain 1Clarify and calibrate expectations for grade-level rigor and assessment designUse existing curriculum and instructional frameworks to define shared expectations for:grade-level content depth,cognitive demand of tasks,alignment between instruction and assessment.Embed this work into PLCs and department meetings rather than creating new structures.Leverage formative assessment and student work analysis to strengthen assessment designUse LinkIt! data and common classroom assessments to examine:alignment between standards, tasks, and assessments,how assessments measure higher-order thinking,consistency across classrooms and grade levels.Focus on assessment design rather than compliance or grading practices.Use professional learning to deepen content-specific pedagogyProvide targeted, content-focused learning opportunities that help teachers:unpack standards,design tasks that reflect grade-level complexity,anticipate misconceptions,connect pedagogy to student thinking.Prioritize vertical alignment (e.g., Grade 3 literacy, Grades 6–7 math, HS course sequences).Why this matters:Strengthening planning and assessment design supports equitable access to rigorous Tier 1 instruction, directly addressing persistent achievement gaps and transition-related dips.Focus Area 2: Strengthening Questioning and Discussion Techniques (Domain 3)Using questioning and discussion to deepen learningObserved NeedAcross all levels, Domain 3: Questioning and Discussion Techniques emerged as the area with the lowest relative ratings. This pattern was consistent across K–12 and aligns with:student feedback about uneven discourse,variability in instructional rigor,limited acceleration into advanced performance.This represents a high-leverage instructional focus.Action Steps for Domain 3Establish shared expectations for academic discourse across K–12Define what effective questioning and discussion look like at different grade levels and content areas.Emphasize:student-to-student discourse,open-ended questioning,evidence-based responses,multiple perspectives.Model and practice discussion-based instructional strategiesUse instructional rounds, peer observation, and coaching to highlight:effective questioning techniques,facilitation of student discussion,strategies for engaging all learners.Frame this work as professional learning, not evaluation.Embed discourse strategies into lesson planning and assessmentSupport teachers in planning lessons where questioning and discussion are intentional—not incidental.Align discussion techniques with:content standards,formative assessment,Profile of a Graduate competencies (communication, critical thinking).Why this matters:High-quality questioning and discussion:increase rigor without adding content,support deeper understanding for all learners,create access to advanced thinking,and align strongly with your vision for

future-ready learning.Areas Where No Additional Action Is Required at This TimeDomain 2 (Learning Environment)Observation data indicate strong performance across K–12 in organizing physical space and managing student behavior. Ratings reflect stable, effective practice rather than areas of concern.Domain 4 (Professional Responsibilities)Maintaining accurate records is consistently rated as proficient across schools. Given the nature of the rubric, limited "distinguished" ratings are expected and do not indicate a need for targeted action.

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

Goals Set	Comments/Considerations
Provided at the district level	District performance goals are directly related to our strategic plan and specific to student achievement and faculty professional development. Additionally, we identify a leadership skill with our supervisor to enhance our work as administrators in effective leadership.
Provided at the building level	Building administrators create focused goals based on building priorities aligned to the district strategic plan. These are focused into four categories: student achievement, equity, staff development and operational efficiencies.
Individual principal choice	Administrative staff may personalize the focus to align to building needs and initiatives. The strategic plan is designed to allow decentralized decision making in conjunction with Superintendent and Asst. Superintendent consultation.
Other (state what other is)	NA

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-2; 3-5; 6-8; 9-12	mClass/DIBELS benchmark and progress-monitoring measuresDistrict-developed early literacy rubrics (phonics, fluency, comprehension)Classroom-based reading and writing tasks scored with district rubricsLinkIt! ELA benchmark assessmentsDistrict-developed writing rubricsCommon grade-level reading and writing performance tasksLinkIt! ELA benchmark assessmentsCommon writing assignments scored with district rubricsReading comprehension and analysis tasksCourse-based common assessmentsDistrict-developed writing rubricsResearch projects, analytical essays, presentationsDistrict-developed science performance tasksLab investigations scored with rubrics

District-Designed Measure Examination	K-2; 3-5; 6-8; 9-12	mClass/DIBELS benchmark and progress-monitoring measuresDistrict-developed early literacy rubrics (phonics, fluency, comprehension)Classroom-based reading and writing tasks scored with district rubrics LinkIt! ELA benchmark assessmentsDistrict-developed writing rubricsCommon grade-level reading and writing performance tasksLinkIt! ELA benchmark assessmentsCommon writing assignments scored with district rubricsReading comprehension and analysis tasksCourse-based common assessmentsDistrict-developed writing rubricsResearch projects, analytical essays, presentationsPerformance-based problem-solving tasksDistrict-developed science performance tasksLab investigations scored with rubrics
Nationally Recognized Standardized Test	K-2; 3-5; 6-8; 9-12	mClass/DIBELS benchmark and progress-monitoring measuresDistrict-developed early literacy rubrics (phonics, fluency, comprehension)Classroom-based reading and writing tasks scored with district rubrics
Industry Certification Examination	NA	NA
Student Projects Pursuant to Local Requirements	NA	NA
Student Portfolios Pursuant to Local Requirements	NA	NA

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
LinkIt! ELA

Type of Assessment
Benchmark

Frequency or Date Given
3 x year

K-2
No

3-5
Yes

6-8
Yes

9-12
Yes

Assessment
LinkIt Math

Type of Assessment
Benchmark

Frequency or Date Given
3 x year

K-2
Yes

3-5

Yes

6-8
Yes

9-12
Yes

Assessment
mClass/DIBELS

Type of Assessment
Benchmark

Frequency or Date Given
3x year

K-2
Yes

3-5
Yes

6-8
No

9-12
No

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 School District of Springfield Township uses LinkIt! benchmarks and mClass/DIBELS assessments as key formative tools to monitor student learning and inform instructional decision-making across K–12. These benchmark assessments are administered three times per year in English Language Arts and Mathematics at all schools, providing multiple data points to examine student progress, growth, and areas of need.Following each benchmark administration, building-level data meetings are held to review results at the classroom, grade-level, and student-group levels. During these meetings, educators analyze performance trends, identify students who may benefit from additional support or increased challenge, and discuss instructional adjustments aligned to grade-level standards. Benchmark data are used in conjunction with classroom-based assessments and teacher observation to ensure that instructional decisions reflect a comprehensive understanding of student learning.Benchmark results also inform the use of intervention and enrichment periods at most schools. These scheduled blocks provide structured opportunities to deliver targeted instruction based on identified student needs, whether for remediation, skill reinforcement, or extension and enrichment. Instructional teams regularly revisit benchmark and progress-monitoring data to adjust groupings, instructional strategies, and supports over time.At the district level, benchmark data are reviewed longitudinally to identify patterns across grade levels, schools, and student groups. This analysis supports broader instructional planning, professional learning priorities, and alignment efforts aimed at strengthening Tier 1 instruction, improving consistency across transitions, and supporting equitable access to rigorous learning experiences.

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.

MaryJo Yannacone
Chief School Administrator
02/02/2026
Date