

PHILADELPHIA CITY SD

440 North Broad 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		25978
3 - 5	Yes		26829
6 - 8	Yes		25047
9 - 12	Yes		36675
Total			114529

Chapter 4 Curriculum and Instruction Requirements			Taught within the Grade Span
Written Curriculum Framework			
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, 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.

Curriculum is reviewed on an annual basis across content areas for standards alignment and updates. Our most recent core curriculum updates follow a timeline with the adoption of our new core instructional resources aligned to the district priorities: 23-24 SY Adoption and implementation of Math core instructional resources 24-25 SY Adoption and implementation of ELA core instructional resources 25-26 SY Adoption and Implementation of Science core instructional resources Personnel: Internal Executive Directors of Curriculum, Directors of Curriculum, Curriculum Specialist, Multilingual staff, Special Education staff, school leaders, teachers etc. External: Curriculum Vendors, Professional Content Area Organizations, and Council of Great City Schools

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

The book Rigorous Curriculum Design by Larry Ainsworth The Council of Great City School Curriculum Rubric PDE Standards Aligned System Gholdy Muhammad (Cultivating Genius) helps to underpin the focus on celebrating excellence within our students and providing an equitable experience for all students in our district. Math Curriculum Illustrative Math K-12 ELA Curricula EL Education K-8 StudySync with Novel 9-12 Science Curricula and Resources K-8 Amplify Science Kendall Hunt BSC Savass Chemistry, Environmental Science, Physical Science World Language Instructional Guide for World and Community Languages

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

All curriculum and required instructional resources are purchased and delivered directly to schools. All teachers have access to our local Curriculum

and Instruction resources website, which includes print and digital access to all required resources and supports.

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) Each content area works with internal and external expertise to review and provide feedback and updates on our locally developed curriculum annually. Each of the content areas have had internal/external audits or reviews of the curriculum to determine what areas of the curriculum will be revised each year: Math (External Audit 2020, Curriculum Revision, Resource Adoption, Curriculum Revision) ELA (External Audit 2020, Curriculum Revision, Resource Adoption, Curriculum Revision) Science (Internal review by Science Team with consult from CGCS, Curriculum Adoption, Curriculum Revision) Social Studies (Internal review by Social Studies Team with consult from CGCS, Curriculum Revision by select grade level/course) World Language (Internal review, curriculum revision by select course) Health (Internal review, curriculum revision by select/grade level/course)	Yes
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?	Yes

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	63.56%
B. Non-Data Available Classroom Teachers	19.98%
C. Non-Teaching Professionals	11.21%
D. Principals	5.25%
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	1c: Setting Instructional Outcomes	1c: Setting Instructional Outcomes	1c: Setting Instructional Outcomes

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2d: Managing Student Behavior	2d: Managing Student Behavior	2d: Managing Student Behavior
Domain 3: Instruction	3a: Communicating with Students	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4a: Reflecting on Teaching	4a: Reflecting on Teaching

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

To build upon the strengths found in the classroom teacher observation data, the following action steps will be implemented: Professional development at the district, network, and school levels to support district leaders, school leaders, school-based teacher leaders, and teachers with skills and best practices related to the evaluated components and domains. School-based professional learning cycles with teaching staff Instructional walks with learning networks, cabinet members, and school leaders Targeted school-based support utilizing Evaluation Learning Specialists and Professional Learning Specialists Clear observation and feedback cycles that support teacher growth and development. Formal observations Informal observations (scored and unscored) Walkthroughs (unscored) Actionable feedback with clear deliverables and follow-up Ongoing coaching and support as needed Continuous and sustained professional development for educators to support educators and opportunities for educators to step into a leadership capacity in their schools. Targeted professional development focusing on the Danielson Framework, Act 13 guidance, observation and feedback, and goal-setting Mentorship between veteran and new teachers Peer observations to better understand teaching practices across the district Opportunities to collaborate and lead professional development

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	2c: Managing Classroom Procedures	2c: Managing Classroom Procedures	2b: Establishing a Culture for Learning
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	4c: Communicating with Families	4c: Communicating with Families	4c: Communicating with Families

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

To improve upon the challenges found in the classroom teacher observation data, the following action steps will be implemented: Video library with exemplar videos of teaching practices aligned to the specific component and/or domain that needs improvement The school leader can assign coursework related to the area of improvement for teachers to complete to help build skill and pedagogy Intensive coaching support at the district, network, and school levels District level: Academic coaches and consulting teachers to support first-year teachers and teachers rated needs improvement Network level: Professional Learning Specialists assigned to networks, Professional Learning Specialists assigned from the Curriculum and Instruction Office, and Evaluation Learning Specialists School level: Instructional Leadership Teams, School-Based Teacher Leaders, School-Based Academic Coaches Professional development at the district, network, and school levels to support district leaders, school leaders, school-based teacher leaders, and teachers will skills and best practices related to the evaluated components and domains. School-based professional learning cycles with teaching staff Instructional walks with learning networks, cabinet members, and school leaders Targeted school-based support utilizing Evaluation Learning Specialists and Professional Learning Specialists Clear observation and feedback cycles that support teacher growth and development. Formal observations Informal observations (scored and unscored) Walkthroughs (unscored) Actionable feedback with clear deliverables and follow-up Ongoing coaching and support as needed Continuous and sustained professional development for educators to support educators and opportunities for educators to step into a leadership capacity in their schools. Targeted professional development focusing on the Danielson Framework, Act 13 guidance, observation and feedback, and goal-setting Mentorship between veteran and new teachers Peer observations to better understand teaching practices across the district Opportunities to collaborate and lead

professional development

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

Goals Set	Comments/Considerations
Provided at the district level	The Principal Performance Goal should be aligned to the District's Goals and Guardrails, School Level Plan, and/or an area identified in collaboration with their assistant superintendent. This will ensure that goals are aligned with the district's vision, mission, and goals while allowing school leaders to individualize their goals based on the school plan and the needs of their school community.
Provided at the building level	Goals should be aligned and related to the school's comprehensive school plan, which drives the priorities and milestones schools will focus on throughout the school year. School-level data will serve as a roadmap and guide for expected student outcomes.
Individual principal choice	School leaders will collaborate with their rating officer to develop a goal that addresses a challenge or need and is aligned with the school plan, ultimately aligned with the goals and guardrails. School leaders will develop their timelines, determine their artifacts, action steps, and how they will progress monitor their goal. Additionally, school leaders will develop the performance rating criteria that will determine their rating and use that rating criteria to self-assess their goal attainment.
Other (state what other is)	The Office of Employee Effectiveness and Evaluation will support district and school leaders in goal-setting. This includes on-site/virtual professional development and the use of screencasts. Additionally, we will provide a goal bank, exemplar goal templates (Goal-setting, Mid-year Review, End- of-Year Reflection), Frequently Asked Questions document, and Office Hours.

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-12/All Content Areas	Teacher-developed rubrics
District-Designed Measure & Examination	K-12/ELA, Math, & Science	STAR assessment End-of-unit assessments Teacher-developed assessments
Nationally Recognized Standardized Test	K-12/ELA & Math	PSAT SAT ACT ACCESS for ELs
Industry Certification Examination	Grades 9-12	NOCTI
Student Projects Pursuant to Local Requirements	9-12/CTE	End of unit projects and assessments Student portfolios
Student Portfolios Pursuant to Local Requirements	K-12/All Content Areas	End of unit projects and assessments Student portfolios

Based on the responses above, would instructional practices be a priority in your comprehensive plan?

Yes

ASSESSMENT

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

Assessment	Type of Assessment Benchmark	
Star Early Literacy Reading Assessment		
Frequency or Date Given	K-2	9-12
3 times per year	Yes	No
	3-5	No
Assessment		
Star Reading Assessment		
Frequency or Date Given	K-2	9-12
3 times per year	No	Yes
	3-5	Yes
Assessment		
Star Math Assessment		
Frequency or Date Given	K-2	9-12
3 times per year	No	Yes
	3-5	Yes

Assessment				Type of Assessment
Star Reading Curriculum Based Measures				Benchmark
Frequency or Date Given				
3 times per year	K-2	3-5	6-8	9-12
	Yes	Yes	No	No
Assessment				Type of Assessment
Star Math Curriculum Based Measures				Benchmark
Frequency or Date Given				
3 times per year	K-2	3-5	6-8	9-12
	Yes	No	No	No
Assessment				Type of Assessment
Biology Benchmark Assessment				Benchmark
Frequency or Date Given				
3 times per year	K-2	3-5	6-8	9-12
	No	No	No	Yes

ASSESSMENT (CONTINUED)

EDUCATION AREAS OF CERTIFICATION

A locally-selected assessment is one of the indicators used for the Future Ready PA Index's Grade 3 and/or Grade 7 Early Indicators of Success.

- Future Ready PA Index's Grade 3 Early Indicators of Success – No
- Future Ready PA Index's Grade 7 Early Indicators of Success - No

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

The LEA administers the Star assessments in Reading and Math in all grades K-12 three times a year. These assessments serve as our District's within year benchmarks to help us monitor what percentage of our students are on-track for proficiency. Additionally, the results of the Star assessment are used to help us determine which students require interventions and regular progress monitoring.

Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan? Yes

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. Tony B. Watlington Sr.
Chief School Administrator

02/11/2025
Date