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	163
3 - 5	Yes	122
6 - 8	Yes	140
9 - 12	Yes	209
	Total	634

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	3-5, 6-8, 9-12	3-5, 6-8, 9-12
Environment and Ecology	6-8, 9-12	6-8, 9-12
Civics and Government	9-12	9-12
Economics	9-12	9-12
Geography	6-8, 9-12	6-8, 9-12
History	6-8, 9-12	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	N/A	9-12
Reading and Writing for Science and Technical Subjects	9-12	9-12
Reading and Writing for History and Social Studies	6-8, 9-12	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.

We are currently in the process of reviewing math alignment with science next on the list. We are looking at different core subjects each year with a focus on ensuring that all curricular maps are up to date, standards are listed. The district also used the committee model with the school board to review curricular compliance.

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

The district uses edinsight to identify standards used and gaps in standards. Edinsight also tracks state assessments scores and identifies the standards and lessons that correlate with high and low performing cohorts. The district utilizes the PLC model with the staff to help develop curriculum and discuss needs/changes.

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

The LEA provides all teachers with edinsight access and will also make printed materials available. The district allows teachers to budget materials they have identified as needing in the room.

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)

Three of the four goals are based on revising curriculum.

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	49
B. Non-Data Available Classroom Teachers	44
C. Non-Teaching Professionals	3
D. Principals	4
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

	Elementary School	**Middle School**	**High School**
Domain 2: The Classroom Environment	2c: Managing Classroom Procedures	2a: Creating an Environment of Respect and Rapport	2b: Establishing a Culture for Learning
Domain 3: Instruction	3d: Using Assessment in Instruction	3c: Engaging Students in Learning	3e: Demonstrating Flexibility and Responsiveness
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	4e: Growing and Developing Professionally	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 district analyzes the domains during the observation process and uses the data to assist in designing 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	1f: Designing Student Assessments	1f: Designing Student Assessments	1f: Designing Student Assessments
Domain 2: The Classroom Environment	2d: Managing Student Behavior	2d: Managing Student Behavior	2d: Managing Student Behavior
Domain 3: Instruction	3e: Demonstrating Flexibility and Responsiveness	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques

	Elementary School	Middle School	High School
Domain 4: Professional Responsibilities	4e: Growing and Developing Professionally	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?
Professional development activities on classroom behavior along with PBIS integration.

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

Goals Set	Comments/Considerations
Provided at the district level	The district uses PVAAS data, cultural survey data, and district observation data.
Provided at the building level	The district uses building level data and edinsight emetrics. The district also uses observation data specific to the principals.
Individual principal choice	Principals are part of the decision making process. They work with district level administration to identify goals based on their needs.
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-8 ELA	Used for multiple writing assignments.
District-Designed Measure & Examination	Civics/11th	Act 55 Civics Examination
Nationally Recognized Standardized Test	AP English 11th/12th AP Psychology 11th/12th AP Statistics 11th/12th	AP Exams
Industry Certification Examination	Agriculture CTE 9-12	Nocti Exam
Student Projects Pursuant to Local Requirements	9-12 Career and College Ready	Resume and Interview Practice requirements along with all other artifacts.
Student Portfolios Pursuant to Local Requirements	9-12 Career and College Ready	Portfolio for graduation.

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	
Civics Act 55 Test			Summative	

Frequency or Date Given	K-2	3-5	6-8	9-12
1x end of 11th grade	No	No	No	Yes

Assessment			Type of Assessment	
ERLA- Reading Assessment			Benchmark	

Frequency or Date Given	K-2	3-5	6-8	9-12
1x a month	Yes	Yes	Yes	No

Assessment			Type of Assessment	
IXL Benchmark Math, Science			Diagnostic	

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

Assessment			Type of Assessment	
Acadiance			Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12
3 x a year	Yes	Yes	Yes	No

Assessment			Type of Assessment	
PSSA Examinations- Math, Science, ELA			Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
1x a year	No	Yes	Yes	Yes

Assessment			Type of Assessment	
Keystone Exams- Biology, Algebra 1, ELA			Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
1x after completion of course	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

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Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices?
The district conducts ongoing data meetings between grade levels and across disciplines. These meetings are to discuss assessment and instructional practices. The data is also used to identify tier 1, 2, 3 needs throughout the process.

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.

Matthew Holmes	02/05/2024
Chief School Administrator	Date