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	515
3 - 5	Yes	449
6 - 8	Yes	495
9 - 12	Yes	643
	Total	2102

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	6-8, 9-12	3-5, 6-8, 9-12
Civics and Government	6-8, 9-12	3-5, 6-8, 9-12
Economics	6-8, 9-12	6-8, 9-12
Geography	6-8	3-5, 6-8
History	6-8, 9-12	K-2, 3-5, 6-8, 9-12
Arts and Humanities	9-12	K-2, 3-5, 6-8, 9-12
Health, Safety, and Physical Education	K-2, 3-5	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	N/A	
Reading and Writing for History and Social Studies	N/A	6-8, 9-12
Career Education and Work	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   No

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

At this time, formats for mapping curriculum to PA Core/Academic Standards varies and the process is not standardized. A five year curriculum cycle has been developed that will provide guidelines for curriculum research/review, writing, implementation, and monitoring of all curriculum areas. A standardized format for mapping will be developed, as well. There is a plan to select a curriculum platform to assist in development of our curriculum, as well as, organization and access. A comprehensive professional learning plan will be developed and implement to ensure curriculum developers are trained to write curriculum.

☐   **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.

A five year curriculum cycle has been developed and all curriculum areas have been placed on the schedule. The cycle includes the following steps/processes: research, writing, implementation (years 1 and 2), and monitoring. Curriculum work involves administration, instructional coaches, and teachers. Feedback and input is gathered from needs assessments and stakeholder engagement opportunities (to ensure students, parent, community, business partners). A Core Team is formed (2023-2024 school year) to plan the process of operationalizing the curriculum writing process (implementation of the cycle). In the spring of 2024, a curriculum platform will be purchased. A District Curriculum team will be formed to lead the process. Curriculum developers/writers from all areas will be selected to begin the foundational process. Writing of curriculum will be focused on the following areas during the 2024-2025 school year: Elementary ELA, Secondary Math, and K-12 Science (due to STEELS implementation).

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

The West Perry School District utilizes the Standards Aligned System (SAS) and other curriculum resources located on the PA Department of Education's website (ie., standards documents). School district personnel involved in curriculum development will attend workshops and sessions offered by the local intermediate unit, (ie. STEELS) and district organized professional learning sessions will be organized (with curriculum platform personnel).

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

The West Perry School District is currently reviewing curriculum platform options that will provide a centralized location for all documents. The format of the documentation will provide access to all aspects of the written curriculum to ensure that the curriculum is guaranteed and viable to all students. The selected curriculum platform will have a forward facing web-based portion to allow transparency of the district curriculum. After thorough review involving various stakeholders, the Rubicon ATLAS platform has been selected. Development of this platform (Pre-K through 12) will occur starting Spring of 2024. The anticipated release to all teachers is the 2025-2026 school year. Once the platform structure is in place, the 5-year curriculum cycle will be followed and continuously evaluated.

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. No

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

The newly developed five year curriculum cycle and selected platform will assist curriculum writing teams to consistently format documents including scope, sequence, pacing guides for all district curriculum.

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. No

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

There is no curriculum platform where all District written curriculum is housed nor is there a standardized format of procedure for writing and implementing the curriculum.There is no curriculum platform where all District written curriculum is housed nor is there a standardized format of procedure for writing and implementing the curriculum.

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)

Starting with the 2023-2024 school year, a new five year curriculum cycle will be utilized to guide/prioritize areas in curriculum writing in the West Perry School District. The current foci is elementary ELA, secondary math, and K-12 Science, Technology and Engineering and Environmental Literacy and Sustainability. These areas will be the inaugural writing areas in following the cycle and scope, sequence, and pacing guides/formats. Significant professional learning is being provided to instructional teams in elementary literacy (structured) and K-12 STEELS and secondary math review has been started. The curriculum areas in the research/audit phase are business, computer, information technology. All others areas are in implementation or monitoring.

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	30
B. Non-Data Available Classroom Teachers	58
C. Non-Teaching Professionals	8
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	1a: Demonstrating Knowledge of Content and Pedagogy	1a: Demonstrating Knowledge of Content and Pedagogy

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport	2c: Managing Classroom Procedures
Domain 3: Instruction	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness
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?

Across all five schools, teachers demonstrate flexibility and responsiveness in the classroom based on observations by their supervisors. Universal Design for Learning framework professional learning will ensure that rigorous, engaging instruction is connected to that component of practice. The district administration will continue to collaborate with building leaders and teachers to utilize time in the schedule to engage in job-embedded learning and continuing to build a community of practice. Knowledge of students is a strength across the district. Connecting what teachers know about students and their learning can be more effectively connected to rigorous, engaging instructional practices.

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

	Elementary School	Middle School	High School
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3d: Using Assessment in Instruction	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	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?
Professional learning is being planned to provide support to teaching in de-escalation (managing student behavior). Additionally, The Universal Design for Learning framework will provide leadership to lead professional learning in identifying barriers to engaging all learners (engagement is the best classroom management tool). Data analysis professional learning will accompany the introduction of assessment tools in the written curriculum (including a local assessment calendar). Questioning and discussion techniques are an example of formative assessment. District student achievement will improve with improvement of effective classroom formative, diagnostic, and benchmark assessments to guide/drive instruction. Data meetings (a data culture) is absent in many areas of the district.

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

Goals Set	Comments/Considerations
Provided at the district level	Superintendent goals drive monthly team meetings to identify common values (our "why"); culture, climate; superintendent meets with all principals on a regular basis
Provided at the building level	Superintendent walk-thrus with the building principal; superintendent and assistant superintendent provide walk-thru data

Goals Set	Comments/Considerations
Individual principal choice	Personal professional goals and interest in improving leadership
Other (state what other is)	The HS recently was exited from A-TSI designation; the goals of the plan were a significant part of the HS principals' goals

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-5 6-8 9-12	Teacher created rubric
District-Designed Measure & Examination	n/a	n/a
Nationally Recognized Standardized Test	n/a	n/a
Industry Certification Examination	n/a	n/a
Student Projects Pursuant to Local Requirements	n/a	n/a
Student Portfolios Pursuant to Local Requirements	n/a	n/a

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	
Keystone Exams			Summative	

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

Assessment			Type of Assessment	
PSSA			Summative	

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

Assessment			Type of Assessment	
Acadiance Reading			Benchmark	

Frequency or Date Given	K-2	3-5	6-8	9-12
Three times a year	Yes	Yes	No	No

Assessment			Type of Assessment	
Acadience Math				

Frequency or Date Given	K-2	3-5	6-8	9-12
Three times a year	Yes	Yes	No	No

Assessment			Type of Assessment	
UFLI			Formative	

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

Assessment			Type of Assessment	
Eureka Math (End of Module)			Summative	

Frequency or Date Given	K-2	3-5	6-8	9-12
End of Eureka Math Module	Yes	Yes	No	No

Assessment			Type of Assessment	
Study Island Benchmark (ELA and Math)			Benchmark	

Frequency or Date Given	K-2	3-5	6-8	9-12
Beginning and middle of year	No	No	Yes	

Assessment			Type of Assessment	
Common Lit			Benchmark	

Frequency or Date Given	K-2	3-5	6-8	9-12
Beginning and middle of year	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?
Currently, at all levels this data is used to identify students who need additional support. Students who are in need of the most support receive additional and/or modified instruction from appropriate teachers in an appropriate setting. Additionally, at the K-5 level, literacy data is used to determine instructionals practices.

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.

Chief School Administrator   Date