

SENECA VALLEY SD

124 Seneca School Rd

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	1,714
3 - 5	Yes	1,734
6 - 8	Yes	1,692
9 - 12	Yes	2,291
		Total 7,431

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

6-8, 9-12

6-8, 9-12

Reading and Writing for Science and Technical Subjects

6-8, 9-12

6-8, 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.

The District conducts an annual rigorous curriculum review in all content areas. Throughout the process, administration and teacher representatives from each content area and grade level review the appropriate academic standards and infuse them into the curriculum.

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

The District utilizes state resources including PaTTAN MTSS, PaTTAN PBIS, Standards Aligned Systems (SAS), the Equity and Inclusion Toolkit and the Danielson Framework.

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

The District created a robust electronic portal to house the program of studies. The internal system allows educators to update and publish information to the public site.

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 | Yes |

Standards.

12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Yes

Core/Academic Content Standards exist.

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)

The District conducts an annual rigorous curriculum review in all grade levels and content areas. Throughout the process, administration and teacher representatives from each content area and grade level review the appropriate academic standards and recommend necessary edits to the essential content, resources and or scope and sequence.

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 (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	30.13
B. Non-Data Available Classroom Teachers	56.08
C. Non-Teaching Professionals	9.62
D. Principals	4.17
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	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	2a: Creating an Environment of Respect and Rapport
Domain 3: Instruction	3a: Communicating with Students	3c: Engaging Students in Learning	3a: Communicating with Students
Domain 4: Professional Responsibilities	4c: Communicating with Families	4f: Showing Professionalism	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?

Review, discuss and adjust short-term and long-term district and department goals to select professional development opportunities that focus on individual and group growth goals for professional staff members.

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	2e: Organizing Physical Space
Domain 3: Instruction	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction	3b: Using Questioning and Discussion Techniques

	Elementary School	Middle School	High School
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	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?

Review, discuss and adjust short-term and long-term district and department goals to select professional development opportunities that focus on individual and group growth goals for professional staff members.

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

Goals Set	Comments/Considerations
Provided at the district level	State, District and local assessment data
Provided at the building level	Building level state and local assessment data
Individual principal choice	Building level state and local assessment data
Other (state what other is)	MTSS progress reports, behavior, discipline and attendance data, IEP goals progress, SAT, ACT, AP, CHS, etc.

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
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Locally Developed School District Rubric	K-12/All content areas	Professional staff to determine beginning, developing, meeting and exceeding benchmarks
District-Designed Measure & Examination	K-12/All content areas	Professional staff to determine beginning, developing, meeting and exceeding benchmarks
Nationally Recognized Standardized Test	K-8/Math and Reading	Student Growth Percentile
Industry Certification Examination	11-12/CTE	60% or better on specialized coursework
Student Projects Pursuant to Local Requirements	K-12/All content areas	Professional staff to determine beginning, developing, meeting and exceeding benchmarks
Student Portfolios Pursuant to Local Requirements	K-12/All content areas	Professional staff to determine beginning, developing, meeting and exceeding benchmarks

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

NWEA

Type of Assessment

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

Fall, Winter, Spring

No

Yes

Yes

No

Assessment

aimswebPlus

Type of Assessment

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

Fall, Winter, Spring

Yes

Yes

Yes

Yes

Assessment

CDT

Type of Assessment

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

Fall, Winter, Spring

No

No

No

Yes

Assessment Act 35 Civics Assessment			Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Spring	No	No	Yes	No
Assessment PSSA			Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Spring	No	Yes	Yes	
Assessment Keystone			Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Winter, Spring, Summer	No	No	Yes	Yes
Assessment NIMS/NOCTI			Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Spring	No	No	No	Yes
Assessment Advanced Placement Assessments			Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Spring	No	No	No	Yes

Assessment
SAT/ACT

Type of Assessment
Summative

Frequency or Date Given
Fall, Winter, Spring, Summer

K-2
No

3-5
No

6-8
No

9-12
Yes

Assessment
ACCESS/WIDA

Type of Assessment
Summative

Frequency or Date Given
Spring

K-2
Yes

3-5
Yes

6-8
Yes

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?

All Seneca Valley K-6 students are screened a minimum of three (3) times per year to assess whether the instructional practices are effective and whether differentiation is working to grow all students regardless of a student's proficiency status. Screening instruments used are brief, have standardized administration and scoring rules, predict student performance on established benchmarks and are nationally normed. Screening data is shared with stakeholders in a timely manner and maintained in the SV portal that generates user-friendly reports for administrators, teachers and parents. Universal screening at the secondary level is equally important and typically occurs 2-3 times per year dependent upon course enrollment and grade level. At the secondary level, screening usually constitutes the collection and review of multiple data sources including CDTs, PVAAS projections, Keystone course performance data, NWEA (universal screening), aimswebPlus (progress monitoring), quarterly exams, attendance, and behavioral data. *aimswebPlus is diagnostic assessment which is needed for a subset of the population to determine root cause related to academic concerns. The Pennsylvania Department of Education (PDE) and Seneca Valley School District promote districtwide efforts for universal screening along with data-informed decision making to ensure higher levels of learning for our students. Designing instruction to allow for multiple entry points and providing just-in-time interventions within core instruction will allow for equitable access to the course curriculum. In addition, observing and evaluating how students respond to instruction is also a variable in determining who is at risk for not meeting end of year learning targets.

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

Comprehensive Plan?

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