

CONEWAGO VALLEY SD

130 Berlin Rd

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	782	
3 - 5	Yes	827	
6 - 8	Yes	882	
9 - 12	Yes	1256	
		Total	3747

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

K-2, 3-5, 6-8, 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.

Year 1: Curriculum Research The curriculum research year allows professional employees in certificated content areas to research best practices in developing curriculum in the assigned grade level(s) and content area. The culminating task of Year 1 is to produce a recommendation report that will guide the development of curriculum under the district adopted curriculum framework. The following structure will be used to guide the Year 1 curriculum research: Conduct SOAR Analysis (Strengths, Opportunities, Aspirations, Results) Determine Grade Band Instructional Focus (Mission, Vision, Focus) Review Historical Data (last 5 years) Review/curate updates on current instructional practices research Research briefs, updated literature, case studies, evidence-based strategies, standards alignment Supports at Tier I Review/recommend interventions at Tier II and III by grade band Recommendation Report (inclusion of aforementioned bullets) CVSD Curriculum Research Brief (CORE SUBJECTS) CVSD Curriculum Research Brief (ENCORE SUBJECTS) Curation of Power/Priority Standards Year 2: Curriculum Writing The curriculum writing year engages all members of the department to develop the written and assessed curriculum for year 3 and 4 implementation. The culminating task of Year 2 is to produce public facing course outlines, develop units of study, align formative assessments to unit success criteria, and write common unit assessments aligned to appropriate standards and assessment anchors (if applicable). The following structure will be used to guide the Year 2 curriculum writing: Unwrap Standards & Perform Vertical Articulation Alignment to Assessment Anchors (if applicable) Develop Course Outline and Units of Study Audit and identify proper pacing of units Develop Unit Learning Targets, Success Criteria, and Relevancy Determine formative assessment connection to success criteria Write and align common unit assessments Year 3: Curriculum Implementation The curriculum implementation year allows the

professional employees in the content area to develop and execute instructional plans based on the developed written and assessed curriculum during Year 2. The culminating task of Year 3 is to 1) produce written lesson plans aligned to the sequential learning progression of each unit, and 2) engage in regular, document reflections with the department throughout the year. Documented reflections include end of unit reflections, grade level and department discussions, and student work analysis through common assessment agreed upon expectations met/partially met/not met criteria for each assessment. Year 4: Data Dive The data dive year ensures the analysis, discussion, and documentation of K-12 data relative to the content area undergoing curriculum implementation. Data gathered and analyzed to determine necessary adjustments should include national or state achievement, growth, and local summative, benchmark, and diagnostic data. Formal data analysis protocols will be used to ensure organization and actionable steps are documented. The goal of Year 4 is to increase self-efficacy in data literacy of all professional employees.

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

The Conewago Valley School District has adopted and utilizes the Rigorous Curriculum Design (RCD) framework, outlined by Larry Ainsworth. Ainsworth (2019) highlights the importance of developing a progression of units of study that keep standards, instruction, and assessment tightly focused and connected. Additionally, RCD enhances the work of Hattie's (2017) Visible Learning research which synthesizes research based on elements of education that have proven to have a significant impact on student growth and achievement over time using Cohen's effect size. Effect Size serves as a standard metric enabling the measurement and comparison of different factors influencing learning outcomes. The typical average effect size is 0.4, which closely represents the expected impact of one year of schooling. Hattie utilizes a 'barometer of influence' to demonstrate the effects of various factors on learning. Most specifically, RCD highlights Teacher Clarity ($d=0.75$) which has shown to support over one year's worth of student growth in one year's time, where typical schooling shows an average effect size of $d=0.40$. Teacher Clarity will be a focus of the curriculum development under the RCD framework, which guides teachers through the curriculum development process by: Identification of Priority Standards Deciding on Pacing of Units of Study (UoS) Unwrapping Standards for Clarity, Level(s) of Rigor, and Depth of Knowledge Developing Unit Learning Targets Creating & Connecting Unit Success Criteria Articulating Relevancy Aligning Learning Progressions

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

Access to written curriculum for all teachers exists in Google, along with a private Schoology page that houses all units of study, aligned assessments, and course outlines. All professional staff, including special education/gifted education/ESL, that have an active CVSD email will have access anytime to these materials. Instructional materials (i.e., textbooks, program, supplemental resources, manipulatives, lab equipment) will be made available to all teachers. Resource purchasing will go through the Office of the Assistant Superintendent, in collaboration with the Office of Special Education and Student Services, to ensure proper quantities and being supplied to any new or current classrooms to maintain equity and access.

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)

Depending on the prioritization of essential practices and feedback from the local steering committee, Conewago Valley School District will continue to review and revise any necessary curriculum aligned to state and national standards as outlined under Chapter 4 of PA School Code in accordance with our 4 year curriculum cycle.

Based on the responses above, would written curriculum be a priority in your comprehensive plan?	Yes
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Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?	Yes
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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	24
B. Non-Data Available Classroom Teachers	63
C. Non-Teaching Professionals	8
D. Principals	5
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	1a: Demonstrating Knowledge of Content and Pedagogy	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	2b: Establishing a Culture for Learning	2b: Establishing a Culture for Learning	2b: Establishing a Culture for Learning
Domain 3: Instruction	3c: Engaging Students in Learning	3c: Engaging Students in Learning	3c: Engaging Students in Learning
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?

Continue to implement a robust professional learning plan K-12. The plan will meet the needs of individual teachers along with content areas. The curriculum cycle will be implemented in all content area across a 4 year cycle. Teachers will be giving professional learning opportunities through the curriculum cycle.

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

	Elementary School	Middle School	High School
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?

The K-12 district wide professional learning plan will continue to address instructional practices. Each content area will have professional learning opportunities in assessment design throughout the 4 year curriculum cycle.

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

Goals Set	Comments/Considerations
Provided at the district level	District level goals are driven by the comprehensive plan to provide principals with an overarching goal/direction for the development of their PPGs to support district initiatives and priorities.
Provided at the building level	Building level goals are driven by the feedback and supervision of staff, students, and parents/families to provide principals with more specific needs to target in their buildings on an annual basis.
Individual principal choice	Principal choice is driven specifically by the professional growth areas (through supervision support with their supervisor) and continued areas of interest relative to a topic/subject or initiative that is backed by research for the specific age group of students their building will support in the upcoming school year.

Goals Set Comments/Considerations

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-12/All Content Areas	Developed by Professional Staff
District-Designed Measure & Examination	K-12/All Content Areas	Developed by Professional Staff
Nationally Recognized Standardized Test	9-12 PSAT, SAT, ACT, ASVAB	Proficiency or Above
Industry Certification Examination	9-12 CTE, BCIT, FCS & Technology Education	Normed by Granting Agency
Student Projects Pursuant to Local Requirements	K-12/All Content Areas	Developed by Professional Staff
Student Portfolios Pursuant to Local Requirements	K-12/All Content Areas	Developed by Professional Staff

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 Acadience Reading (Grades K-6)			Type of Assessment Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12
3x per year	Yes	Yes	Yes	No
Assessment Acadience Math (Grades K-6)			Type of Assessment Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12
3x per year	Yes	Yes	Yes	No
Assessment IXL Reading (Grades K-8, 9-12 special education)			Type of Assessment Diagnostic	
Frequency or Date Given	K-2	3-5	6-8	9-12
1x per year (Kinder), 3x per year (1 - 8), as	Yes	Yes	Yes	Yes

needed (special education 9-12)

Assessment

IXL Math (Grades K-8, 9-12 special education)

Type of Assessment

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

1x per year (Kinder), 3x per year (1 - 8), as
needed (special education 9-12)

Yes

Yes

Yes

Yes

Assessment

CDT ELA (grades 4-8, Keystone Literature)

Type of Assessment

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

2x per year

No

Yes

Yes

Yes

Assessment

CDT Math (grades 4-8, Keystone Alg I)

Type of Assessment

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

2x per year

No

Yes

Yes

Yes

Assessment

CDT Science (grades 4, 5, 7, 8, Keystone Biology)

Type of Assessment

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

2x per year

No

Yes

Yes

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?

Benchmark assessments - Reading and math interventionists review the Acadience results and evaluate student need for pull-out intervention based on locally established placement criteria. Further, teachers review the CDT results and evaluate classwide strengths/areas of need to drive Tier I core instruction. Diagnostic assessments - Teachers review the IXL Diagnostic results and evaluate student strengths/areas of need to drive small group instruction.

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.

Chief School Administrator

Date

