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.

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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	1058
3 - 5	Yes	1151
6 - 8	Yes	1171
9 - 12	Yes	1491
	Total	4871

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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	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	3-5, 6-8, 9-12	3-5, 6-8, 9-12

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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 utilizes the Understanding by Design Framework for all district curriculum. With Understanding by Design, curriculum is planned in a three-stage process: (1) identify the desired results; (2) determine assessment evidence; and (3) plan learning experiences and instruction. This process helps to avoid treating the textbook as the curriculum and keeps the learning targets at the forefront of designing curriculum. The K-12 curriculum process includes the integration of content and process standards, eligible content within the PSSAs and Keystones, enduring understandings, and knowledge and skills for units. The district curriculum supports horizontal and vertical alignment and the importance of ensuring consistency between classes and between grade levels. In September 2019, the district shared a 2019-2026 curriculum revision timeline. That timeline identifies when the specific curriculum areas will begin researching, revising, and implementing new curriculum. The timeline will assist the district as they budget for new materials and plan professional development. Staff involved in evaluating and updating the written curriculum include K-12 classroom teachers/content area specialists, instructional supervisors, and building-level administrators.

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

The district utilizes the Understanding by Design Framework for all district curriculum. With Understanding by Design, curriculum is planned in a three-stage process: (1) identify the desired results; (2) determine assessment evidence; and (3) plan learning experiences and instruction. This process helps to avoid treating the textbook as the curriculum and keeps the learning targets at the forefront of designing curriculum.

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

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Great Valley School District utilizes Microsoft's Office 365 and maintains a district-wide SharePoint intranet site for all curriculum documents for all teachers to access written curriculum and instructional materials.

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)

The district will follow the 2019-2026 curriculum revision timeline. Over the three years of the comprehensive plan cycle, the district anticipates revising the following curriculum areas: Science, Music, Art, Health/Physical Education, Technology Education, Family Consumer Science, and Business Education.

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

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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	37
B. Non-Data Available Classroom Teachers	55
C. Non-Teaching Professionals	5
D. Principals	3
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	1e: Designing Coherent Instruction	1b: Demonstrating Knowledge of Students	1a: Demonstrating Knowledge of Content and Pedagogy

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	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	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4f: Showing Professionalism	4b: Maintaining Accurate Records

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

Each year, classroom teachers are required to establish goals, to identify which component(s) within each domain they will focus their work, and to articulate actions steps to meet their goals. Throughout the year, staff take time to identify evidence of meeting their goals or evidence to support adjusting their goals. At the end of the year, staff complete a final reflection that identifies their strengths and the evidence that supports meeting their goals. In addition, staff use the reflection to plan for goals for the following year. During the year, staff are given time to share their progress with their colleagues, and for many staff, goals are collaborative and staff share their work in an effort to support their colleagues.

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	1d: Demonstrating Knowledge of Resources	1c: Setting Instructional Outcomes

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	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2d: Managing Student Behavior	2b: Establishing a Culture for Learning	2e: Organizing Physical Space
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3c: Engaging Students in Learning	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4c: Communicating with Families	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?

Each year, classroom teachers are required to establish goals, to identify which component(s) within each domain they will focus their work, and to articulate actions steps to meet their goals. Throughout the year, staff take time to identify evidence of meeting their goals or evidence to support adjusting their goals. At the end of the year, staff complete a final reflection that identifies their challenges for improvement based on evidence. In addition, staff use the reflection to plan for goals for the following year. During the year, staff are given time to share their challenges with their colleagues, and for many staff, goals are collaborative and staff share their work in an effort to support their colleagues.

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

Goals Set	Comments/Considerations
Provided at the district level	Frameworks for Observation & Practice for Educators and for Principals
Provided at the building level	N/A
Individual principal choice	N/A

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Goals Set	Comments/Considerations
Other (state what other is)	N/A

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	Rubrics for common grade level assessments	Writing samples
District-Designed Measure & Examination	Common grade level/content area assessments; Fountas and Pinnell Benchmark Assessment; Developmental Spelling Inventory	Benchmarking assessment
Nationally Recognized Standardized Test	NWEA MAP Assessment; College Board AP Exams	MAP assessment administered to all students grades 2-8 in ELA and Math; AP exams for high school students
Industry Certification Examination	N/A	N/A
Student Projects Pursuant to Local Requirements	N/A	N/A

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LEA Selected Measures	Grades/Content Area	Student Assessment Examples
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

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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	
English/Language Arts PSSA			Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Spring	No	Yes	Yes	No
Assessment			Type of Assessment	
Mathematics PSSA			Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Spring	No	Yes	Yes	No
Assessment			Type of Assessment	
English/Language Arts Keystone			Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Spring	No	No	No	Yes

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Assessment			Type of Assessment	
Biology Keystone			Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Spring	No	No	No	Yes
Assessment			Type of Assessment	
Algebra I Keystone			Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Spring	No	No	Yes	Yes
Assessment			Type of Assessment	
Fountas and Pinnell Benchmark Reading Assessment			Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12
Fall, Winter, Spring	Yes	Yes	Yes	No
Assessment			Type of Assessment	
Developmental Spelling Inventory				
Frequency or Date Given	K-2	3-5	6-8	9-12
Fall, Winter, Spring	Yes	No	No	No
Assessment			Type of Assessment	
Sight/Snap Words				
Frequency or Date Given	K-2	3-5	6-8	9-12
Fall, Winter, Spring	Yes	No	No	No

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Assessment			Type of Assessment	
CGI Math Inventory				
Frequency or Date Given	K-2	3-5	6-8	9-12
Fall, Winter, Spring	Yes	No	No	No

Assessment			Type of Assessment	
Concepts of Print Letter Identification (Uppercase and Lowercase) Letter Sound Association				
Frequency or Date Given	K-2	3-5	6-8	9-12
Fall, Winter, Spring	Yes	No	No	No

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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?

Based on PSSA, Keystone, and local assessments, such as the NWEA MAP, DIBELS, and Fountas and Pinnell Benchmarking Assessment, targeted instructional support is provided to students. The targeted support may include instruction from specialists such as the Intervention Teachers, a reading specialist, or assigned to specific targeted support classes. Students who have not demonstrated proficiency on the Keystones are provided scheduled support in the area of need.

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

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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

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