

ALLEGHENY-CLARION VALLEY SD

PO Box 100

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	112
3 - 5	Yes	138
6 - 8	Yes	141
9 - 12	Yes	178
		Total 569

Chapter 4**Curriculum and Instruction Requirements****Written Curriculum Framework****Taught within the Grade Span**

PA-Core English Language Arts	K-2, 3-5	K-2, 3-5
PA-Core Mathematics	K-2, 3-5	K-2, 3-5
Science and Technology	K-2, 3-5	K-2, 3-5
Environment and Ecology	9-12	9-12
Civics and Government	9-12	9-12
Economics	9-12	9-12
Geography	6-8	6-8
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	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

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|---|-----|
| 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 operate under a multi-year curriculum review cycle. Examples of phases would look like this; Phase 1 would involve Research and Analysis with stakeholders such as Curriculum Directors, Lead Teachers, Subject Area Committee Members involved. Phase 2 would consist of Curriculum Design and Development would happen to revise and rewrite the curriculum to align with standards and reflect priorities while developing a scope and sequence. Phase 3 would involve implementation and professional development. Phases 4-5 would focus on monitoring and evaluations of programs.

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

The SAS portal and staff at PDE are used to support curriculum development with curriculum map models of frameworks while using the PA Standards as the primary focus. Stakeholders also review State and local data.

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

The LEA ensures that all teachers have access to written curriculum and necessary instructional materials by implementing a centralized, user-friendly platform called Google Drive.

Planned instruction consists of at least the following elements: (Chapter 4.12)

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| 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)

At the elementary level, a team is working collaboratively with the IU6 to build a robust MSTT framework. Through this framework and dedicated committee, the team has committed to developing curriculum alignment and pacing guides for all grade levels, K-6, in the building. Phase one is complete with having finished the alignment and pacing guides for grades K-3. Phase two is currently underway and in developing those for grades 4-6. Once that is done, we will continue through the phases by implementing, monitoring and evaluating our designs. There is a work in progress form a few subjects at the high school level. SAS portal is supporting this process as teachers are using the PA standards framework to develop pacing guides and alignment.

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	85
B. Non-Data Available Classroom Teachers	0
C. Non-Teaching Professionals	11
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	1d: Demonstrating Knowledge of Resources	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	2c: Managing Classroom Procedures	2c: Managing Classroom Procedures
Domain 3: Instruction	3c: Engaging Students in Learning	3c: Engaging Students in Learning	3c: Engaging Students in Learning
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	4b: Maintaining Accurate Records	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?

Principals will continue to do observations and provide feedback in both areas that need improved and in areas of strength. Professional development will be used to continue to support teachers in their disciplines as it pertains to what is best for student growth and teacher growth.

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	1c: Setting Instructional Outcomes	1c: Setting Instructional Outcomes	1c: Setting Instructional Outcomes
Domain 2: The Classroom Environment	2a: Creating an Environment of Respect and Rapport	2b: Establishing a Culture for Learning	2b: Establishing a Culture for Learning
Domain 3: Instruction	3d: Using Assessment in Instruction	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques

	Elementary School	Middle School	High School
Domain 4: Professional Responsibilities	4d: Participating in a Professional Community	4d: Participating in a Professional Community	4d: Participating in a Professional Community

5. What action steps are implemented or will be implemented to improve the challenges found in the classroom teachers observations?

Principals will continue to do observations and provide feedback in both areas that need improved and in areas of strength. Professional development will be used to continue to support teachers in their disciplines as it pertains to what is best for student growth and teacher growth.

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

Goals Set	Comments/Considerations
Provided at the district level	Knowledge of statewide performance compared to school performance
Provided at the building level	Data team meetings to review local data and create action plans for intervention and student learning.
Individual principal choice	n/a
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
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Locally Developed School District Rubric	Grade level appropriate rubrics are used as needed	Social Studies grade 5
District-Designed Measure & Examination	k-12 I-Ready	Benchmark Assessment
Nationally Recognized Standardized Test	SATs 10th -12th Grade, AP Tests-11 and 12th Grades	A-C Valley Testing Center English, Calc., European and US History, Chemistry and Anatomy
Industry Certification Examination	Grade 12 NOCTI	Given at local career center
Student Projects Pursuant to Local Requirements	Senior Graduation Project	Seniors present project based on rubric
Student Portfolios Pursuant to Local Requirements	Career portfolios are used in grades K-12	Students add artifacts through the years and meet state requirements

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	
I- Ready				Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Quarterly at elementary and three times a year at HS	Yes	Yes	Yes	Yes	
Assessment				Type of Assessment	
PSSAs				Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	
One time	No	Yes	Yes	No	
Assessment				Type of Assessment	
Keystone Exams				Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	

One time	No	No	No	Yes
Assessment Acadience Math and Reading			Type of Assessment Diagnostic	
Frequency or Date Given	K-2	3-5	6-8	9-12
Quarterly	Yes	Yes	Yes	No
Assessment Common Lit.			Type of Assessment Diagnostic	
Frequency or Date Given	K-2	3-5	6-8	9-12
Twice	No	No	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?

Both benchmark and diagnostic assessments are used to drive instructional practices. Classroom teachers and interventionists collect data. Data meeting are held to review data, make groups and make action plans.

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.

David McDeavitt
Chief School Administrator

01/27/2025
Date

