## 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 PLANNING

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.

| Chapter 4<br>Curriculum and Instruction Requirements | Written Curriculum Framework | Taught within the Grade Span |
|---|---|---|
| PA-Core English Language Arts | 6-8, 9-12 | K-2, 3-5, 6-8, 9-12 |
| PA-Core Mathematics | 6-8, 9-12 | K-2, 3-5, 6-8, 9-12 |
| Science and Technology | 9-12 | K-2, 3-5, 6-8, 9-12 |
| Environment and Ecology | 9-12 | K-2, 3-5, 6-8, 9-12 |
| Civics and Government | 9-12 | K-2, 3-5, 6-8, 9-12 |
| Economics | 9-12 | 6-8, 9-12 |
| Geography | 6-8, 9-12 | 3-5, 6-8, 9-12 |
| History | 6-8, 9-12 | K-2, 3-5, 6-8, 9-12 |
| Arts and Humanities | 6-8, 9-12 | K-2, 3-5, 6-8, 9-12 |
| Health, Safety, and Physical Education | 6-8, 9-12 | K-2, 3-5, 6-8, 9-12 |
| Family and Consumer Sciences | N/A | |

| Chapter 4<br>Curriculum and Instruction Requirements | Written Curriculum Framework | Taught within the Grade Span |
| --- | --- | --- |
| Reading and Writing for Science and Technical Subjects | 9-12 | 9-12 |
| Reading and Writing for History and Social Studies | 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

The academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in grade 3. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Pennsylvania's public schools.

| Standards | Yes/No |
|---|---|
| A. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards | No |
| B. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards | No |
| C. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards | Yes |
| D. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards | Yes |
| E. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards. | Yes |

1. Describe your LEA's process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Include timelines and personnel involved.
   The East Lycoming School District uses a content-specific rotation for writing curriculum. We review content-specific curriculum and then we rewrite and realign where necessary.

2. List resources, supports or models that are used in developing and aligning curriculum.
   The East Lycoming School District uses a variety of resources in developing and aligning curriculum. We use frameworks developed through backward design models. We follow protocols such as Heidi Hayes-Jacobs and Wiggins/McTighe.

3. How does the LEA ensure that all teachers have access to the written curriculum and needed instructional materials? Explain.
   Over the last two years, we have created a framework and we have shared the framework with teachers. Teachers who are entering into their phase of curriculum writing keep a curriculum/content diary throughout the year and then we use the documentation to create the curriculum frameworks.

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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

## ASSURANCES: CURRICULUM AND INSTRUCTION

Chapter 4 establishes that public education provides planned instruction. As defined by Chapter 4, planned instruction is the instruction offered by a school entity based upon a written plan to enable students to achieve the academic standards under § 4.12 (relating to academic standards) and any additional academic standards as determined by the school entity.

| Standards | Yes/No |
|---|---|
| A. LEA develops/maintains a standard format that includes scope, sequence, and pacing. | Yes |
| B. Essential content is developed from PA Core/Academic Content Standards. | Yes |
| C. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic or Alternate Content Standards. | Yes |
| D. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic or Alternate Content Standards exist. | Yes |
| E. Courses and units of study are developed from measurable outcomes and/or objectives. | Yes |
| F. Course objectives to be achieved by all students are identified. | Yes |
| G. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists. | Yes |

1. What is your LEA's approved cycle for reviewing the locally developed curriculum?

   The East Lycoming School District reviews curriculum on a rotating basis. Each content area is reviewed in a two year cycle and content

area review overlaps. For instance, in year one of Math revision, teachers review content, skills, standards. In year two of Math review, teachers align standards, assessments, and instruction. While year two is happening for Math, year one revision may start for ELA.

2. What is your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle?
   The East Lycoming School District is in year two of a math revision (7-12) and year one of ELA revision (7-12). During this comprehensive plan cycle, Math will be completed, ELA will be completed, Science will be completed, and the Social Sciences will be in the second year of revision at the end of this plan. Speciality areas will be incorporated as we map through the core content areas. Curriculum writing at the elementary level has not been completed in the last several years. In this plan cycle, there will be a transition in both ELA and in Mathematics where curriculum writing will follow high quality professional learning in the areas of the Science of Reading and Learning to Think Mathematically.

## ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

## ACT 13

> Act 13 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. Act 13 classifies educators as Classroom Professionals, Non-Teaching Principals, and Principals.
>
> Assess the strengths, challenges, and trends of the classroom/school environments and instructional practices within your LEA.

Check if Act 13 is not used in educator evaluations (Charter/Cyber Charter School's 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 should equal 100%)

   a. Data Available Classroom Teachers

   32

   b. Non-Data Available Classroom Teachers

   68

   c. Non-Teaching Professionals

   .03

   d. Principals

   .03

   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 |
| **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** | 4f: Showing Professionalism | 4f: Showing Professionalism | 4f: Showing Professionalism |

3. What action steps will be implemented to build upon the strengths found in the classroom teacher observations?
Student engagement is an area on which we will focus. We will continue to examine and improve core instruction in order to build a solid MTSS framework and to meet the needs of our students.

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** | 2e: Organizing Physical Space | 2d: Managing Student | 2d: Managing Student |

|  | Elementary School | Middle School | High School |
| --- | --- | --- | --- |
| **Environment** | | Behavior | Behavior |
| **Domain 3: Instruction** | 3d: Using Assessment in Instruction | 3b: Using Questioning and Discussion Techniques | 3b: Using Questioning and Discussion Techniques |
| **Domain 4: Professional Responsibilities** | 4a: Reflecting on Teaching | 4d: Participating in a Professional Community | 4c: Communicating with Families |

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

   Due to the pandemic, the East Lycoming School District has not engaged in meaningful professional learning opportunities for the last two years. Our goal in the comprehensive plan as well as in the next several years is to offer robust professional learning opportunities for all teachers.

6. In planning for the implementation of Act 13, what information would be used to determine the LEA Selected Measures and Principal Performance Goals? How will those goals be determined?

| Goals Set | Comments/Considerations |
| --- | --- |
| **Provided at the district level** | Locally developed school district rubrics. |
| **Provided at the building level** | Locally developed school district rubrics. |
| **Provided at the grade level** | Locally developed school district rubrics. |
| **Provided within the content area** | Locally developed school district rubrics. |
| **Individual teacher choice** | Locally developed school district rubrics. |

| Goals Set | Comments/Considerations |
|---|---|
| **Other (state what other is)** | Locally developed school district rubrics. |

7. What student performance evidence or artifacts will classroom teachers use to measure the progress and effectiveness of meeting the set goals? (include all those classified as classroom teachers)

| Evidence | Grades/Content Area | Comments |
|---|---|---|
| **Locally Developed School District Rubric** | All grades/All content areas | To be developed during curriculum writing |
| **District-Designed Measure & Examination** | All grades/All content areas | To be developed during curriculum writing |
| **Nationally Recognized Standardized Test** | Grades 10 | ASVAB |
| **Industry Certification Examination** | Grades 10-12 | NCTE |
| **Student Projects Pursuant to Local Requirements** | Grades 9-12 | Service related projects related to Act 158, to be developed |
| **Student Portfolios Pursuant to Local Requirements** | N/A | N/A |

Based on the responses above, would written curriculum be a priority in your comprehensive plan?                    Yes

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 | |
|---|---|---|---|---|
| NWEA MAP Assessment | | | Benchmark | |

| Frequency or Date Given | K-2 | 3-5 | 6-8 | 9-12 |
|---|---|---|---|---|
| Three times a year (Fall, Winter, Spring) | Yes | Yes | Yes | No |

| Assessment | | | Type of Assessment | |
|---|---|---|---|---|
| ASVAB (Planning) | | | Diagnostic | |

| Frequency or Date Given | K-2 | 3-5 | 6-8 | 9-12 |
|---|---|---|---|---|
| One time | No | No | No | Yes |

| Assessment | | | Type of Assessment | |
|---|---|---|---|---|

Keystone Assessment

Summative

| Frequency or Date Given | K-2 | 3-5 | 6-8 | 9-12 |
|---|---|---|---|---|
| One time | No | No | Yes | Yes |

Assessment

Type of Assessment

PSSA

Summative

| Frequency or Date Given | K-2 | 3-5 | 6-8 | 9-12 |
|---|---|---|---|---|
| One time | No | Yes | Yes | No |

## 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?**
The East Lycoming School District uses NWEA MAP Growth Assessment in Grades K-8 in both reading and math. We use this assessment to drive instruction throughout the year and to also create learning pathways for our students. The spring administration is used to make determinations for math placements in grades 7, 8, and 9.

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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.

Mark Stamm                                                          09/26/2022
Chief School Administrator                                          Date