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.

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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	165
3 - 5	Yes	160
6 - 8	Yes	156
9 - 12	Yes	183
	Total	664

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	6-8, 9-12	K-2, 3-5, 6-8, 9-12
Environment and Ecology		
Civics and Government	9-12	9-12
Economics	9-12	9-12
Geography	6-8, 9-12	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		
Reading and Writing for History and Social Studies		
Career Education and Work	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 Farrell Area School District curriculum teams have spent a considerable amount of professional development time writing standards-aligned curriculum and addressing PA Core Standards with both PSSA and Keystone assessed coursework throughout the organization. The District adopted curriculum mapping tools that are aligned with state assessment anchors. When standards change, principals work in collaboration with staff members to revise planned course through Chalk, a web-based software using for curriculum mapping and lesson planning. Ongoing evaluation of curriculum in relation to student achievement occurs on an ongoing basis to support student learning and improved instructional delivery. Faculty members are responsible for delivering the instruction identified in the planned courses. Teachers use assessments to determine that student learning objectives are aligned to eligible content and assessment anchors. Monitoring progress and discussions to share best teaching strategies occur on both a formal and informal basis.

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

Instructional materials are chosen after the student learning objectives are identified using these formative assessments: NWEA MAP assessments for Reading, Mathematics, and Science; locally-developed assessments.

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

The District uses Chalk that provides all teachers access to all written curriculum across the District. Specific budget amounts are allocated for books, materials, supplies, and equipment. Teachers recommend purchases of instructional materials based upon instructional needs identified by the

PSSA, Benchmark Assessments, and other information.

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)
State and local assessment data will be utilized to revise the locally developed curriculum.

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

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	75
B. Non-Data Available Classroom Teachers	20
C. Non-Teaching Professionals	4
D. Principals	1
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	2e: Organizing Physical Space	2e: Organizing Physical Space	2e: Organizing Physical Space
Domain 3: Instruction	3a: Communicating with Students	3a: Communicating with Students	3a: Communicating with Students
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?
District and building administrators will continue conducting regular walkthroughs and providing positive praise and constructive feedback as needed.

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	2d: Managing Student Behavior
Domain 3: Instruction	3c: Engaging Students in Learning	3c: Engaging Students in Learning	3c: Engaging Students in Learning

	Elementary School	Middle School	High School
Domain 4: Professional Responsibilities	4e: Growing and Developing Professionally	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?

District and building administrators will continue conducting regular walkthroughs and providing positive praise and constructive feedback as needed.

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

Goals Set	Comments/Considerations
Provided at the district level	Performance goals are amended, as needed, by the Superintendent.
Provided at the building level	State achievement Data
Individual principal choice	Building administrators select a performance goal annually.
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	PreK-12	Benchmark Assessments

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
District-Designed Measure & Examination	N/A	N/A
Nationally Recognized Standardized Test	N/A	N/A
Industry Certification Examination	N/A	N/A
Student Projects Pursuant to Local Requirements	N/A	N/A
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

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	
MAP Growth Reading			Benchmark	

Frequency or Date Given	K-2	3-5	6-8	9-12
3 times per year	Yes	Yes	Yes	Yes

Assessment			Type of Assessment	
MAP Growth Mathematics			Benchmark	

Frequency or Date Given	K-2	3-5	6-8	9-12
3 times per year	Yes	Yes	Yes	Yes

Assessment			Type of Assessment	
MAP Growth Science			Benchmark	

Frequency or Date Given	K-2	3-5	6-8	9-12
3 times per year	No	Yes	Yes	No

Assessment			Type of Assessment	
Writing Prompts			Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12
3 times per year	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

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Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices?
The school district has an assessment calendar that specifies a window of time for administering each assessment. Teachers meet weekly in professional learning communities to review the assessment results and make instructional decision.

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.

Chief School Administrator   Date