

**GROVE CITY AREA SD**

511 Highland Ave

Academic Standards and Assessment Requirements (Chapter 4) | 2023 - 2026

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## **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:

Public School

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                          | 401                        |
| 3 - 5       | Yes                          | 386                        |
| 6 - 8       | Yes                          | 406                        |
| 9 - 12      | Yes                          | 605                        |
|             |                              | Total 1798                 |

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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

3-5, 6-8, 9-12

3-5, 6-8, 9-12

Economics

6-8, 9-12

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

9-12

Reading and Writing for Science and Technical Subjects

3-5, 6-8, 9-12

3-5, 6-8, 9-12

Reading and Writing for History and Social Studies

3-5, 6-8, 9-12

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.**

The district uses a collaborative process when writing curriculum. This process is led by the assistant superintendent and shared with the identified department chairs at various levels. We work to involve all individuals who teach a specific content area. This includes bringing a team together to frame a scope and sequence document using the PA standards as the basis for our work.

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

The team uses the SAS website as its initial resource for curriculum development. This allows us access to state standards and other content to ensure our curriculum is aligned to the expectations of the state.

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

Our curriculum documents are created and shared via Google docs in shared folders. This allows the content and special education teachers to have access to our written curriculum and is an excellent way for the teams to collaborate, electronically, when needing to update or make approved edits.

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 |
|--|-----|

- |  |     |
|--|-----|
| <b>10. Essential content is developed from PA Core/Academic Content Standards.</b>   | Yes |
| <b>11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards.</b>                           | Yes |
| <b>12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.</b> | Yes |
| <b>13. Courses and units of study are developed from measurable outcomes and/or objectives.</b>  | Yes |
| <b>14. Course objectives to be achieved by all students are identified.</b>  | Yes |
| <b>15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.</b>          | Yes |

**16. Describe your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)**

Our focus is on identifying and implementing specific intervention resources for both math and ELA throughout this comprehensive planning cycle. The district does intend to begin the development of Science curriculum in grades k-12 during this comprehensive planning cycle.

**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     | 23.118 |
| B. Non-Data Available Classroom Teachers | 68.27  |
| C. Non-Teaching Professionals            | 5.38   |
| D. Principals                            | 3.23   |
| Total                                    | 0      |

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   |
|---|---|---|---|
| <b>Domain 1: Planning and Preparation</b> | 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  |
|--|--|--|--|
| <b>Domain 2: The Classroom Environment</b>     | 2a: Creating an Environment of Respect and Rapport | 2a: Creating an Environment of Respect and Rapport | 2a: Creating an Environment of Respect and Rapport |
| <b>Domain 3: Instruction</b>                   | 3c: Engaging Students in Learning                  | 3a: Communicating with Students                    | 3a: Communicating with Students                    |
| <b>Domain 4: Professional Responsibilities</b> | 4d: Participating in a Professional Community      | 4e: Growing and Developing Professionally          | 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?**

The district focuses on quality feedback through the evaluation process. This process includes formal observations as well as a series of walkthroughs. Feedback is provided through PAETEP, the online evaluation system used by the district to collect data and provide quality feedback to our staff. Supporting and highlighting quality work is key in the development of staff.

**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                                     |
|--|---|-------------------------------------|---|
| <b>Domain 1: Planning and Preparation</b>  | 1f: Designing Student Assessments               | 1e: Designing Coherent Instruction  | 1f: Designing Student Assessments               |
| <b>Domain 2: The Classroom Environment</b> | 2d: Managing Student Behavior                   | 2c: Managing Classroom Procedures   | 2d: Managing Student Behavior                   |
| <b>Domain 3: Instruction</b>               | 3b: Using Questioning and Discussion Techniques | 3d: Using Assessment in Instruction | 3b: Using Questioning and Discussion Techniques |

|  | Elementary School                | Middle School                   | High School                      |
|--|----------------------------------|---------------------------------|----------------------------------|
| <b>Domain 4: Professional Responsibilities</b> | 4b: Maintaining Accurate Records | 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?**

The district focuses on quality feedback through the evaluation process. This process includes formal observations as well as a series of walkthroughs. Feedback is provided through PAETEP, the online evaluation system used by the district to collect data and provide quality feedback to our staff. Identifying areas of concern that need to be addressed is critical in the development of our staff.

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

| Goals Set                             | Comments/Considerations   |
|---------------------------------------|---|
| <b>Provided at the district level</b> | Principals must set their goals aligned to the district vision and associated work. This is done collectively during our summer retreat. Once a collective direction is decided, individual meetings to discuss differentiated goals that align with the district's vision and direction. |
| <b>Provided at the building level</b> | Principals must set their goals aligned to the district vision and associated work. This is done collectively during our summer retreat. Once a collective direction is decided, individual meetings to discuss differentiated goals that align with the district's vision and direction. |
| <b>Individual principal choice</b>    | Principals have the latitude to develop goals around personal and professional growth that align with leadership and/or district goals.   |



**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.**

| <b>LEA Selected Measures</b>                             | <b>Grades/Content Area</b>   | <b>Student Assessment Examples</b> |
|--|--|------------------------------------|
| <b>Locally Developed School District Rubric</b>          |  |                                    |
| <b>District-Designed Measure &amp; Examination</b>       |  |                                    |
| <b>Nationally Recognized Standardized Test</b>           | PSSA, Keystone, and PASA exams (grade 3 -8 and content specific (Bio, Alg1, and Lit) | PSSA, Keystone, and PASA results.  |
| <b>Industry Certification Examination</b>                |  |                                    |
| <b>Student Projects Pursuant to Local Requirements</b>   |  |                                    |
| <b>Student Portfolios Pursuant to Local Requirements</b> |  |                                    |

**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                                     |     | Type of Assessment |     |      |  |
| PSSA (Pennsylvania State System of Assessment) |     | Summative          |     |      |  |
| Frequency or Date Given                        | K-2 | 3-5                | 6-8 | 9-12 |  |
| 1 time per year                                | No  | Yes                | Yes | No   |  |
| Assessment                                     |     | Type of Assessment |     |      |  |
| Keystone Exams                                 |     | Summative          |     |      |  |
| Frequency or Date Given                        | K-2 | 3-5                | 6-8 | 9-12 |  |
| 1 time/year/content area                       | 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 Grove City Area School District uses Fastbridge testing as well as STAR for benchmark and diagnostic assessments throughout our system. These assessments are used by our staff to design enrichment, remediation, and targeted interventions for students. These assessment results can also be used for student placement for next year's scheduling process.

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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

