

TROY AREA SD

68 Fenner Ave

Academic Standards and Assessment Requirements (Chapter 4) | 2024 - 2027

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	312
3 - 5	Yes	309
6 - 8	Yes	350
9 - 12	Yes	449
		Total 1420

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

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

K-2, 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.

Annual review of standards aligned curriculum is completed during the instructional process by classroom staff, administration, department chairs and board curriculum committee meetings. Course selection at the secondary level is modified yearly to reflect modifications to courses. Course selection K-8 is done by grade level meetings, vertical alignment PLCs and piloting of programs. Staff K-12 are in curriculum committees to annually review standards and programs as they relate to grades and/or courses of study. Updates are on our website.

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

Staff, purchased programming, SAS website, PaTTAN, PDE and we have our IU curriculum personnel on site weekly.

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

Teaching materials provided by companies from purchased materials, textbooks that are standards aligned.

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 | Yes |

Standards.

12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Yes

Core/Academic Content Standards exist.

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 has accepted a curriculum cycle from 2022-2023 school year to 2027-2028 school year. For ELA and Science 2022-2023 Explore ELA and Science Standards and Programs 2023-2024 ~ Pilot ELA and Science Programs 2024-2025 ~ Professional Development for all staff on ELA and Science Programs 2025-2026 ~ K-12 Implementation of ELA and Science Programs matching standards For Math and Social Studies 2024-2025 Explore Math and Social Studies Standards and Programs 2025-2026 ~ Pilot Math and Social Studies Programs 2026-2027 ~ Professional Development for all staff on Math and Social Studies Programs 2027-2028 ~ K-12 Implementation of Math and Social Studies Programs matching standards

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	30
B. Non-Data Available Classroom Teachers	55
C. Non-Teaching Professionals	10
D. Principals	5
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	1c: Setting Instructional Outcomes

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2e: Organizing Physical Space	2d: Managing Student Behavior	2b: Establishing a Culture for Learning
Domain 3: Instruction	3a: Communicating with Students	3e: Demonstrating Flexibility and Responsiveness	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4c: Communicating with Families	4d: Participating in a Professional Community	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 implemented a peer to peer consultation and observation schedule. This started administrators K-12 being a part of instructional rounds in each building to see areas of all domains in classrooms of all levels of teachers. Using this data, teams will be created and a time for peer mentoring will be added to daily schedules. This is now occurring within buildings and will added to common planning times across buildings.

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	1d: Demonstrating Knowledge of Resources	1c: Setting Instructional Outcomes	1c: Setting Instructional Outcomes
Domain 2: The Classroom Environment	2b: Establishing a Culture for Learning	2e: Organizing Physical Space	2d: Managing Student Behavior

	Elementary School	Middle School	High School
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3d: Using Assessment in Instruction	3c: Engaging Students in Learning
Domain 4: Professional Responsibilities	4d: Participating in a Professional Community	4b: Maintaining Accurate Records	4e: Growing and Developing Professionally

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

With the administrator instructional rounds and having that assist with professional development for each building, the district plans to put together several workshop-like trainings to assist teachers in these domain areas. Additionally, the district has the local intermediate unit's training and consultation team in each building weekly to work with grade level teachers during their PLC time.

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

Goals Set	Comments/Considerations
Provided at the district level	PSSA and Keystone
Provided at the building level	MAP, IReady, CDT, Acadience
Individual principal choice	Common Assessments
Other (state what other is)	NA

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	District surveys	SPM goals
District-Designed Measure & Examination	Common Assessments	GIEP, IEP goals, student assessment performance on individual performance goals
Nationally Recognized Standardized Test	PSSA/Keystone	SAT, PSAT, PSSA, Keystone
Industry Certification Examination	District and local agency career centered approved programs	CTC
Student Projects Pursuant to Local Requirements	Chapter 339	Student outcomes per collected artifacts
Student Portfolios Pursuant to Local Requirements	Student artifacts per teacher created models	student performance on artifacts

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
Keystone Exams					Summative
Frequency or Date Given	K-2	3-5	6-8	9-12	
annual	No	No	Yes	Yes	
Assessment					Type of Assessment
PSSA					Summative
Frequency or Date Given	K-2	3-5	6-8	9-12	
annual	No	Yes	Yes	No	
Assessment					Type of Assessment
CDT					Diagnostic
Frequency or Date Given	K-2	3-5	6-8	9-12	
bi-annually	No	No	No	Yes	

Assessment
IReady

Type of Assessment
Benchmark

Frequency or Date Given
Three times a year

K-2
Yes

3-5
Yes

6-8
Yes

9-12
No

Assessment
MAP

Type of Assessment
Benchmark

Frequency or Date Given
Three times a year

K-2
Yes

3-5
Yes

6-8
Yes

9-12
No

Assessment
Acadience

Type of Assessment
Diagnostic

Frequency or Date Given
Three times a year

K-2
Yes

3-5
Yes

6-8
Yes

9-12

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?

Benchmark and diagnostic assessments are used to monitor progress in growth and achievement from K-12. Data is analyzed and instructional decisions are made based on results.

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.

Dr. Janylyn Elias
Chief School Administrator

02/04/2024
Date