

POTTSTOWN SD

230 Beech St

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	889
3 - 5	Yes	755
6 - 8	Yes	898
9 - 12	Yes	637
		Total 3179

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

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

6-8, 9-12

6-8, 9-12

Reading and Writing for History and Social Studies

6-8, 9-12

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.

In an effort for all staff to remain current in their subject area, we review curriculum documents and materials once every six years in our Curriculum Cycle with guidance provided by the Director of Curriculum, Instruction and Professional Development. The Secondary Departments are lead by Department Chairs to complete this task. Elementary Committees are convened for the different subject areas and are afforded the opportunity to meet a few days throughout the school year to accomplish the task. The district has reviewed, revised and updated the Math and Language Arts curriculum documents to reflect the PA Core Standards, with regular opportunities to check that instruction continues to match the planned course.

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

In order to determine the need to align the curriculum, the district has reviewed, revised and updated the Math and Language Arts curriculum documents to reflect the PA Core Standards. This is accomplished through summer curriculum writing in which staff members who are fluent with the PA Core Standards and the content area work together to align the curriculum and ensure standards and eligible content is taught.

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

All curriculum documents are available electronically and managed by department chairs at the secondary level and grade level contacts/leaders within the elementary grade levels. Curriculum documents are available electronically for each course within all content area, including non-tested content areas. On a biweekly basis the curriculum documents are accessed and utilized during District Grade Level Meetings at the elementary level and biweekly at the secondary level through department meetings. . The purpose of these meetings is to set pacing and instructional priorities based

on recent student performance balanced against long term goals/objectives.

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)

The Pottstown School District provides a cycle where the district reviews, updates, and aligns curriculum to the PA Core Standards. This cycle is completed every six years and is carried out with the help of our Director of Curriculum, Instruction, and Professional Development. Curriculum Committees are formed for each subject area. The Secondary Departments are lead by Department Chairs to complete this task. At the Elementary level, Committees are formed for each subject. These committees meet a few days throughout the school year to review and refine curriculum, aligning it with the PA Core Standards and aligning the planned course with actual instruction.

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	19
B. Non-Data Available Classroom Teachers	65
C. Non-Teaching Professionals	11
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	1a: Demonstrating Knowledge of Content and Pedagogy	1d: Demonstrating Knowledge of Resources	1f: Designing Student Assessments

	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	3e: Demonstrating Flexibility and Responsiveness	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction
Domain 4: Professional Responsibilities	4c: Communicating with Families	4d: Participating in a Professional Community	4d: Participating in a Professional Community

3. What action steps are implemented or will be implemented to build upon the strengths found in the classroom teacher observations?

The school district has a differentiated plan for professional development. Based on the track each teacher is on, he or she is designated to have a certain amount of observations completed within a year. Observations are both announced and unannounced. There is a pre-observation format, an observation format, and a post observation format which follows the framework under Danielson's model. The observer/evaluator is expected to provide specific feedback to the professional staff member about strengths and specific steps through which they can demonstrate professional growth. The evaluator/observer will follow up with staff members to provide feedback on any area in which they designated as an area for 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	1f: Designing Student Assessments	1b: Demonstrating Knowledge of Students	1d: Demonstrating Knowledge of Resources

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2d: Managing Student Behavior	2c: Managing Classroom Procedures	2c: Managing Classroom Procedures
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4a: Reflecting on Teaching	4a: Reflecting on Teaching

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

We are going to continue to focus on developing improved questioning and discussion techniques at all levels. "Reflecting on Teaching" will be built into regular professional learning meetings.

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

Goals Set	Comments/Considerations
Provided at the district level	An overview of the process and suggested template was provided. Grade level and department leaders participated in a preparation meeting and led the process with their respective grade level / departments.
Provided at the building level	Building leaders carefully reviewed LEA Selected Measure and provided feedback directly to teachers.
Individual principal choice	Worked with grade level partners to create common performance goals.

Goals Set **Comments/Considerations**

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**

Locally Developed School District Rubric Related Arts / Electives Students will be scored based on locally developed rubric.

District-Designed Measure & Examination K-12 Social Studies, Science, Math, ELA K-12 Social Studies, Science, Math, ELA work collaboratively to design and implement common assessments within grade level or content areas.

Nationally Recognized Standardized Test K-6 ELA Acadience Screener Assessment, LinkIt Benchmark Assessment K-8 ELA/Math/Science, Study Island Benchmark Assessment for Keystone 'trigger courses,' Phonemic Awareness Assessment (Quick Phonics Screener in ELA K-6.) Following the use of benchmark assessments in Math/ELA, students take a diagnostic to further drive instructional planning at the core, small group, and intervention levels.

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
Industry Certification Examination	NOCTI	The NOCTI provides industry certifications, credentials, and resources for career and technical education (CTE) programs across the nation.
Student Projects Pursuant to Local Requirements	N/A	N/A
Student Portfolios Pursuant to Local Requirements	Grades 9-12, ACT 339 for all students in grades 3-11 are required to complete a series of 6 cumulative artifacts, demonstrating exposure to careers.	Students keep a collection of portfolio requirements are part of the graduation requirements. Chapter 339 of the Pennsylvania School Code mandates that all school districts in the Commonwealth have a comprehensive, sequential program of guidance services, which does stress career and future readiness.

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

Summative Assessments: Summative assessments occur at the end of a school level, grade, or course. They are considered high-stakes assessments and it is the data from summative assessments on which public accountability systems are based. Examples of summative assessments are PSSA and Keystone exams, Finals, etc

Type of Assessment

Summative

Frequency or Date Given

Yearly

K-2

No

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

Formative assessments occur during instruction to provide feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. A key feature of a formative assessment is that it should be regarded as a process rather than a particular kind of assessment. There are number of formative assessment strategies that can be implemented during classroom instruction. Examples of formative assessments are questioning strategies, think-pair-share, whiteboards, exit slips, and progress-monitoring probes.

Type of Assessment

Formative

Frequency or Date Given	K-2	3-5	6-8	9-12
Daily/Regularly	Yes	Yes	Yes	Yes

Assessment

Benchmark assessments are designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrative proficiency on grade level standards. They measure the degree to which a student has mastered a given concept, skill and/or application. Examples of benchmark assessments are LinkIt Benchmark Assessments ELA/Math K-8 and Study Island (Keystone Trigger Courses)

Type of Assessment

Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
Quarterly	Yes	Yes	Yes	Yes

Assessment

Diagnostic assessments are used prior to instruction to determine each student's strengths, weaknesses, knowledge and skills. Establishing these permits the instructor to remediate student deficits and adjust instruction to meet pupils' unique needs. Examples of diagnostic assessments are PAA, QPS, and Exact Path (Edmentum at PMS and PHS)

Type of Assessment

Diagnostic

Frequency or Date Given	K-2	3-5	6-8	9-12
Beginning / Middle / End of the Year	Yes	Yes	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?

The Pottstown School District administers Benchmark Assessments using LinkIt for Grades K-8 in ELA and Math. The data gathered from this assessment allows for data-driven instructional planning. Administrators and coaches receive up to 2 hours of support from our LinkIt Customer Service Manager who helps the team carefully review the progress of previously taught skills as well as the opportunity to formulate plans for the upcoming instructional cycle. Teachers are provided professional development time to analyze student results at the Tier I level, followed by the guided planning process for an effective instructional cycle. The implementation of the instructional plans are monitored by building level administrators and building level MTSS coaches. Ongoing support is provided to teachers to ensure the fidelity of plan implementation.

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

