

SHIPPENSBURG AREA SD

317 N Morris 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	840
3 - 5	Yes	848
6 - 8	Yes	850
9 - 12	Yes	1120
		Total 3658

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

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.

The district is on a five year cycle for evaluating and updating the written curriculum. Curriculum renewal is a 4-step cyclical process by which all district curricula is analyzed and designed in a systematic and collaborative manner. The process provides for a comprehensive evaluation of each district program content, an inclusive development process, a thoughtful and careful implementation, revision based on experience, and time for program effectiveness to be realized. The five-year cycle ensures that only one major content area is revised or developed in a given year. The five-year cycle allows for budgetary allocations for materials and resources necessary to teach the written curriculum. It also allows for focused professional development specific to the implementation of the of the revised curriculum and resources necessary to instruct the curriculum. The cycle was implemented in 2019 and follows this pattern: Year 1: ELA and Practical Arts Year 2: Social Studies and Business Year 3: Math and Foreign Language Year 4: Science/Stem and Art/Music Year 5: Health and Wellness and Library We continue to follow this pattern.

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

Shippensburg Area School District utilizes the Understanding by Design Framework. This process has been modeled for teacher teams to evaluate and redefine their curriculum ensuring alignment to state standards, Transfer Goals, Understandings, Essential Questions, what the students will know, and what the students will do. This process allows the teachers to focus on the true learning objectives of the units of study. Professional development has also taken place in developing performance-based assessments where students independently apply their knowledge in novel situations, aligning to the transfer goal(s) of the unit of student. Ongoing PLCs have started where teachers are collaborating on learning plans

designed to ensure focus on the learning objectives and assessment for the unit of study. All curriculum is warehoused in Rubicon Atlas. This allows for teachers and administrators to run various reports to determine which standards are focused on and where. This allows for continual adjustment and refining curriculum to ensure all students are learning the PA standards as they matriculate through the K-12 environment.

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

All curriculum is accessible to teachers in the LEA through Rubicon Atlas. Teachers have access to Diary, Collaborative, and Master Maps through the Rubicon system. Diary Maps are for each individual teacher to keep track of pacing through Rubicon. Master Maps have been created and board approved by the Curriculum Team during the Curriculum Writing Cycle. These Master Maps have listings and links to created and purchased instructional resources. Once board approved, Master Maps are on display on the district website. Anyone from the public can access the board approved curriculum.

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)

As we revise the ELA and Science curriculum during this comprehensive planning cycle, we are reviewing the PA standards and the Science of reading for ELA, and the new STEEL Standards for science. Additionally, we will be utilizing the Understanding by Design Framework. As part of this framework, a large focus will be placed on creating Performance Based Assessments in each unit of study. The utilization of Performance Based

Assessments will focus on students showing their acquisition of state standards and the goals that have been developed to mirror the 21st century learning skills that are necessary for students to be successful as post graduates, which are included in our Profile of a Graduate.

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	26
B. Non-Data Available Classroom Teachers	61
C. Non-Teaching Professionals	10
D. Principals	3
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	1b: Demonstrating Knowledge of Students	1a: Demonstrating Knowledge of Content and Pedagogy

	Elementary School	Middle School	High School
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	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4d: Participating in a Professional Community	4c: Communicating with Families	4c: Communicating with Families

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

Our teachers know their students and know their content. We will continue to provide opportunities for our staff to prioritize these areas. Additionally, all of our buildings have thriving PBIS programs, which supports 2a. We will continue to teach expectations and reinforce positive behaviors through our PBIS teams and programs. Our staff is skilled at communicating with students and demonstrating flexibility and responsiveness, which also is attributed to knowing our students. We are also strong in communicating with families, which is yet another component to knowing our students. Our district will continue to prioritize relationships with students and families, through the implementation of our district goals of student engagement and well being.

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	1c: Setting Instructional Outcomes	1f: Designing Student Assessments

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

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

The district will continue to refine and align our ELA and science curriculum to PA standards. This ongoing curriculum work will support the needs in the areas of 1f and 1c. The district has strong PBIS programs, however, additional support is needed in managing classroom behaviors. We will partner with the IU to bring in additional trainings for managing behaviors. Teachers at all levels will continue to be trained in the work of creating engaging learning experiences for students which supports the needs for domains 3b and 3d. Again, this work is tied to our district goals of increased student engagement and project based learning that is tied to our Profile of a Graduate, all district wide goals.

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

Goals Set	Comments/Considerations
Provided at the district level	The district has 3 overarching goals: increase student engagement and well being and to implement the Profile of a Graduate. Building principals are tasked with addressing these district level goals in their own principal goals.

Goals Set	Comments/Considerations
Provided at the building level	Each building participates in the Youth Truth survey, which provides the district and individual buildings with feedback about how students and families feel about school. Building principals analyze this data and take the feedback into consideration when forming their building level goals.
Individual principal choice	Principals also consider the individual needs of their buildings and how they align to district priorities, so there is a level of principal choice when creating their building goals.
Other (state what other is)	Principals also use the Framework for Principals to help develop building goals. They use the rubric to self assess and measure success.

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	K -12 all content areas	Teacher developed rubrics
District-Designed Measure & Examination	K - 12 all content areas	Teacher developed assessments
Nationally Recognized Standardized Test	N/A	N/A
Industry Certification Examination	N/A	N/A

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
Student Projects Pursuant to Local Requirements	grade levels and content areas as appropriate	Teacher developed projects completed by students
Student Portfolios Pursuant to Local Requirements	grade levels and content areas as appropriate	Teacher developed portfolios

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 PSSA- ELA, Math and Science			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Annually	No	Yes	Yes	No	
Assessment Keystone Exams- Algebra, Literature, and Biology			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Annually	No	No	No	Yes	
Assessment Acadience Reading			Type of Assessment Benchmark		
Frequency or Date Given	K-2	3-5	6-8	9-12	
triannually	Yes	Yes	No	No	

Assessment iReady Math and Reading				Type of Assessment Diagnostic	
Frequency or Date Given triannually	K-2 Yes	3-5 Yes	6-8 No	9-12 No	
Assessment Common Mastery Assessments				Type of Assessment Summative	
Frequency or Date Given Course determined	K-2 Yes	3-5 Yes	6-8 Yes	9-12 Yes	
Assessment IXL Math and ELA				Type of Assessment Diagnostic	
Frequency or Date Given triannually	K-2 No	3-5 No	6-8 Yes	9-12 No	
Assessment CDT- Algebra				Type of Assessment Diagnostic	
Frequency or Date Given biannually	K-2 No	3-5 No	6-8 No	9-12 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?

Benchmark assessments are utilized at the K-5 level at beginning of year to determine the instructional need of students (tier I, tier II, and tier III) supports in the classroom. These assessments inform classroom teachers of skill areas of need for class-wide interventions added to core instruction as well as small group instruction (tier II) and determines instructional groups supported by reading specialists (tier III). Tier III students are progress monitored utilizing the benchmark progress monitoring assessments on a weekly basis, tier II students are also progress monitored on weekly basis as formative information to guide whether the interventions are working. Benchmark assessments are given at the middle of year and end of year to determine overall health of tier systems in the building and make system adjustments through the school year. Standards-based diagnostic assessments are given to all students to determine specific skill sets and areas of need for small group instruction. Standards-based curriculum is provided to all students, however, the diagnostic data is utilized by classroom teachers to determine pre-requisite skills that may not be mastered by all students to inform scaffolding needs in the classroom and what information must be previewed in small group learning. Diagnostic assessments are also utilized to determine curricular needs and priorities throughout the year as new skills are gained through instruction.

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.

William August
Chief School Administrator

01/08/2025
Date

