

GETTYSBURG AREA SD

900 Biglerville Rd

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	520
3 - 5	Yes	581
6 - 8	Yes	681
9 - 12	Yes	994
		Total 2776

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

3-5, 6-8, 9-12

3-5, 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.

Each phase in the process of curriculum renewal involves different phases of development as illustrated on the preceding chart. The following definitions briefly describe the questions to be explored and the tasks undertaken during the six phases of development, each of which takes a considerable portion of a school year. Phase I – Study & Research This phase is intended to determine what current research says about curriculum, instruction, and assessment and if district priorities and practices are consistent with those trends. Key questions to ask: What are the identified best instructional practices that will match student needs in the district? What modifications to the existing instructional practices are recommended? What staff development is needed to support these changes? What resources are needed to support needed changes? Phase I leads departments into the Understanding by Design (UbD) model with the intent to incorporate the latest and best instructional practices into the district curriculum development writing process. Phase II – Gap Analysis This process is used to map out the current curriculum guide that aligns with the PA Core Standards, PA Academic Standards. Key questions include: What gaps are there in the current document? What needs to be added, removed, or reprioritized to ensure alignment to the district prioritizes and state-wide guidance (assessment blueprints, frameworks, Long-term Transfer goals, research-supported guidance) Phase III – Stage 1 UbD Phase III is used to identify the learning goals, developing the assessment evidence, and creating the learning plan that aligns with the learning goals and assessment evidence. Key questions include: What Content Standards, Department, School and/or District related goal(s) will this unit address? (Standards) What kinds of long-term, independent accomplishments are desired? (Long-Term Transfer Goals) What specifically do you want students to understand? What inferences should they make? (Understandings) What thought-

provoking questions will foster inquiry, meaning-making, and transfer? (Essential Questions) What facts and basic concepts should students know and be able to recall? (Knowledge) What discrete skills and processes should students be able to use? (Skills) Phase IV – Stage 2 and 3 UbD Phase IV is used to create performance tasks as part of assessment evidence for stage 2 and create the learning activities for the learning plan for stage 3. Key questions include: How will students demonstrate their understanding (meaning-making and transfer) through complex performance? (Performance Task) What other evidence will you collect to determine whether Stage 1 goals were achieved? (Other evidence) What pre-assessments will you use to check students' prior knowledge, skill levels, and potential misconceptions? While detailed lesson plans are not expected here, you should include sufficient information so that another teacher who is familiar with the unit's content could understand and follow the basic learning plan (resources). That means not just stating WHAT learners will do but WHY the event is proposed - its purpose. What have your attempts to pilot the learning activities yielded? Does your performance task have all the elements for GRASPS? Does your lesson contain all of the elements for WHERE TO? Have you coded your learning activities to their alignment with Stage 1 & Stage 2 elements? Phase V – Implementation The curriculum is fully implemented by the department and grade members. Key questions include: Are the students “getting it”? Are the assessments accurately measuring the instruction and are they aligned to the PA Core/Academic standards? How can the curriculum be adjusted to ensure all students can access the curriculum? How can the curriculum be differentiated to ensure growth for students? Phase VI – Evaluation Evaluation is the process used to determine the effectiveness of the curriculum. Key questions include: What content and performance standards should be used? Does the current curriculum contain appropriate standards and grade-level benchmarks and where are they in the curriculum? What strengths and weaknesses have been identified? In summary, the purpose is to continually identify gaps, redundancies, and unnecessary or additional content to be written into the curriculum and evaluate student performance to determine where the curriculum needs to be strengthened.

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

In the 2019-2020 school year GASD adopted the Understanding by Design (UbD) curriculum writing process and began implementing with our math, science and English departments. Our work was abruptly interrupted in 2020 due to the impact of the pandemic. Our efforts were redirected toward designing a hybrid and blended learning environment while managing temporary school closures. Work typically conducted by teachers in the summer was delayed and our inability to secure substitutes prohibited us from continuing our efforts during the 2020-21 school year. Some work continued during the summer of 2021 and we look forward to gaining momentum during planned PD days this school year. Completed UbD curriculum maps will be presented to the board of school directors for approval.

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

Learning maps, curricular resources, national and state standards-aligned documents guide the teachers' lesson plans and instruction. These documents are retained in digital files by department and grade level. The files are posted on the District Website and accessible to all teachers.

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 Curriculum Cycle Chart is posted on the Gettysburg Area School District Website at https://www.gettysburg.k12.pa.us . | |
| 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	40
B. Non-Data Available Classroom Teachers	56
C. Non-Teaching Professionals	3
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	1b: Demonstrating Knowledge of Students	1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction

	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	3c: Engaging Students in Learning	3c: Engaging Students in Learning	3a: Communicating with Students
Domain 4: Professional Responsibilities	4c: Communicating with Families	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?

Use the knowledge of resources and align the appropriate resources to the students' instructional needs in order to improve student performance/achievement. Encourage teachers to build their growing and developing professionalism and reflections on teaching to participate in professional learning communities.

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	1a: Demonstrating Knowledge of Content and Pedagogy	1e: Designing Coherent Instruction	1b: Demonstrating Knowledge of Students
Domain 2: The Classroom Environment	2c: Managing Classroom Procedures	2d: Managing Student Behavior	2d: Managing Student Behavior
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques

	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?

Build teacher pedagogy knowledge and ensure their instruction is engaging for all students. Too often teachers are calling upon a single student for a response and the questions are low-rigor and have one correct answer.

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

Goals Set	Comments/Considerations
Provided at the district level	Future Ready PA Index Data
Provided at the building level	Benchmark and summative data
Individual principal choice	Behavior and mental health data
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	K-12/ALL	Teacher-created

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
District-Designed Measure & Examination	NA	NA
Nationally Recognized Standardized Test	K-5 Reading and Math	Acadience Benchmarks
Industry Certification Examination	10-12	NOCTI and CTE Programs
Student Projects Pursuant to Local Requirements	NA	NA
Student Portfolios Pursuant to Local Requirements	K-12/Career Readiness	Xello

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			
Acadience Reading	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
3x/year	Yes	Yes	No	No
Assessment	Type of Assessment			
Acadience Math	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
3x/year	Yes	Yes	No	No
Assessment	Type of Assessment			
Heggerty Phonemic Awareness	Diagnostic			
Frequency or Date Given	K-2	3-5	6-8	9-12
3x/year	Yes	No	No	No

Assessment PAST Assessment				Type of Assessment Diagnostic	
Frequency or Date Given 3x/year	K-2 Yes	3-5 Yes	6-8 No	9-12 No	
Assessment 95% Group Core Phonics				Type of Assessment Diagnostic	
Frequency or Date Given 3x/year	K-2 Yes	3-5 Yes	6-8 No	9-12 No	
Assessment Digital Content Diagnostic Assessments				Type of Assessment Diagnostic	
Frequency or Date Given 2 or 3x/year	K-2 Yes	3-5 Yes	6-8 Yes	9-12 No	
Assessment CDTs				Type of Assessment Benchmark	
Frequency or Date Given 2 or 3x/year	K-2 No	3-5 Yes	6-8 Yes	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 data is used to determine which students are scoring on/above or below/well-below. Students scoring below/well-below are administered a diagnostic assessment in order to identify their particular skill deficits. Students are then grouped according to their deficits and benefit from supplemental instruction and targeted core instruction. Universal weaknesses require us to make adjustments to our core instruction for all students.

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.

Jason Perrin
Chief School Administrator

10/23/2024
Date

