

RINGGOLD SD

400 Main 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	508
3 - 5	Yes	529
6 - 8	Yes	554
9 - 12	Yes	810
		Total 2401

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

3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Civics and Government

3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Economics

3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Geography

3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

History

3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Arts and Humanities

3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Health, Safety, and Physical Education

3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Family and Consumer Sciences

3-5, 6-8, 9-12

K-2, 3-5, 6-8, 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.

Since COVID, the district has updated its ELA and mathematics curricula K-12. The STEELS standards have necessitated updating of curricula in those content areas which is continuing this year, and we have also started updating our social studies curricula so that all four core content areas will have been updated within the last 4 years. Moving forward, we will implement a six year cycle which will incorporate all additional content areas in a regular process. Professional staff across content areas, district and building administrators, and our instructional coach are involved in review and revision of curricula, which is then approved by the school board once finalized.

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

We utilize PDE SAS to develop and align curriculum to PA Core/Academic standards. Our curriculum framework is modeled after the frameworks available on PDE SAS, to ensure all standards are included while also providing flexibility for teachers to be responsive to student needs.

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

Grade level and department meetings occur regularly to ensure both horizontal and vertical alignment of curricula, as well as access to curricular information and resources. New teachers are also provided access as part of the onboarding and orientation process, as well as through working with a mentor teacher and participation in grade level and/or department level meetings.

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)

Utilizing the local framework, we will revise STEELS content areas, social studies (including economics), family consumer science, and health & physical education, as well as technical education. We may also revise music and art during this three year cycle. The process includes review and revision of existing curricula frameworks for vertical and horizontal alignment with the PA Core/Academic standards or in some cases national standards.

Based on the responses above, would written curriculum be a priority in your comprehensive plan?	No
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Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?	No
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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	29
B. Non-Data Available Classroom Teachers	61
C. Non-Teaching Professionals	6
D. Principals	4
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	1a: Demonstrating Knowledge of Content and Pedagogy	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	2b: Establishing a Culture for Learning	2b: Establishing a Culture for Learning
Domain 3: Instruction	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness
Domain 4: Professional Responsibilities	4f: Showing Professionalism	4f: Showing Professionalism	4f: Showing Professionalism

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

As part of this comprehensive plan, we will implement a professional development action plan for each building that includes continued progress in areas of strength while also meeting the needs of the teachers in the building. These identified domains will inform the action plan at each building.

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	1c: Setting Instructional Outcomes	1f: Designing Student Assessments	1e: Designing Coherent Instruction
Domain 2: The Classroom Environment	2d: Managing Student Behavior	2d: Managing Student Behavior	2d: Managing Student Behavior

	Elementary School	Middle School	High School
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	4e: Growing and Developing Professionally	4b: Maintaining Accurate Records	4d: Participating in a Professional Community

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

As part of this comprehensive plan, we will implement a professional development action plan for each building that includes continued progress in areas of strength while also meeting the needs of the teachers in the building as identified in teacher evaluations. These identified domains will inform the action plan at each building.

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

Goals Set	Comments/Considerations
Provided at the district level	The areas of need from the prior year evaluation and alignment with the strategic and comprehensive plans for the district inform the principal performance goals.
Provided at the building level	N/A
Individual principal choice	N/A

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	N/A	N/A
District-Designed Measure & Examination	9-12 All content areas	Pre and post test benchmarking of standards-based instruction across different subject areas.
Nationally Recognized Standardized Test	N/A	N/A
Industry Certification Examination	N/A	N/A
Student Projects Pursuant to Local Requirements	N/A	N/A
Student Portfolios Pursuant to Local Requirements	K-8: All teachers	Student Leadership Portfolios that track attainment of specific goals, such as attendance, academic achievement, etc.

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

K-4: DIBELS

Type of Assessment

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

BOY, MOY and EOY

Yes

Yes

No

No

Assessment

K-8: NWEA MAP Growth for Math

Type of Assessment

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

BOY, MOY and EOY

Yes

Yes

Yes

No

Assessment

K-8: NWEA MAP Growth for ELA

Type of Assessment

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

BOY, MOY and EOY

Yes

Yes

Yes

No

Assessment

2-8: NWEA MAP Growth for Science

Type of Assessment

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

BOY, MOY and EOY

Yes

Yes

Yes

No

Assessment

9-11: Locally developed assessments to benchmark the Keystone assessments for Algebra I, Biology and Literature

Type of Assessment

Frequency or Date Given

K-2

3-5

6-8

9-12

BOY, MOY and EOY

No

No

No

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?

Our comprehensive plan includes developing a systemic process for utilizing individual student data to create instructional plans for core instruction and/or intervention/enrichment.

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