

LEHIGHTON AREA SD

1000 Union 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	570	
3 - 5	Yes	541	
6 - 8	Yes	533	
9 - 12	Yes	812	
		Total	2456

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.

Our LEA follows a structured cycle for reviewing and ensuring alignment to the Pennsylvania Academic Standards, as well as evaluating and updating our written curriculum. This process is designed to ensure that all instructional materials and teaching practices meet state requirements while promoting student success. The curriculum review cycle is a multi-year process to ensure that all courses and materials are regularly evaluated for alignment with the PA Academic Standards. The cycle includes: curriculum mapping, monitoring for effectiveness, and a formal review during the summer months. Continuous review occurs each year to ensure that materials stay up to date with state changes and evolving best practices. This review includes comparing current curricular documents against the updated Pennsylvania Academic Standards. The LEA's process for reviewing curriculum alignment to the PA Academic Standards and evaluating the written curriculum is designed to ensure continuous improvement and responsiveness to student needs. By involving a variety of stakeholders, we are able to create a curriculum that supports student achievement while meeting state requirements. The Director of Curriculum and Technology and the administration oversees the curricular review process; the department heads lead the review process for specific content areas, and the teachers share information on instructional materials.

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

The Pennsylvania Academic Standards serve as the foundation for our curriculum alignment. We also refer to national standards, other content-specific organizations like the National Council of Teachers of Mathematics (NCTM) or the Next Generation Science Standards (NGSS), to ensure

comprehensive coverage of content areas. The use of Canvas and Google allow for a collaborative approach, with teachers and subject area teams able to easily map out the curriculum and identify gaps in alignment. We rely on instructional models to ensure that learning goals and assessments are aligned from the outset. These frameworks help us work backward from desired outcomes to develop meaningful learning experiences. Our LEA forms curriculum review committees consisting of subject-area experts, teachers, and administrators to review and provide input on curricular updates. This collaborative process ensures that the curriculum is aligned with both standards and the diverse needs of students. We work with reputable textbook publishers; ensuring that the curriculum includes high-quality, standards-aligned resources. We also evaluate these materials regularly to ensure they remain current and effective. By combining these resources, supports, and models, we ensure that our curriculum is well-aligned with the Pennsylvania Academic Standards and meets the evolving needs of our students. This collaborative, data-driven approach allows us to continuously refine and improve our instructional practices.

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

Our LEA is committed to providing all teachers with access to the written curriculum and the necessary instructional materials to ensure successful teaching and learning. The following systems and strategies are in place to facilitate this: Google Drive is a centralized platform where complete, up-to-date written curriculum is stored. Teachers can access the curriculum, pacing guides, and instructional resources at any time. The platform is organized by subject area and grade level, allowing for easy navigation and quick access to relevant materials. All curriculum documents are regularly updated and version-controlled to ensure teachers always have access to the most current information. All teachers receive the written curriculum for their respective grade levels or subject areas in both digital and print formats. This ensures that teachers have a copy they can refer to both online and offline, depending on their preference. In addition to the full curriculum, teachers receive relevant teacher guides, lesson plans, and pacing charts that outline key objectives, instructional strategies, and assessment tools aligned with the curriculum. New teacher orientation includes training on how to access the curriculum and related resources, ensuring that even those new to the district are supported from the start. To ensure that teachers are kept informed about changes or updates to the curriculum and instructional materials, regular communication is sent via email, district leaders, and faculty meetings. Any updates to the written curriculum or new resources are immediately shared with all teachers, and they are notified of any new trainings or workshops on updated materials. Subject area teams and curriculum coordinators provide ongoing support to teachers. These teams meet regularly to discuss the curriculum, share resources, and answer any questions teachers may have about materials or instructional strategies. Teachers are encouraged to reach out to curriculum leaders for additional support or clarification as needed. Mentoring programs for new or less experienced teachers also help ensure they have access to instructional materials and curriculum resources, with veteran teachers offering guidance and support. By implementing these strategies, our district ensures that all teachers have the tools, resources, and ongoing support needed to effectively deliver the curriculum and meet the needs of their students. Access to instructional materials is streamlined, allowing teachers to focus on what matters most: delivering high-quality, standards-aligned instruction.

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 district follows a four-year curricular cycle. Our curricular maps are reviewed each year, with adjustments being made to the curricular maps as needed. The cycle includes: curriculum mapping, monitoring for effectiveness, and a formal review during the summer months. Continuous review occurs each year to ensure that materials stay up to date with state changes and evolving best practices. This review includes comparing current curricular documents against the updated Pennsylvania Academic Standards. The LEA's process for reviewing curriculum alignment to the PA Academic Standards and evaluating the written curriculum is designed to ensure continuous improvement and responsiveness to student needs. Common assessments are being developed in each grade level and subject area. New resources are purchased that are aligned with the PA standards. Vertical and horizontal alignment is slowly being made across all grade and subject areas.

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 Yes

comprehensive plan?

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	59%
B. Non-Data Available Classroom Teachers	30%
C. Non-Teaching Professionals	6%
D. Principals	5%
Total	0

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	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	3a: Communicating with Students	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness
Domain 4: Professional Responsibilities	4c: Communicating with Families	4f: Showing Professionalism	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?

Based upon the components, our teachers across all buildings do a great job knowing our students and creating an environment of respect and rapport. As expected, the elementary staff score highly communicating with students and communicating with families. At the secondary level, flexibility and responsiveness was a strength. Through our walkthroughs and observations, we will create a growth mindset culture in the school where teachers are encouraged to view feedback and classroom observations as opportunities for continuous improvement rather than evaluation. This helps ensure that teachers feel supported in building upon their strengths while also addressing any areas for development.

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	1c: Setting Instructional Outcomes	1c: Setting Instructional Outcomes

	Elementary School	Middle School	High School
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
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	4c: Communicating with Families	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?

Based upon the observation data, setting instructional outcomes, managing student behavior and procedures, and using questioning techniques are challenges across all district buildings. Some action steps to be implemented include: targeted professional development, regular check-ins with walkthroughs and observations, collaborative planning and team support, mentoring and coaching, classroom management support, additional resources, and data driven student centered instruction strategies.

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

Goals Set	Comments/Considerations
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Provided at the district level	Principal performance goals are typically determined through a combination of student achievement data, school climate indicators, and teacher performance. These goals are typically reviewed and adjusted based on ongoing performance data, feedback from stakeholders, and progress toward meeting established targets.
Provided at the building level	Other relevant factors such as attendance, budget management, and community engagement are selected building level goals .
Individual principal choice	Through individual self selected goals, Principals can establish specific, measurable, and action-oriented goals that align with the district's vision, address areas for improvement, and drive positive outcomes for students and the school community.
Other (state what other is)	

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-5	Bookworms rubric for writing responses

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
District-Designed Measure & Examination	K-12	Acadience, IXL, Exact Path, Easy CBM
Nationally Recognized Standardized Test	3-12	PSSAS and Keystones
Industry Certification Examination	9-12	CPR
Student Projects Pursuant to Local Requirements	9-12	Capstone Projects
Student Portfolios Pursuant to Local Requirements	N/A	N/A

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

Acadience Reading - also used a benchmark assessment

Type of Assessment

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

Quarterly

Yes

Yes

No

No

Assessment

CDT

Type of Assessment

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

3 times a year

No

No

Yes

Yes

Assessment

Local Subject Area Tests

Type of Assessment

Summative

Frequency or Date Given

K-2

3-5

6-8

9-12

As needed

Yes

Yes

Yes

Yes

Assessment WIDA for ELL students			Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
March	Yes	Yes	Yes	Yes
Assessment UFLI			Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Once a month	Yes	No	No	No
Assessment Easy CBM			Type of Assessment Diagnostic	
Frequency or Date Given	K-2	3-5	6-8	9-12
Bi-weekly	Yes	Yes	Yes	Yes
Assessment IXL - ELA			Type of Assessment Diagnostic	
Frequency or Date Given	K-2	3-5	6-8	9-12
Three times per year	No	No	Yes	No
Assessment IXL - Mathematics			Type of Assessment Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12
Three times per year	No	No	Yes	No

Assessment
Exact Path - Math and ELA

Type of Assessment
Diagnostic

Frequency or Date Given	K-2	3-5	6-8	9-12
Three times per year	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 LEA utilizes benchmark assessments, diagnostic, summative and formative assessments as integral tools to enhance instructional practices and support student achievement. These assessments are designed to inform teaching, provide insights into student progress, and ensure that all students receive the targeted support they need to succeed. Benchmark assessments help with grouping, differentiation and tracking student progress. Easy CBM provides data to support our special education students with identifying specific learning gaps or weaknesses in students' understanding of particular concepts and providing interventions. In our district, assessments are tools used to guide instructional practices and ensure that every student receives the support they need to succeed. These assessments help our educators make informed decisions about teaching strategies, groupings, interventions, and curriculum adjustments, creating a responsive and data-driven learning environment. By continuously assessing student progress and addressing learning gaps, we aim to foster a culture of continuous improvement and academic achievement 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 G. Moser
Chief School Administrator

03/25/2025
Date

