

AVON GROVE CS

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Academic Standards and Assessment Requirements (Chapter 4) | 2024 - 2027

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:

Charter School

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	530
3 - 5	Yes	500
6 - 8	Yes	460
9 - 12	Yes	440
		Total 1930

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

N/A

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

N/A

Reading and Writing for Science and Technical Subjects

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

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

Reading and Writing for History and Social Studies

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

K-2, 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.

Avon Grove Charter School's Curriculum Management Plan follows a 4 year cycle. Phase one (planning) involves creating a curriculum committee, conducting a curricular material inventory, review of standards, and identifying professional development needs. Phase two (implementation) implementing the written curriculum, identifying gaps, and data analysis. . During phase three(evaluation) we implement the curriculum, provide additional professional development, and collect data on student achievement and the impact the curriculum has had. Lastly, phase four (revision) evaluates student achievement, reconvenes curriculum committee, and discusses revisions to programming and/or scope and sequence.

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

PDE SAS Portal-Curricular Framework Exemplars PDE SAS Portal-Assessment Center PA Core Standards Understanding by Design- Jay McTighe PSSA Item Samplers Chester County Intermediate Unit-Staff and Professional Development Offerings Managing Curriculum Design and Delivery (multi-day workshop)-facilitated by Curriculum Management Solutions, Inc MtSS Framework

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

The LEA ensures that all teachers have access to the written curriculum and corresponding materials through our LMS, Schoology. Schoology Groups are created by division and updated frequently. During the curriculum review process, the Department of Teaching & Learning conducts on-going conversations with staff to make revisions and discuss any potential changes to programming. Through our New Teacher Onboarding process we review the written curriculum with teachers, as well as, the list of instructional materials that should be available to them as identified through the

written curriculum. Missing items are then located and distributed to their staff prior to their first day of instruction. For the upcoming school year, we are developing Instructional Storyboards which will serve as a visual representation of the PA Core Standards in grades K-6. Storyboards will be accessible to staff via our LMS and families via workshops, conferences, and our website.

Planned instruction consists of at least the following elements: (Chapter 4.12)

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|--|-----|
| 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)

Avon Grove Charter School operates on a 4-year cycle for reviewing locally developed curriculum. . The curriculum review cycle model includes: plan, implement, evaluate, and revise.. Each phase includes a detailed timeline, implementation steps, and evidence for success. Annual goals are also folded into the cycle which aligns to the Head of School goals. Progress toward the annual goals are reported out during monthly cabinet meetings and board meetings. Written Frameworks Up for Review During 24-27 Comp Plan: 1.) Planning/Implementing, Evaluate Phase: Science, Environmental Science, STEM, P.E., Music, History, Outstanding Electives 2.) Revision Phase: Math, ELA, Foreign Language

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).

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 Pennsylvania System of School Assessment (PSSA)			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Yearly (Spring)	No			No	
Assessment Keystone Exams			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Yearly (Winter/Spring)	No	Yes	Yes	Yes	
Assessment Exact Path (Edmentum)			Type of Assessment Diagnostic		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Fall, Winter, Spring	Yes	Yes	Yes	Yes	

Assessment				Type of Assessment	
First Sound Fluency (FSF)				Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Fall, Winter, Spring	Yes	No	No	No	

Assessment				Type of Assessment	
Phoneme Segmentation Fluency (PSF)				Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Fall, Winter, Spring	Yes	No	No	No	

Assessment				Type of Assessment	
Nonsense Word Fluency- Correct Letter Sounds (NWF-CLS)				Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Fall, Winter, Spring	Yes	No	No	No	

Assessment				Type of Assessment	
Nonsense Word Fluency- Whole Words Read (NWF-WWR)				Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Fall, Winter, Spring	Yes	No	No	No	

Assessment				Type of Assessment	
Oral Reading Fluency (ORF)				Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Fall, Winter, Spring	Yes	Yes	Yes	No	

Assessment				Type of Assessment	
Reading Comprehension (MAZE)				Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Fall, Winter, Spring	No	Yes	Yes	No	

Assessment				Type of Assessment	
Beginning Quantity Discrimination (BQD)				Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Fall, Winter, Spring	Yes	No	No	No	

Assessment				Type of Assessment	
Number Identification Fluency (NIF)				Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Fall, Winter, Spring	Yes	No	No	No	

Assessment				Type of Assessment	
Next Number Fluency (NNF)				Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Fall, Winter, Spring	Yes	No	No	No	

Assessment				Type of Assessment	
Advanced Quantity Discrimination (AQD)				Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12	

Fall, Winter, Spring	Yes	No	No	No
Assessment Missing Number Fluency (MNF)			Type of Assessment Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12
Fall, Winter, Spring	Yes	No	No	No
Assessment Computation (MCOMP)			Type of Assessment Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12
Fall, Winter, Spring	Yes	Yes	Yes	No
Assessment Concepts & Applications (MCAP)			Type of Assessment Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12
Fall, Winter, Spring	Yes	Yes	Yes	No
Assessment Common Assessments (Grade Level/Content Area)			Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
End of Unit/Module	Yes	Yes	Yes	Yes
Assessment Final Exams (Content Areas)			Type of Assessment Summative	

Frequency or Date Given	K-2	3-5	6-8	9-12
End of Course	No	No	No	Yes
Assessment				Type of Assessment
PSAT				Diagnostic
Frequency or Date Given	K-2	3-5	6-8	9-12
Yearly, Fall	No	No	No	Yes
Assessment				Type of Assessment
SAT				Diagnostic
Frequency or Date Given	K-2	3-5	6-8	9-12
Yearly (Spring)	No	No	No	Yes
Assessment				Type of Assessment
Advanced Placement Exams				Summative
Frequency or Date Given	K-2	3-5	6-8	9-12
Yearly (Spring)	No	No	No	Yes
Assessment				Type of Assessment
PLTW EOC Assessments				Summative
Frequency or Date Given	K-2	3-5	6-8	9-12
End of course	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?

Benchmark assessments are used to identify students needing intervention services in math and reading. Interventionists are then able to use the diagnostics to target the instructional needs of the individual students and remediate those specific areas. Classroom teachers utilize benchmark and diagnostic data to make instructional decisions at the classroom level as well as within small groups. Classwide interventions are put into place based on the needs of the class as a whole. Small group instruction is differentiated based on the data compiled through these assessments. Benchmark and diagnostic assessments are used to alter instruction based on the needs of the students. This occurs at the classroom level as well as the intervention level. Teachers use the data to formulate their small groups and determine the areas that need to be focused on. This data is also used to determine which students need to receive intervention and what type of intervention is needed.

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