

## **CENTER FOR STUDENT LEARNING CS AT PENNSBURY**

345 Lakeside Drive

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: 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	No	0
3 - 5	No	0
6 - 8	Yes	60
9 - 12	Yes	120
		Total
		180

This Part-time CTC offers the following core content:

Chapter 4 Curriculum and Instruction Requirements	Written Curriculum Framework	Taught within the Grade Span
<a href="#">PA-Core English Language Arts</a>	6-8, 9-12	6-8, 9-12
<a href="#">PA-Core Mathematics</a>	6-8, 9-12	6-8, 9-12
<a href="#">Science and Technology</a>	6-8, 9-12	6-8, 9-12
<a href="#">Environment and Ecology</a>	6-8, 9-12	6-8
<a href="#">Civics and Government</a>	6-8, 9-12	6-8, 9-12
<a href="#">Economics</a>	6-8, 9-12	6-8, 9-12
<a href="#">Geography</a>	6-8, 9-12	6-8, 9-12
<a href="#">History</a>	6-8, 9-12	6-8, 9-12
<a href="#">Arts and Humanities</a>	6-8, 9-12	6-8, 9-12
<a href="#">Health, Safety, and Physical Education</a>	6-8, 9-12	6-8, 9-12
<a href="#">Family and Consumer Sciences</a>		
<a href="#">Reading and Writing for Science and Technical Subjects</a>	6-8, 9-12	6-8, 9-12
<a href="#">Reading and Writing for History and Social Studies</a>	6-8, 9-12	6-8, 9-12
<a href="#">Career Education and Work</a>	6-8, 9-12	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

No

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation. Our programming starts at grade 6.

2. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards

No

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation. Our programming starts at grade 6.

3. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

4. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

5. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

Elementary Grade Level content does not apply.

Upload a sample of your locally developed curriculum from one subject in one grade level that utilizes your LEA standardized format.

Uploaded Files

Secondary Grade Level content does not apply.

Upload a sample of your locally developed curriculum from one secondary grade level content area.

Uploaded Files

Financial Literacy Curriculum (Updated 06\_21).pdf

Optional: Upload the LEA's policy regarding the review of instructional material.

#### Uploaded Files

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. All content are curriculum are reviewed and updated on a quarterly basis by the content area PLC. This review and update is approved by the school lead / principal.

7. List resources, supports or models that are used in developing and aligning curriculum. Use of the curriculum resources, standards, and learning progressions provided on the PDE SAS are used in developing and aligning curriculum. Professional organizations based on content are also utilized.

8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials. Our curriculum is place on a shared document with links to all school curriculum. All instructional materials are housed in the course classroom. Additional resources and materials can be requested as needed.

[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

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

10. Essential content is developed from PA Core/Academic Content Standards.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

13. Courses and units of study are developed from measurable outcomes and/or objectives.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

14. Course objectives to be achieved by all students are identified.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

16. Describe your LEA’s intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)We will continue to review and revise our curriculum on a quarterly basis during each school year. Data from state assessments and quarterly course assessments are utilized to inform the school of gaps or weaknesses in curriculum.

Based on the responses above, would written curriculum be a priority in your comprehensive plan?

No

Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?

No

## Assurances: Educator Effectiveness

### Act 13

Check if Act 13 is NOT used in educator evaluations (Brick and Mortar 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%)

Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
A. Data Available Classroom Teachers	28
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
B. Non-Data Available Classroom Teachers	64
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
C. Non-Teaching Professionals	7
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
D. Principals	1
The category total percentage of educators evaluated under Act 13 must equal 100%.	
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	-- Does Not Apply --	1b: Demonstrating Knowledge of Students	1b: Demonstrating Knowledge of Students
Domain 2: The Classroom Environment	-- Does Not Apply --	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport
Domain 3: Instruction	-- Does Not Apply --	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	-- Does Not Apply --	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? We will look to add to and recognize the skill sets listed above and develop in the areas of student engagement classroom procedures. We have ten professional development days incorporated into our professional development plan calendar to support development of our teachers. We have specific time set aside in our professional development plan for new teacher induction.

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
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Domain 1: Planning and Preparation	-- Does Not Apply --	1f: Designing Student Assessments	1f: Designing Student Assessments
Domain 2: The Classroom Environment	-- Does Not Apply --	2c: Managing Classroom Procedures	2b: Establishing a Culture for Learning
Domain 3: Instruction	-- Does Not Apply --	3c: Engaging Students in Learning	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	-- Does Not Apply --	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? We will look to hone the skill sets listed above and develop specifically in the areas of student engagement and classroom procedures. We have ten professional day incorporated into our our professional development plan calendar to support development of our teachers.

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

Goals Set	Comments/Considerations
Provided at the district level	The Center for Student Learning Charter at Pennsbury School Board of Trustees uses progress on the ATSI plan goals and the Future Ready Index to determine Principal Performance goals.
Provided at the building level	NA
Individual principal choice	The Center for Student Learning Charter at Pennsbury Principal uses progress on the ATSI plan goals, Future Ready Index, parent surveys, and PAETEP observation feedback to determine Principal Performance goals.

Other (state what other is)	NA
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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	NA	NA
District-Designed Measure Examination	All grade levels grades 6-12. Teacher created quarterly assessments based on state aligned curriculum.	Teacher created quarterly assessments based on state aligned curriculum. Teachers and administration may choose this option to be utilized for the Student Performance Measures.
Nationally Recognized Standardized Test	All grade levels grades 6-12. Classroom Diagnostic Tools (CDT)	CDT assessments are done in all state assessment tested areas across all grade levels (Math, ELA, and Science) Teachers and administration may choose this option to be utilized for the Student Performance Measures.
Industry Certification Examination	NA	NA
Student Projects Pursuant to Local Requirements	NA	NA
Student Portfolios Pursuant to Local Requirements	NA	NA

Based on the responses above, would instructional practices be a priority in your comprehensive plan?

No

## 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

Classroom Diagnostic Tools (CDT)

Type of Assessment

Benchmark

Frequency or Date Given

Fall and Winter

K-2

No

3-5

No

6-8

Yes

9-12

Yes

Assessment

Quarterly Course Assessments based on CSL's state aligned curriculum.

Type of Assessment

Benchmark

Frequency or Date Given

Once per quarter / Four times per year.

K-2

No

3-5

No

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?**

Our LEA uses a multi-tiered system of assessments to inform instructional practices and support all students. This system is composed of three key components that provide a continuous flow of actionable data. Classroom Formative Assessments Our daily classroom formative assessments provide real-time feedback to guide immediate instructional decisions. Teachers use these low-stakes evaluations to confirm student understanding, identify misconceptions, and adjust lessons on the fly. This continuous feedback loop ensures that instruction is responsive to students' evolving needs. Quarterly Benchmark Assessments Quarterly benchmark assessments, teacher created and based on CSL state aligned curriculum, provide a standardized snapshot of student mastery and progress toward end-of-year goals. The data is analyzed at the classroom, school, and organization levels to identify broader academic trends. We use this information to inform professional learning communities and adjust our curriculum to ensure all students are on track. Classroom Diagnostic Tool (CDT) Assessments Administered primarily in the fall and winter, the CDT is a computer-adaptive tool that provides diagnostic data aligned with state standards and learning progressions. Its purpose is to help us understand not just what a student knows, but why they may be struggling or excelling. Teachers use this data to create personalized learning paths and targeted interventions. In consultation with the teachers, student monitor their progress, reflect, and set goals based upon their performance on their CDT results. Together, these assessment tools empower our educators and students to make data-driven decisions that drive student achievement and growth.

Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan?

No



## **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.

Peter Hackney

Chief School Administrator

09/04/2025

Date