

21ST CENTURY CYBER CS

1245 Wrights Lane

Academic Standards and Assessment Requirements (Chapter 4) | 2021 - 2024

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 PLANNING

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.

Chapter 4 Curriculum and Instruction Requirements	Written Curriculum Framework	Taught within the Grade Span
PA-Core English Language Arts	6-8, 9-12	6-8, 9-12
PA-Core Mathematics	6-8, 9-12	6-8, 9-12
Science and Technology	6-8, 9-12	6-8, 9-12
Environment and Ecology	6-8, 9-12	6-8, 9-12
Civics and Government	6-8, 9-12	6-8, 9-12
Economics	6-8, 9-12	6-8, 9-12
Geography	6-8, 9-12	6-8, 9-12
History	6-8, 9-12	6-8, 9-12
Arts and Humanities	6-8, 9-12	6-8, 9-12
Health, Safety, and Physical Education	6-8, 9-12	6-8, 9-12
Family and Consumer Sciences	6-8, 9-12	6-8, 9-12

Chapter 4
Curriculum and Instruction Requirements

Written Curriculum Framework

Taught within the Grade Span

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

6-8, 9-12

6-8, 9-12

ASSURANCES: STANDARDS ALIGNMENT

The academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in grade 3. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Pennsylvania's public schools.

Standards	Yes/No
Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards	No
Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards	No
Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards.	Yes

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1. Describe your LEA's process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. School leadership ensures access to tools, systems, and structures to ensure effective, standards-aligned instructional programs that are evidence-based, differentiated, individualized, and informed by data-based planning and reflection. Guiding Questions To Ensure Effective, Standards-Aligned Curriculum and Assessment Is it clear what all students should learn, know, and be able to do by grade-level and content area? Are all of our schools effectively using standards-aligned curriculum and assessments? How do we know? Where are there gaps? How do we ensure educators implement curriculum and assessments effectively? What tools, resources, and supports do we offer? How do we ensure all school leaders and teachers have access to high-quality curricular materials and standards-aligned assessment data? To what extent do our schools regularly gather and assess data to understand student learning of the grade-level and content-area standards?

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

Universal Design Model for Curriculum Planning and Lesson Planning Robert Marzano's 9 High Yield Instructional Strategies Data Analysis Process: Data Analysis Questions: Initial Noticings: What important observations seem to “pop out” from the data? Surprising observations? Unexpected observations? What confirms what you already know? What challenges what you thought? What results concern you the most? What questions or topics seem most difficult for students? Which students are showing mastery and which are not? How did various groups (e.g. gender, race, ELD students. etc.) perform? Does the percentage of time spent teaching the goal areas match the percentage of items represented in the assessment? Should it? What trends do you notice in the data across classes? Across buildings? Was the written curriculum followed with fidelity? Were students assessed in similar ways in comparison to other teachers or buildings? Specific Findings: What student strengths and weaknesses does this data highlight? What are some contributing factors to the success or lack of student understanding? On which standards/objectives do students need enrichment? Reteaching? Was student performance related to differences in instructional approach and/or time spent teaching the concepts or skills? Is there another instructional approach that may have elicited different results? What instructional strategies can be implemented that are most effective for targeted groups of students? How could the instruction be differentiated? Does student performance on any specific standard(s) influence the ability to access others? Additional Supports: Which individual students had results that were inconsistent with past performance? Are there other questions or sources of data that can be used to triangulate and affirm these results? How did students who already receive sustained academic intervention perform on this assessment? Are any students now in need of sustained academic intervention based on this assessment? Is this something that would benefit from being shared with a PLC/Grade-level team or another building for additional information or ideas? What are your next steps?

3. How does the LEA ensure that all teachers have access to the written curriculum and needed instructional materials? Explain.

All written curriculum is developed by our content level teams which include teachers (general education and special education), school counselors, content developers, instructional course designers, technology staff). All curriculum is stored on a shared drive for all to use. Lessons are loaded into our moodle courses where any teacher may access standards-aligned lessons and curriculum.

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

No

ASSURANCES: CURRICULUM AND INSTRUCTION

Chapter 4 establishes that public education provides planned instruction. As defined by Chapter 4, planned instruction is the instruction offered by a school entity based upon a written plan to enable students to achieve the academic standards under § 4.12 (relating to academic standards) and any additional academic standards as determined by the school entity.

Standards	Yes/No
LEA develops/maintains a standard format that includes scope, sequence, and pacing.	Yes
Essential content is developed from PA Core/Academic Content Standards.	Yes
Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards	Yes
Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.	Yes
Courses and units of study are developed from measurable outcomes and/or objectives.	Yes
Course objectives to be achieved by all students are identified.	Yes
Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.	Yes

1. What is your LEA's approved cycle for reviewing the locally developed curriculum?

Curriculum Cycle Plan The curriculum management plan ensures the following four components: Curriculum Design A documented

curriculum management plan includes the philosophical framework for the design of the curriculum and describes the timing, scope, and procedures for curriculum review. Curriculum Delivery A documented curriculum management plan provides direction for curriculum delivery and implementation. The plan identifies best practices and effective instructional strategies aligned to learning outcomes. Also, a strong curriculum management plan includes a comprehensive staff development program linked to curriculum design and delivery. Curriculum Monitoring A documented curriculum management plan presents procedures for monitoring curriculum delivery in order to determine whether the approved curriculum is implemented consistently in classrooms. Curriculum Evaluation A documented curriculum management plan specifies assessment procedures and programs to determine curriculum effectiveness. It describes the approaches by which assessment data will be used to strengthen curriculum and instruction for improved student achievement. A multi-year curriculum development cycle process should be organized by a master schedule which allows for systematic research, evaluations, revisions, implementation, and refinement. Each instructional program should be scheduled on a five-year program review cycle, allowing for a balanced student and staff introduction of new materials and long-range budgetary planning and funding. The development of an effective curriculum is a multi-step, ongoing and cyclical process. The process progresses from evaluating the existing program to designing an improved program, to implementing the new program, and back to evaluating the revised program. This process is carried out in a planned and systematic manner. Years 1 and 2 may be combined, depending on the amount of writing and revisions that must be done. Years 4 and 5, Refinement, Documentation, and Evaluation, include the continuing development of appropriate instructional strategies and activities. Most evaluation and revision work is done at the beginning of the cycle, with three years of implementation. Curriculum evaluators should be composed of teachers, administrators, and curriculum director. The five-year cycle is defined as follows: Year 1: Review and Analysis Research, review and evaluate existing curriculum Conduct an assessment of needs regarding content, strategies, and evaluation by the student, teacher, parent, and administrator surveys Data consultation to assess student learning needs including results of standardized and locally developed tests, report cards, portfolios, and other evidence of student achievements Resources availability assessment for curriculum development and implementation Federal and state regulation complicity review. Are there any mandates required by PDE that we must do? Prioritize curriculum needs and timeline specification for curriculum development Current field research review and recommendations of professional organizations Summarize strengths and weaknesses of current curriculum Order sample materials from two or three publishers whose materials most closely match the envisioned curriculum Consider using open source curriculums Examples: Math Vision Project and Open Up Resources At the end of Year 1, the following documents should be produced: Philosophy, mission, goal statements Written recommendations as to where the existing curriculum is weak Evaluation of existing program course Content description Written development objectives (in matrix form) Written evaluations of textbooks designed for teachers to use as evaluation

guides during the following school year

Year 2: Program Development Write new curriculum Rewrite or develop performance objectives and necessary alignment documents to show correspondence with state objectives, testing, measurement methods, and instructional strategies and materials Revise and rewrite New curriculum and recommended materials are circulated, and feedback is gathered and tabulated When this phase is complete, a recommendation for new textbooks and materials is made Develop and purchase instructional materials Field test materials and curriculum

Year 3: Implementation Department Heads will be trained in Moodle by ISD. Department heads will train department teams. Training sessions will occur over the summer to prepare for the fall of the following year. Implement new curriculum and materials In-service is conducted to ensure that teachers understand the new curriculum and implement the materials into actual classroom practice. Feedback is gathered from teachers to evaluate new materials. Instructional strategies may be developed that support implementation. Launch actual curriculum program

Year 4: Practice and Documentation Refine and modify Teacher and parent surveys or other data collection methods may be begun in preparation for the Evaluation Year.

Year 5: Evaluation Program and curriculum update evaluation Identify achievement of materials, activities, assessments, and current student work Program effectiveness and impact evaluation Develop program strength, weakness, and needs perception data Identify and evaluate resources, materials, or objective preferences that are not working effectively Document teacher evaluation of assessments, performance tasks, student work, lessons, and instructional practices related to the curricula Evaluate ongoing grade-level and course criterion-referenced exam data Evaluate course enrollments (by level in middle and high schools) Evaluate PSSA, Keystone, SAT, and AP results

2. What is your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle?

21st Century Cyber Charter School Curriculum Development Process Mission Statement: Committed to excellence and continuous improvement, the 21st Century Cyber Charter School strives to ensure that all students achieve their highest level of critical thinking and creativity, that they value themselves and the diversity of others, and that they are knowledgeable, contributing citizens capable of excelling in a rapidly changing world. This is accomplished by individuals engaging in innovative, active experiences tailored to myriad ways of learning and in partnership with our community.

21st Century Cyber Charter School Curriculum Development Process Philosophy Statement: 21st Century Cyber Charter School will offer a transformative interdisciplinary curriculum that is student-- driven and fosters innovation and positive risk--taking. It transcends Standards, is inquiry-based, and connects the classroom to the world. Our curriculum encompasses diverse perspectives, promotes global awareness, and uses culturally responsive teaching and learning practices. This dynamic, adaptable curriculum provides vertically and horizontally aligned curricular experiences, ensuring every student learns from the connections across subject areas and receives a comprehensive and balanced education. The subject material is relevant to the world our

children will enter college, a career, and as adults. Innovation is the rule and not the exception. Why do we need to do this? For learning to be relevant and reflective of the world we live in today, we need to draw upon and maximize the opportunities that the world affords. Instead of rigid standards, we should be talking about limitless possibilities. Instead of individual, isolated subjects, we should be thinking about interconnected systems. The next great advances – and the solutions to our most pressing challenges – won't come from a textbook; they'll come from a generation that understands the people, places, and systems around them and thoughtfully, passionately embraces the pursuit of knowledge. What is the big idea? We will develop a connected curriculum that prepares students to transfer knowledge and thinking strategies across disciplines. How will we know we have moved the school forward? A revised and expanded curriculum that is vertically and horizontally aligned and a schedule that supports this Expanded curricular experiences outside of the school building and the school day Students with well-developed skills Excellent global awareness and cultural competency for each student Strong teamwork and complex problem-solving skills for each student; students' transfer of knowledge to novel situations. Rationale and Purpose for a Curriculum Management Plan: The function of the 21st Century Cyber Charter School is to produce increased student learning over time. This requires the School to design, implement and assess a robust and rigorous grades 6-12 curriculum strongly rooted in the PA Common Core Standards and other nationally and internationally recognized standards of learning and performance. To meet that end, the school system must have a curriculum management plan that becomes the guiding force for instructional and assessment practices throughout the School to ensure excellence and equity for all students. In essence, a curriculum brings alignment to the written (intended), taught (implemented), and assessed (achieved) curriculum. The greater the alignment between these three curricula promotes a greater chance of systemic student achievement and learning outcomes for the 21st Century Cyber Charter School. 21st Century Cyber Charter School is committed to the continuous improvement of the teaching and learning process is the development of a comprehensive curriculum management plan. The importance of such a plan is that it provides the alignment and congruence of standards, quality, and consistency of instruction, clear expectations. The management plan details the process of curriculum development, the format of curricular documents, and the assessments used to measure student learning of the curriculum, and the materials and resources to deliver the curriculum effectively.

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

Act 82 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. Act 82 requires that all educators will be rated Distinguished, Proficient, Needs Improvement, or Failing.

DANIELSON FRAMEWORK DOMAIN 2: THE CLASSROOM ENVIRONMENT

Creating an Environment of Respect and Rapport

K-2 Not Applicable

3-5 Not Applicable

6-8 Distinguished

9-12 Distinguished

Establishing a Culture for Learning

K-2 Not Applicable

3-5 Not Applicable

6-8 Distinguished

9-12 Distinguished

Managing Classroom Procedures

K-2 Not Applicable

3-5 Not Applicable

6-8 Distinguished

9-12 Distinguished

Managing Student Behavior

K-2 Not Applicable

3-5 Not Applicable

6-8 Distinguished

9-12 Distinguished

Organizing Physical Space

K-2 Not Applicable

3-5 Not Applicable

6-8 Distinguished

9-12 Distinguished

DANIELSON FRAMEWORK DOMAIN 3: INSTRUCTION

Communicating with Students

K-2 Not Applicable

3-5 Not Applicable

6-8 Distinguished

9-12 Distinguished

Using Questioning and Discussion Techniques

K-2 Not Applicable

3-5 Not Applicable

6-8 Proficient

9-12 Proficient

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

There are a variety of methods for observing and evaluating performance. Formal observation is a required method under Act 82. Indicate other methods used in your LEA for observing and evaluating your professional employees.

Observations and Evaluation Methods	Yes/No
Formal Observation	Yes
Walkthrough Observation	Yes
Peer Observation	Yes
Instructional Coaching	Yes
Lesson Plan Review	Yes
Self-Directed Plan	Yes
Collaborative Project	Yes
Annual Evaluation	Yes
Engaging Students in Learning	Yes
Using Assessment in Instruction	Yes
Demonstrating Flexibility and Responsiveness	Yes
Action Research	Yes

1. Identify strengths, challenges, or trends that emerge from the analysis of educator observations and evaluations.

21st CCCS instructional administrators create a schedule to complete a walkthrough for every teacher each quarter for a total of four walkthroughs a year. Schedules are also created for informal and formal observations. Through our evaluation process, teachers participate in peer observations every three years and create a self-directed plan every three years. All instructional staff complete a self-evaluation and receive a supervisor evaluation at the end of each year.

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

Student Learning Objectives (SLO) are a required component of the evaluation of professional employees. It is also a required component of ESSA's Educator Effectiveness measure. Describe the data and the evidence used to create and measure SLOs in your LEA by selecting from the drop down menus for each grade span.

EDUCATION AREAS OF CERTIFICATION

Arts and Humanities

Grade Levels	Metric Used	Performance Measure(s)
K-2		
3-5		
6-8		
9-12		

Civics/History/Geography/Economics

Grade Levels	Metric Used	Performance Measure(s)
K-2		
3-5		

Grade Levels	Metric Used	Performance Measure(s)
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6-8		
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9-12		
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English Language Arts/Reading

Grade Levels	Metric Used	Performance Measure(s)
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K-2		
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3-5		
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6-8		
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9-12		
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Mathematics

Grade Levels	Metric Used	Performance Measure(s)
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K-2		
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3-5		
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Grade Levels	Metric Used	Performance Measure(s)
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6-8		
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9-12		
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Biology, Environment, and Ecology

Grade Levels	Metric Used	Performance Measure(s)
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K-2		
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3-5		
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6-8		
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9-12		
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Health, Safety, and Physical Education

Grade Levels	Metric Used	Performance Measure(s)
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K-2		
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3-5		
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Grade Levels

Metric Used

Performance Measure(s)

6-8

9-12

Science And Technology

Grade Levels

Metric Used

Performance Measure(s)

K-2

3-5

6-8

9-12

English Language Proficiency

Grade Levels

Metric Used

Performance Measure(s)

K-2

3-5

Grade Levels	Metric Used	Performance Measure(s)
6-8		
9-12		

1. How does the data from the educators' Student Learning Objectives (SLOs) inform instructional practices in your LEA?

We do not have SLOs as a cyber charter school.

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

No

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					Type of Assessment
IXL					Diagnostic
Frequency or Date Given	K-2	3-5	6-8	9-12	
Completed during orientation	No	No	Yes	Yes	
Assessment					Type of Assessment
LinkIt Benchmarks					Benchmark
Frequency or Date Given	K-2	3-5	6-8	9-12	
Quarterly	No	No	Yes	Yes	
Assessment					Type of Assessment
Lesson Quizzes and Mixed Practice Assignments					Formative
Frequency or Date Given	K-2	3-5	6-8	9-12	
Daily	No	No	Yes	Yes	

Assessment Tests and Exams			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
End of Units	No		Yes	Yes	
Assessment PSSA - Grades 6-8 ELA, Mathematics, Science			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Annually	No	No	Yes	No	
Assessment Keystone Exams - Grades 9-12 Algebra 1, Biology, Literature			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Annually	No	No	No	Yes	
Assessment AP Exams			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Annually	No	No	No	Yes	
Assessment SAT			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	

Annually	No	No	No	Yes
Assessment PSAT			Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Annually	No	No	No	Yes
Assessment ACT			Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Annually				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?

Historical benchmark data is used to make curricular decisions based on trends we see over time. This is an indicator of whether it is a curriculum issue, a teacher concern, or lesson design. Diagnostic assessments help our teachers know where the student is coming in at a particular instructional level. We use this information to inform instructional decisions for student who may be below or above grade-level standards.

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.

Superintendent/Chief Executive Officer

Date