

Tidioute Community CS

Charter School Plan

07/01/2020 - 06/30/2023

Charter School Profile

Demographics

241 Main St
Tidioute, PA 16351
(814)484-3550

Federal Accountability Designation:	none
Schoolwide Status:	No
CEO:	Douglas Allen
Date of Local Chartering School Board/PDE Approval:	2/14/2005
Length of Charter:	5 Years
Opening Date:	8/23/2005
Grade Level:	K4-12
Hours of Operation:	8:00 am - 3:11 pm
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	31
Student/Teacher Ratio:	10:1
Student Waiting List:	37
Attendance Rate/Percentage:	92.80 %
Enrollment:	308
Per Pupil Subsidy:	\$8,857/Reg. Ed. \$20,542/Sp. Ed.
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	59.10 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	61

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	0.00
Black (Non-Hispanic)	1.00
Hispanic	2.00
White (Non-Hispanic)	303.00
Multicultural	2.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	180.00	180.00	180.00	180.00
Instructional Hours	0.00	0.00	1122.00	1122.00	1122.00	1122.00

Planning Process

Planning began during the 2013-2014 school year by introducing the Comprehensive Planning requirements to the charter school board and staff. The off-line planning document was used to acclimate each group to the component parts of the plan.

The charter school CEO attended a PDE training for I.U. 5 schools in the summer of 2014. Materials were shared with the entire board and school staff during the fall of 2014. Planning committee members volunteered and were selected to participate in creating the plan for the charter school.

The school year was used to review and evaluate previous planning documents, policies, procedures, curriculum documents, data, and finally the PSSA, Keystone, emetric, attendance information, and other pertinent data sources. The planning committee used the comprehensive planning process to complete the needs assessment including accomplishments, concerns, challenges, action plan development, and implementation steps to finalize the planning document.

Mission Statement

The mission of the Tidioute Community Charter School is the development of the mind, soul, and physical well-being of our students through the creation of a safe environment, community involvement, innovative teaching practices, individualized attention, and a mentor program that will result in a world class education in a small town environment.

Vision Statement

The vision of the Tidioute Community Charter school centers on its view of education, the aim of education, and the implementation of its curriculum. The expectations of the philosophy and mission lie in seven curricular goals:

1. Fluent and effective communicators who listen, view, read, and respond to other's messages and ideas demonstrating the ability to communicate in reading, writing, speaking, and listening and communicate mathematically and artistically.
2. Collaborative individuals who use skillful leadership and responsible social and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings.
3. Critical thinkers who understand and apply a core body of knowledge and skills to new tasks; who identify problems, use strategies to approach problems, and apply mathematical, logical, and creative reasoning to solve problems and make appropriate decisions.

4. Technological practitioners who use advanced technologies, including but not limited to computers, to create, access, integrate, and use information to communicate, reason, make decisions, and solve complex problems in a variety of contexts.

5. Resourceful learners who create positive vision for themselves and their future, view themselves as lifelong learners, set priorities and achievable goals, create options for themselves, monitor and evaluate their progress, and assume responsibility for their actions.

6. Quality producers who create and appreciate intellectual, artistic, practical, and physical products which reflect originality, high standards, and the use of advanced technology.

7. Responsible citizens who demonstrate motivation and skills necessary to persevere and make wise decisions which respect healthful living, interdependence, and ethical behavior that contributes to society.

Shared Values

We will continue development and growth as teachers, administrators, specialists, and support staff.

We will work collaboratively at all times to solve problems.

We will hold ourselves to a high standard of professionalism in our interaction with students, parents, community, and peers.

In partnership with parents, students, and community, we will provide a safe, welcome, and caring environment where education is valued.

We will strive for continuous improvement through an attitude of wholesome discontent with the status quo.

We will provide a world-class educational experience for our students characterized by a rigorous curriculum, quality instruction, creativity, and continuous improvement.

We will establish high expectations and provide support for our students in their intellectual, physical, social, and emotional development.

We will promote and nurture pride in our school community while recognizing the individuality and spirit of our diverse population.

We will recognize and value each student for his or her unique combination of strengths and weaknesses and work within the context of our school's curriculum to prepare each student for high school and beyond.

We will conscientiously, consistently, and professionally supervise students, model well-disciplined behavior, and promote positive habits.

We will provide classrooms that are engaging, fun, and relatable so that students and teachers are able to learn and teach.

We will allow teachers and parents to have a voice in the decisions made regarding the school community.

We will keep the TCCS community clean and attractive to reflect pride in our school and surrounding environment.

We will hold a commitment that will inform, educate, and support shared values of our school.

We will display mutual support and respect of others.

Educational Community

The Tidioute Community Charter School is located in Tidioute, a borough in Warren County, Pennsylvania. This borough is very rural and located on the Allegheny River. The population of the borough is near 800 with the surrounding townships significantly less.

The median income for households is approximately \$30,000 per year. Nearly 60% of the families with children qualify for free or reduced lunches.

The fiscal status of the charter school is strong. Close supervision of revenues and expenditures has created sufficient reserves so the educational program can provide appropriate opportunity for students.

The students served are predominantly white, with 80% living within the Warren County School District. The other 20% of the students come to the charter school from the Forest County School District, the Titusville Area School District, and the Corry Area School District.

The community is rich in outdoor recreational opportunities. Tidioute is home to the Pennsylvania State Fishing Tournament, which is hosted during the last full weekend of September. The school and its students are an integral part of this event. Tidioute is also home to the WWII Reenactment of The Bridge at Remagen, a battle that took place in 1945. It takes place using the Tidioute Bridge over the Allegheny River and through the borough itself. This event happens the first weekend in August yearly.

The Tidioute Community Charter school serves approximately 300 students annually. Approximately 20% of the students have an IEP to guide their instruction. Students have access to many technologies including computers, internet access, Smart Boards in classrooms, I-pads, on-line classes, college classes

offered for rural students, a library, and a myriad of other resources to support their education. Students are involved in many community activities, environmental activities, out-door learning activities, and service work opportunities. The community shows strong support for the school and its students.

Board of Trustees

Name	Office	Address	Phone	Email
Ivorie Fors	Secretary	241 Main St., Tidioute, PA 16351	814-484-3550	ifors@tidioutecharter.com
Jim Guerra	Vice President	241 Main St., Tidioute, PA 16351	814-484-3550	jguerra@tidioutecharter.com
Al Haney	President	241 Main St., Tidioute, PA 16351	814-484-3550	ahaney@tidioutecharter.com
Mike Heenan	Member	241 Main St., Tidioute, PA 16351	814-484-3550	mheenan@tidioutecharter.com
John Weaver	Member	241 Main St., Tidioute, PA 16351	814-484-3550	jweaver@tidioutecharter.com
Ronnie Weller	Treasurer	241 Main St., Tidioute, PA 16351	814-484-3550	rweller@tidioutecharter.com
Jim Ziegler	Member	241 Main St., Tidioute, PA 16351	814-484-3550	jziegler@tidioutecharter.com

Board of Trustees Professional Development

The members of the Tidioute Community Charter School Board of Trustees have engaged in various professional development activities including the Sunshine Law, board committee functions, legal obligations, budget and finance, personnel requirements, facility regulations, and special education regulations. The Board solicitor, CEO, Intermediate Unit staff, and outside consultants including a business manager of a school district, a curriculum specialist, and an architect, provided the professional development throughout the year. The Board functions with a committee structure so certain topics were directed at specific committee members. The aforementioned topics were generally provided for all members of the board.

Governance and Management

The Board of Trustees of the Tidioute Community Charter School makes every effort to maintain an amicable relationship with the Warren County School District Board of Directors. During the 2014-2015 school year the Warren County superintendent and a team of staff members visited the charter school to review curriculum, finances, special education, facility, and other topics as a part of oversight and as a precursor to charter renewal. An enrollment cap proved to be a point of contention. The Tidioute trustees ultimately accepted an enrollment cap and the charter was renewed for an additional five years.

Student Enrollment

Tidioute Community Charter School will accept applicants on a first come first served basis. Enrolling children will be at least 4 years 0 months old for the K4 program as of the first day of the school term or 5 years 0 months old for K5 as of August 31 of the current school term. Students who turn 21 during the school term are entitled to finish that school term.

A parent or guardian shall furnish proof of age with an original birth certificate; baptismal certificate; copy of the record of the baptism - notarized or duly certified and showing the date of birth; notarized statement from the parents or other relative indicating the date of birth ; a valid passport; a prior school record indicating the date of birth upon submission of the Enrollment Agreement and Enrollment Notification Form.

A parent or guardian shall furnish immunization records, proof of residency, and a parent registration statement upon submission of the Enrollment Agreement and Enrollment Notification Form.

Parent Communication

Communications to parents regarding registration procedures, dates, and when applicable, a description of the lottery process.

No files have been uploaded.

Registration Policy

Registration Policy

No file has been uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

No file has been uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2014	313	308	0	Moved to another LEA, another state, dropped out or unknown	2
2013	297	303	1	Moved to another LEA, another state, dropped out or unknown	6
2012	295	293	0	Moved to another LEA, another state, dropped out, or unknown	8
2011	285	277	0	Moved to another LEA, another state, dropped out, or unknown	10
2010	279	236	3	Moved to another LEA, another state, dropped out, or unknown	4
2009	285	280	0	Moved to another LEA, another state, dropped out, or unknown	3

Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2014	25	24	24	31	26	19	19	34	25	21	25	17	13
2013	20	24	28	23	18	14	28	27	22	27	19	13	17
2012	18	28	24	19	17	23	28	25	31	22	13	16	14
2011	26	21	16	16	19	30	19	29	21	22	17	17	15
2010	20	12	19	20	32	16	28	20	18	18	14	14	30

Stakeholder Involvement

Name	Role
Douglas Allen	Building Principal
Heather Cass	Community Representative
Ryan Guerra	Elementary School Teacher - Regular Education
James Guerra	Board Member
Mike Heenan	Business Representative
Jaime Hicks	Elementary School Teacher - Regular Education
Jen Leofsky	Ed Specialist - Nutrition Service Specialist
John Linden	Community Representative
Marjorie Manning	Parent
Dave Manning	High School Teacher - Regular Education
Katie McGraw	Parent
Kelly McKean	High School Teacher - Special Education
Maggie McMahon	Special Education Director/Specialist
Lita Sahli	Elementary School Teacher - Special Education
Susan Shiley	Ed Specialist - School Nurse
Antony Shirey	Instructional Technology Director/Specialist
Ryan Steffan	Middle School Teacher - Regular Education
Christy Valentine	Middle School Teacher - Regular Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
Early Childhood Education: Infant-Toddler→Second Grade	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

TCCS has not developed standards nor alignment in the areas of Alternate Academic Content. There is no association with the American School Counselor for Students. To date, no students have been identified to need English Language Proficiency curriculum.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing

PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

TCCS has not developed standards nor alignment for any Alternate Academic Content. There is no association with the American School Counselor Association for Students. To date, no students have been identified who need English Language Proficiency curriculum.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent

Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

TCCS has not developed standards nor alignment for any Alternate Academic Content. There is no association with the American School Counselor Association. To date, no students have been identified who need English Language Proficiency curriculum.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

TCCS has not developed standards nor alignment for any Alternate Academic Content Standards. There is no association with the American School Counselor Association. To date, no students have been identified who need English Language Proficiency curriculum.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

This narrative is empty.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching

Unchecked Answers

- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

The CEO/Principal conducts one formal observation during the school year and completes the annual teacher evaluation in May/June.

CEO/Principal conducts multiple informal classroom walk-throughs during the year. Peer support is provided through the induction program.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Given the small size of the school and that there is only one administrator(CEO/Principal), there are no department supervisors nor coaches.

Responsiveness to Student Needs**Elementary Education-Primary Level**

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

There are no identified gifted students in the school at this time.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full

	Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

There are no identified gifted students in the school at this time.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

There are no identified gifted students in the school at this time.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

There are no identified gifted students in the school at this time.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

This narrative is empty.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	9.00	9.00	9.00
English	1.00	1.00	1.00
Mathematics	1.00	1.00	1.00
Social Studies	1.00	1.00	1.00
Science	1.00	1.00	1.00
Physical Education	1.00	1.00	1.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	2.00	2.00	2.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	X
Career Education and Work		X	X	X		X
Civics and Government		X				X
PA Core Standards: English Language Arts		X	X			X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X		X		X
PA Core Standards: Mathematics		X	X	X		X
Economics		X				X
Environment and Ecology		X				X
Family and Consumer Sciences		X				X
Geography		X				X
Health, Safety and Physical Education		X		X		X
History		X				X
Science and Technology and Engineering Education		X	X			X
Alternate Academic Content Standards for Math						X
Alternate Academic Content						X

Standards for Reading						
World Language		X				X

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department

does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	
Keystone Exams				X
Project Based Assessment				X
Graduation Project				X
Mid semester and final exams			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
End of unit assessment	X	X	X	X
Classroom Diagnostic Tools		X	X	X
End of Quarter Assessment			X	X
Oral Assessment	X	X	X	X
Credit Recovery				X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Tools		X	X	X
Teacher Quiz		X	X	X
Iowa's	X	X		