



# **Implementing and Reporting Act 158 Graduation Requirements PDE Data Summit 2021**

# ▶ Agenda

- Welcome
- Background
- Pathways to Proficiency and other Provisions
- Toolkit
- Local and State Reporting
- Discussion/Feedback
- Future Trainings
- Questions

## ► Background (Pa. Act 136 of 2020)

- extends the timeline for implementation of new statewide graduation pathways enacted by Act 158 by one year to **2022-2023**
- students who take a Keystone-related course during a year when annual state testing requirements are waived are deemed proficient, provided they meet locally established grade-based requirements for the academic content associated with the exam
- provides the Secretary of Education with authority to waive the NOCTI/NIMS assessments, if appropriate, on a schoolwide basis or for a specific career and technical education program provided by a school entity for the 2020-2021 school year

# Special Populations Guidance

- IEP team decisions based upon academic goals
- waiver for students with extenuating circumstances (5%)
- ELs
  - WIDA ACCESS for ELs
  - ELA Keystone exam exception

# Proficiency vs. Composite vs. Additional Pathways

**Proficient or  
Advanced in  
all Keystone  
Exams**

**Keystone  
Composite Score  
is  $\geq 4452$**   
**(w/at least one  
score Proficient or  
Advanced and no  
score Below Basic)**

**Proficiency on  
local grade-  
based  
requirements  
PLUS CTE,  
Alternative  
Assessment,  
Evidence-based**



# ▶ Keystone Proficiency Pathway

- scoring proficient or advanced on each Keystone Exam:
  - Algebra I
  - Literature
  - Biology
- minimum scaled score per assessment = 1500

# ▶ Keystone Composite Pathway

- earning a satisfactory composite score on the Algebra I, Literature, and Biology Keystone Exams
- achieving at least a proficient score on at least one of the three exams and no less than a basic score on the remaining two exams
- composite score = 4452

# Successful Completion of Local Grade-Based Requirements

AND a pathway option...

<b>CAREER &amp; TECHNICAL ASSESSMENT (1 Criterion)</b>	<b>OR</b>	<b>ALTERNATIVE ASSESSMENT (1 Criterion)</b>	<b>OR</b>	<b>EVIDENCE-BASED (3 Criteria)</b>
<ul style="list-style-type: none"> <li>▪ Industry-based competency certification</li> <li>▪ Likelihood of industry-based competency assessment success</li> <li>▪ Readiness for continued engagement in program of study</li> </ul>		<ul style="list-style-type: none"> <li>▪ Attainment of one alternative assessment established score</li> <li>▪ Attainment of Gold Level on ACT WorkKeys</li> <li>▪ Attainment of 3&gt; on AP Exam(s) related to Keystone content in which &lt;Proficient</li> <li>▪ Attainment of 4&gt; on on IB Exam(s) related to Keystone content in which &lt;Proficient</li> <li>▪ Successful completion of concurrent course(s) related to Keystone content in which &lt;Proficient</li> <li>▪ Successful completion of a pre-apprenticeship program</li> <li>▪ Acceptance into 4yr Institution of Higher Education (IHE) for college-level coursework</li> </ul>		<p><b>1 or More:</b></p> <ul style="list-style-type: none"> <li>▪ Attainment of alternative assessment established score</li> <li>▪ Attainment of Silver Level on ACT WorkKeys</li> <li>▪ Attainment of 3&gt; on any AP Exam</li> <li>▪ Attainment of 3&gt; on any IB Exam</li> <li>▪ Successful completion of any concurrent or postsecondary course</li> <li>▪ Industry-recognized credentialization</li> <li>▪ Acceptance into an other-than-4yr Institution of Higher Education (IHE) for college-level coursework</li> </ul> <p><b>Up to 2:</b></p> <ul style="list-style-type: none"> <li>▪ Attainment of Proficient&gt; on any Keystone Exam</li> <li>▪ Successful completion of a service-learning project</li> <li>▪ Letter guaranteeing full-time employment or military enlistment</li> <li>▪ Completion of an internship, externship, or cooperative education program</li> <li>▪ Compliance with NCAA Division II academic requirements</li> </ul>





# ▶ Career and Technical Education Pathway

Successful completion of locally established grade-based requirements for each Keystone Exam content area in which the student was less than proficient and one of the following:

- attainment of an industry-based competency certification related to the CTE Concentrator's program of study

**OR**

- demonstration of a high likelihood of success on an approved industry-based competency assessment **or** readiness for continued meaningful engagement in the CTE Concentrator's program of study



# ▶ Alternative Assessment Pathway

Successful completion of locally established grade-based requirements for each Keystone Exam content area in which the student was less than proficient and one of the following:

- attainment of an established score on an approved alternative assessment:
  - Scholastic Aptitude Test (SAT/PSAT) and American College Testing (ACT) exam
  - ACT WorkKeys
  - Advanced Placement and International Baccalaureate tests and coursework
  - Armed Services Vocational Aptitude Battery exam
- successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score
- successful completion of a pre-apprenticeship program
- acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework

# Approved Alternative Assessment Scores

- SAT: 1010
- PSAT: 970
- ACT: 21
- ASVAB: 31 (minimum to qualify for placement into one of the branches of the US military.)
- Act WorkKeys: Gold Level (Per Act 158)
- AP: An established score of **3** or higher on an approved AP course *in an academic content area associated with each **Keystone Exam*** on which the student did not achieve at least a proficient score
- IB: An established grade of **4** or higher on an approved IB course *in an academic content area associated with each **Keystone Exam*** on which the student did not achieve at least a proficient score

# Evidence Based Pathway

Successful completion of locally established grade-based requirements for each Keystone Exam content area in which the student was less than proficient and **three** of the following:

- at least one:
  - attainment of an established score on an alternate assessment
  - acceptance to an other-than-4-year accredited nonprofit institution of higher education
  - attainment of an industry recognized credential
  - successful completion of a concurrent enrollment or postsecondary course
  
- up to two:
  - service-learning project completion
  - proficient or advanced on a keystone exam
  - letter guaranteeing full-time employment
  - internship or cooperative education program
  - compliance with NCAA's core courses for college-bound student athletes
  - attainment of an established score on an alternate assessment
  - acceptance to an other-than-4-year accredited nonprofit institution of higher education
  - attainment of an industry recognized credential
  - successful completion of a concurrent enrollment or postsecondary course



# Approved Assessment Scores

- ACT WorkKeys: Silver Level or higher
- SAT Subject Test: 630
- Advanced Placement: 3 or higher
- International Baccalaureate: 3 or higher

# ▶ ACT 158 Toolkit



ACT 158 Toolkit

The toolkit is designed to provide resources to support understanding and implementation of Act 158. Key areas include:

- LEA Planning & Preparation
- Special Populations Guidance
- Waivers
- Guidance Glossary
- Pathway Guidance
- Resources
- Frequently Asked Questions
- Tracking and Reporting
- Implementation Tools
- Appendices



**pennsylvania**  
DEPARTMENT OF EDUCATION

# ▶ Reporting Requirements

- Comprehensive Plan Portal (CPP)
- Annual reporting no later than December 1<sup>st</sup>
- What is reported:
  - Total number of students enrolled in twelfth grade and number graduated within the prior school year
  - Number of students within the graduation cohort granted a waiver
  - Number of students within the cohort graduating by IEP goals
  - Number of students within the cohort graduating by pathway and delineated by the option(s) utilized under that pathway

# ▶ Moving Forward

- Organizational Discussions:
  - Policies and protocols
  - Stakeholder communication
  - Articulation agreements, community partnerships
- Operational Discussions:
  - SIS
  - Tracking Tool



# ▶ Virtual Training Series

Module 1: Resources

Module 2: Implementation

Module 3: Tracking & Reporting



## Contact/Mission

For more information on the Act 158, please visit PDE's [website](#) or contact us by email [RA-EDGRADREQUIREMENT@pa.gov](mailto:RA-EDGRADREQUIREMENT@pa.gov)

*The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.*