



September 23, 2018

Pennsylvania House Education Committee
Re: Senate Bill 1095

Dear Representative,

On behalf of school leaders and educators across the state, **we are writing to request your support for Senate Bill 1095 and Amendment A09320.** The amendment represents extensive bipartisan and bicameral collaboration with the education community to finally resolve the long-standing debate on Pennsylvania's graduation requirements. The proposal will provide multiple pathways for students to demonstrate readiness for graduation instead of relying Keystone Exams as the sole consideration of student success. It is based on recommendations from the Department of Education report authorized by this General Assembly (Act 1 of 2016).

The attached chart summarizes the alternatives to graduation as outlined in Amendment A09320. Each pathway considers an individual student's strengths and interests and reflects the rigorous work students are already undertaking in pursuit of higher education, military, or career plans. SB 1095 also respects local decision-making by allowing schools to accept a student's successful completion of work-based learning programs, a service learning project, or an offer of full-time employment as evidence of post-secondary readiness. **Students are more than a test score.**

SB 1095 makes necessary changes to how supplemental instruction (remediation) is delivered for students who do not achieve proficiency on the Keystone Exams. Schools will be required to design supplemental instruction in a way that does not infringe on students' CTE programs or core instruction. Students will no longer be required to participate in remediation for the Keystone Exams or lose time in the classroom to retake the exam if an alternative demonstration of postsecondary readiness more accurately reflects an individual student's academic achievements and likelihood of success after high school.

In addition, the bill further provides an additional year delay of the graduation requirement (to 2021-2022), thereby creating a transition period to the new system. A student with a disability who satisfactorily completes their individualized education program, rather than a Keystone Exam, shall be granted a high school diploma. Finally, the bill eliminates project-based assessments and establishes waiver parameters.

SB 1095 with Amendment A09320 is a significant and necessary piece of legislation which provides clear direction and stability for our schools and children regarding graduation requirements. We appreciate your time and attention to this issue. Please feel free to reach out to any of our associations if you have questions.

Sincerely,

Pennsylvania Association of School Administrators
Pennsylvania Principals Association
Pennsylvanian School Boards Association
Pennsylvania State Education Association

SENATE BILL 1095 GRADUATION OPTIONS

Amendment A09230 – September 21, 2018

Option 1	Option 2	Option 3	Option 4
<p style="text-align: center;">Composite Score on Keystone Assessments</p> <p>A student meets or exceeds a state-specified composite score across the three Keystone exams, and performance must include at least 1 proficient and 2 basic.</p> <p>PDE recommends score, State Board of Education approves.</p> <p><i>Note: The proposed language does not enshrine into law Keystone exams as a graduation requirement. Rather, the proposed language reads "...when they are required for graduation..."</i></p> <p><i>Note: Approximately 72 percent, or more than 82,000 of the 114,392 students who graduated in 2015, would have met the Keystone graduation requirement using Option 1, the composite score approach. This is compared to only 51 percent, or more than 58,000, of the students who scored proficient on each exam.</i></p>	<p style="text-align: center;">Local Grade Requirements + Alternative Assessments or Pre-Apprenticeships</p> <p>A student meets or exceeds locally established grade-based requirements in the associated academic content areas of the Keystone exams.</p> <p style="text-align: center;">AND</p> <p>One of the following:</p> <ul style="list-style-type: none"> • AP/IB exam in <u>each</u> Keystone content area in which a proficient or advanced cut score was not obtained (score recommended by PDE, SBOE approves) • SAT, PSAT or ACT general test (score recommended by PDE, State Board of Education approves) • ASVAB • Admission to 4-year nonprofit IHE with evidence to enroll (PDE issues guidance) • Successful completion of a pre-apprenticeship program • Passing grade in a credit bearing dual enrollment or postsecondary course (Math, Science or English) • ACT WorkKeys Certificate (Gold cut score level) 	<p style="text-align: center;">CTE Concentrators Local Grade Requirements + Additional CTE Evidence of Readiness</p> <p style="text-align: center;">Act 6 of 2017</p> <p><i>Note: proposed language clarifies existing law related to who determines students' likelihood of success and when that determination must be made to allow CTE concentrators sufficient time to explore alternative pathways if needed.</i></p>	<p style="text-align: center;">Local Grade Requirements + Additional Evidence of Readiness</p> <p>A student meets or exceeds locally established grade-based requirements in the associated academic content areas of the Keystone exams.</p> <p style="text-align: center;">AND</p> <p>Presents three pieces of evidence that reflects the student's readiness for graduation and is related to a student's postsecondary plans. One piece of evidence must be from TIER 1:</p> <ul style="list-style-type: none"> • Admission to a non-four year nonprofit IHE with evidence to enroll (PDE issues guidance) • SAT subject-specific exam • Industry recognized credential • ACT WorkKeys Certificate (Below Gold cut score level) • Any AP/IB exam • Any credit-bearing dual enrollment or post-secondary course <p>Other two pieces of evidence may be from TIER 2:</p> <ul style="list-style-type: none"> • Keystone Exam– proficient or advanced • Full-time employment related to career plans • Successful completion of internship, externship, co-op • NCAA course clearinghouse • Community service