

Northeast Bradford School District's
Act 158 of 2018 Graduation Requirements
Effective beginning with the Class of 2022

Purpose

The purpose of these guidelines is to provide an overview of changes to the statewide graduation requirement as a result of the enactment of Act 158. Future Department of Education (PDE) guidance will provide more detail as to the implementation of Act 158, including the composite Keystone score, established cut scores for alternate assessments, and guidelines to define pathway evidence.

Requirements

For students graduating in 2022 (this year's grade 10 students) and beyond, the following FIVE options exist to meet the statewide graduation requirements:

Option #1	Keystone Proficiency Pathway
Scoring proficient or advanced on each of the Keystone Exams <ul style="list-style-type: none"> Algebra Literature Biology 	

Option #2	Keystone Composite Pathway
	Requirement met through--
Earning a satisfactory composite score on:	
<ul style="list-style-type: none"> Algebra, Literature, and Biology Keystone Exams (while achieving <u>at least a proficient score on at least one of the three exams</u> and no less than a basic score on the remaining two). <p>No later than July 30, 2019, the Secretary shall recommend, and the State Board of Education shall approve, the satisfactory composite score</p>	4452 Composite Score Notes: 4500 possible points

Option #3	Alternate Assessment Pathway
	Requirement met through--
<ul style="list-style-type: none"> Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and <u>one of the following</u>: 	Pass the following courses with a 70% or higher: <ul style="list-style-type: none"> Algebra I (trigger course for Alg Keystone exam) Biology English 10
<ul style="list-style-type: none"> Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB) 	Approved minimal qualifying scores: SAT: Reading and Writing 480 Math 530 PSAT/NMSQT: Grade 11 benchmark Reading & Writing 460 Math 510 ACT English 18 Reading 22 Math 22 Science 23 ASVAB Composite score 31 or higher
<ul style="list-style-type: none"> Gold Level on the ACT WorkKeys Assessment (administered by CareerLink offices) 	Gold level or higher Score a five on all three core tests
<ul style="list-style-type: none"> Attainment of an established score on an Advanced Placement exam in a Keystone content area (Algebra, Biology, and Literature) in which the student did not achieve at least a proficient score 	Score of 3 or higher on an AP course associated with a Keystone Exam
<ul style="list-style-type: none"> Successful completion of a concurrent enrollment course in a Keystone content area (Algebra, Biology, and Literature) on which the 	Dual enrollment in a college course in a Keystone content area

student did not achieve at least a proficient score	
<ul style="list-style-type: none"> • Successful completion of a pre-apprenticeship program 	Penn College Pre Apprenticeship program
<ul style="list-style-type: none"> • Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework. 	Acceptance letter from an accredited 4-year nonprofit institution <ul style="list-style-type: none"> • Placement test results indicating the student may enroll in college-level coursework • College registration form confirming enrollment in college-level courses

Option #4	Evidence Based Pathway	
		Requirement met through--
Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and <u>demonstration of three pieces of evidence</u> consistent with the student's goals and career plans.	Pass the following courses with a 70% or higher: <ul style="list-style-type: none"> • Algebra I (trigger course for Alg Keystone exam) • Biology • English 10 	
ONE of the following:		
<ul style="list-style-type: none"> • Attainment of an established score on the ACT WorkKeys assessment, a SAT subject test, an Advanced Placement Program Exam; 	ACT WorkKeys--Silver or higher SAT Subject Test--National Average Scaled Score	

	<p>Advance Placement--3 or higher</p> <p>International Baccal--3 or higher</p>
<ul style="list-style-type: none"> Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework; 	
<ul style="list-style-type: none"> Attainment of an industry-recognized credential; 	
<ul style="list-style-type: none"> Successful completion of a concurrent enrollment or postsecondary course; 	
<p style="text-align: center;">AND</p> <p style="text-align: center;">Two additional pieces of evidence (including one or more of the options listed above, or)</p>	
<ul style="list-style-type: none"> satisfactory completion of a service learning project 	<p>Service Learning Project does not have to follow the Work-based Learning guidelines</p>
<ul style="list-style-type: none"> attainment of a score of proficient or advanced on a Keystone Exam 	
<ul style="list-style-type: none"> a letter guaranteeing full-time employment 	<p>Letter</p>
<ul style="list-style-type: none"> a certificate of successful completion of an internship or cooperative education program; 	<p>See Appendix B for Work-based Learning activity, description, and requirements to qualify as stated in the Industry-Based Learning Indicator for the Future Ready PA Index</p>
<ul style="list-style-type: none"> satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0. 	

Option #5	CTE Pathway	
		Requirement met through--
For Career and Technical Education (CTE) Concentrators		
<ul style="list-style-type: none">successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency	<p>Pass the following courses with a 70% or higher:</p> <ul style="list-style-type: none">Algebra I (trigger course for Alg Keystone exam)BiologyEnglish 10	
<ul style="list-style-type: none">attainment of an industry-based competency certification related to the CTE Concentrator program of study	NOCTI	
OR		
<ul style="list-style-type: none">demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator program of study.		

Special Education
<p>A student with a disability who satisfactorily completes a special education program developed by an individualized education program team under the Individuals with Disabilities Education Act and 22 Pa. Code Ch. 14 (relating to special education services and programs) that does not otherwise meet the requirements of this section shall be granted and issued a regular high school diploma by the student's school entity.</p>

Appendix A: Service Learning Project

(as stated in the Industry-Based Learning Indicator for the Future Ready PA Index)

Activity	Description	Requirements to Qualify
Service Learning (Unpaid)	A teaching and learning opportunity that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Through these experiences, students gain skills and knowledge to prepare for future work relationships and experiences.	<ul style="list-style-type: none">• Supervised by both an agency representative and an assigned teacher advisor.• Evaluated by the educator and the agency representative, with input from the student.• Connected to the school's curriculum/course of study.• Includes a learning plan and a contract that details learning objectives and roles of all parties.• Required hours: minimum of a six-week experience, and/or 60 hours total.

Appendix B: Service Learning Project

(as stated in the Industry-Based Learning Indicator for the Future Ready PA Index)

Activity	Description	Requirements to Qualify
Internships/Practicum (Paid or unpaid)	A highly-structured, sustained career preparation work experience in which students are placed at a workplace for a defined period to participate in and observe work within a given industry. Learning objectives are specified, and student performance is assessed. Students earn academic credit, giving the student a broad overview of the career area.	<ul style="list-style-type: none"> • Supervised by both an employer and a teacher advisor • Educator and employer evaluate the work experience, with input from student. • Connected to the school's curriculum/course study. • Includes a learning plan and a contract that details learning objectives and roles of all parties. • Minimum six-week experience and/or 60 hours total.
Cooperative Education Programs	A structured method of instruction combining school-based classroom learning with productive work-based learning in an occupation matching the student's academic and career objectives. At the secondary level, cooperative education involves a planned partnership with specified connecting activities and responsibilities among students, parent/guardians, schools, employers, labor organizations, and government.	<p>These specified connecting activities and responsibilities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Supervision, coordination, monitoring, and evaluation of student progress and performance between the school-based and work-based learning components are performed by appropriately certified professional school personnel because school credit is to be awarded for this experience. A minimum of one on-site visit per month is required. • Student enrollment in a PDE-approved career and technical education program that facilitates linkages with postsecondary education, a coherent multi-year sequence

		<p>of instruction and the opportunity for full-time paid employment following graduation.</p> <ul style="list-style-type: none"> • Cooperative education teacher-coordinators shall complete a written training agreement and training plan, collect the student's employment certificate or work permit and proof of workers' compensation before being placed at the work site. • An employer/employee relationship exists; therefore, all state and federal laws regarding employer/employee relationships are enforced. Attention shall be given to the Child Labor Act regarding work permits, working hours, insurance, workers' compensation, and knowledge of OSHA standards.
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