



ACT 158

Recommendations Moving Forward

April 2022

Bureau of Curriculum, Assessment, and Instruction

▶ Background (Pa. Act 158 of 2018)

- Expands the options for students to demonstrate readiness for postsecondary success beyond solely proficiency on all 3 Keystone Exams.
- Statewide graduation requirement takes effect for the ***graduating class of 2023***.

▶ Background (Pa. Act 136 of 2020)

- 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.
- A student who receives one waived PROFICIENT score may be eligible for a 2-Score Composite.
- 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.

▶ Proficiency vs. Composite vs. Additional Pathways

**Proficient or
Advanced in
all Keystone
Exams**

**Keystone
Composite Score
is ≥ 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

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**Proficiency on
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➤ 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
- Demonstration of a high likelihood of success on an approved industry-based competency assessment
- Readiness for continued meaningful engagement in the CTE Concentrator's program of study

▶ Alternate 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 (National Career Readiness Certificate)
 - 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



▶ Alternate Assessment Pathway (cont.)

- 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 academic content areas associated with each Keystone Exam on which the student did not achieve proficiency

AND *THREE* PIECES OF EVIDENCE:

▶ Evidence Based Pathway (cont.)

Minimally one of the following (two or all three permissible):

- Attainment of an established score on an alternate assessment
- Acceptance to an other than 4-year which is accredited nonprofit institution of higher education
- Attainment of an industry recognized credential
- Successful completion of a concurrent enrollment or postsecondary course

AND/OR



Optional Supplemental Evidence

Up to two of the following:

- 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

▶ Approved Assessment Scores

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

Special Populations & Waivers

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

▶ Extenuating Circumstances

Extenuating Circumstance for Waivers Under Section 121 of the Public School Code

Under Act 158, extenuating circumstances include:

- Serious illness
- Death in the student's immediate family
- Family emergency
- Frequent school transfers or transfer from an out-of-State school in grade twelve
- COVID-19 pandemic (classes of 2023, 2024, and 2025 only)

▶ ACT 158 Toolkit



ACT 158 Toolkit

<https://www.pdesas.org/Page/Viewer/ViewPage/56>

- ✓ 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

Contact/Mission

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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.