



For Immediate Release

April 3, 2018

**Contact: Dr. Mark DiRocco, Executive Director
(717) 540-4448**

PASA Supports Senate Bill 1095: Alternative Pathways to Graduation

(Harrisburg, PA) - The Pennsylvania Association of School Administrators (PASA) is pleased to support legislation introduced today by Senators Thomas McGarrigle (R-Chester/Delaware) and Thomas Killion (R-Chester/Delaware) that provides for a comprehensive and rigorous approach for students to demonstrate readiness for high school graduation.

Senate Bill 1095 is a result of the senators working with several education organizations, including PASA, PSBA, the Principals Association and PSEA to develop rigorous and relevant graduation requirements based upon recommendations from the Department of Education and collaborative discussions with educational leaders. The bill adjusts the requirement that students pass the state-developed Keystone Exams in Literature, Algebra I and Biology in order to graduate, a requirement that was scheduled to become effective during the 2019-2020 school year after two legislative delays.

-more-

Senate Bill 1095 creates a system of multiple pathways for students to demonstrate graduation readiness other than passing the state-developed Keystone standardized tests. The options allow students to graduate by passing local district grade-based requirements and fulfilling one of the following:

Option 1: Achieve an established composite score on all three Keystone Exams.

Option 2: Achieve established equivalent scores on a variety of alternate assessments such as AP Exams, IB Exams and the ASVAB Battery, or acceptance in a registered apprenticeship program after graduation, or attainment of a career readiness certificate.

Option 3: Students who are career and technical education (CTE) concentrators may demonstrate competency through evidence specific to CTE. (This option clarifies what was already placed into law during the 2017 legislative session.)

Option 4: Present at least three approved pieces of rigorous and compelling evidence relating to a student's postsecondary or career objectives that reflect readiness for graduation, such as satisfactory completion of dual enrollment courses, AP courses, IB courses, admission to higher education, attainment of an industry recognized credential, successful completion of an internship, and others.

The bill also eliminates the project-based assessments, places reasonable parameters on remedial instruction relating to Keystone Exams, and prioritizes a college and career planning process for students as a component of their graduation requirement options.

PASA believes this approach to graduation requirements provides students with a variety of options to assist them on their path to a successful post-high school career pathway. The process ensures that a high school diploma will be attained through a rigorous process that is meaningful to the students and accountable to their parents and the public.