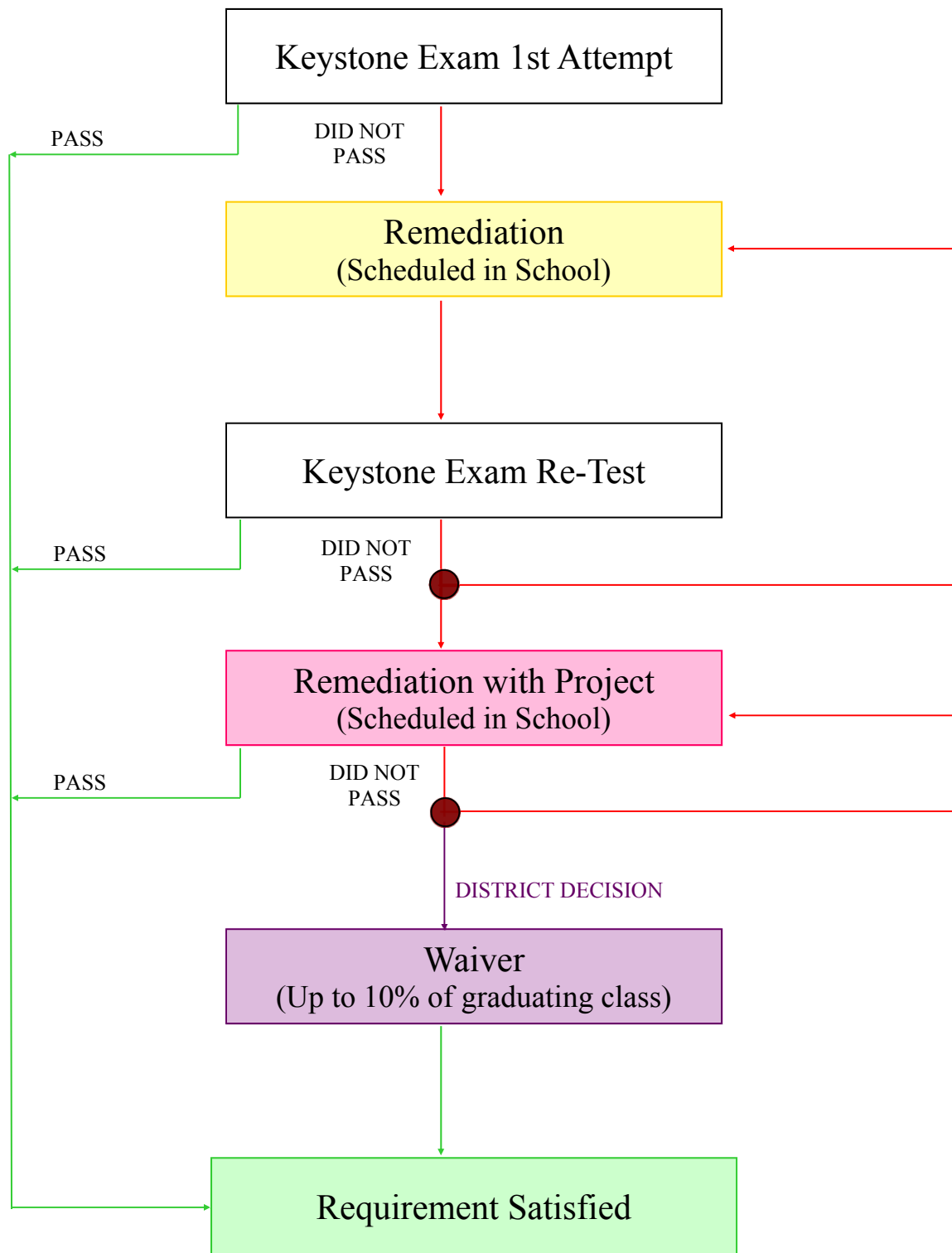


Keystone Exam Paths to Proficiency

Regular Education Student

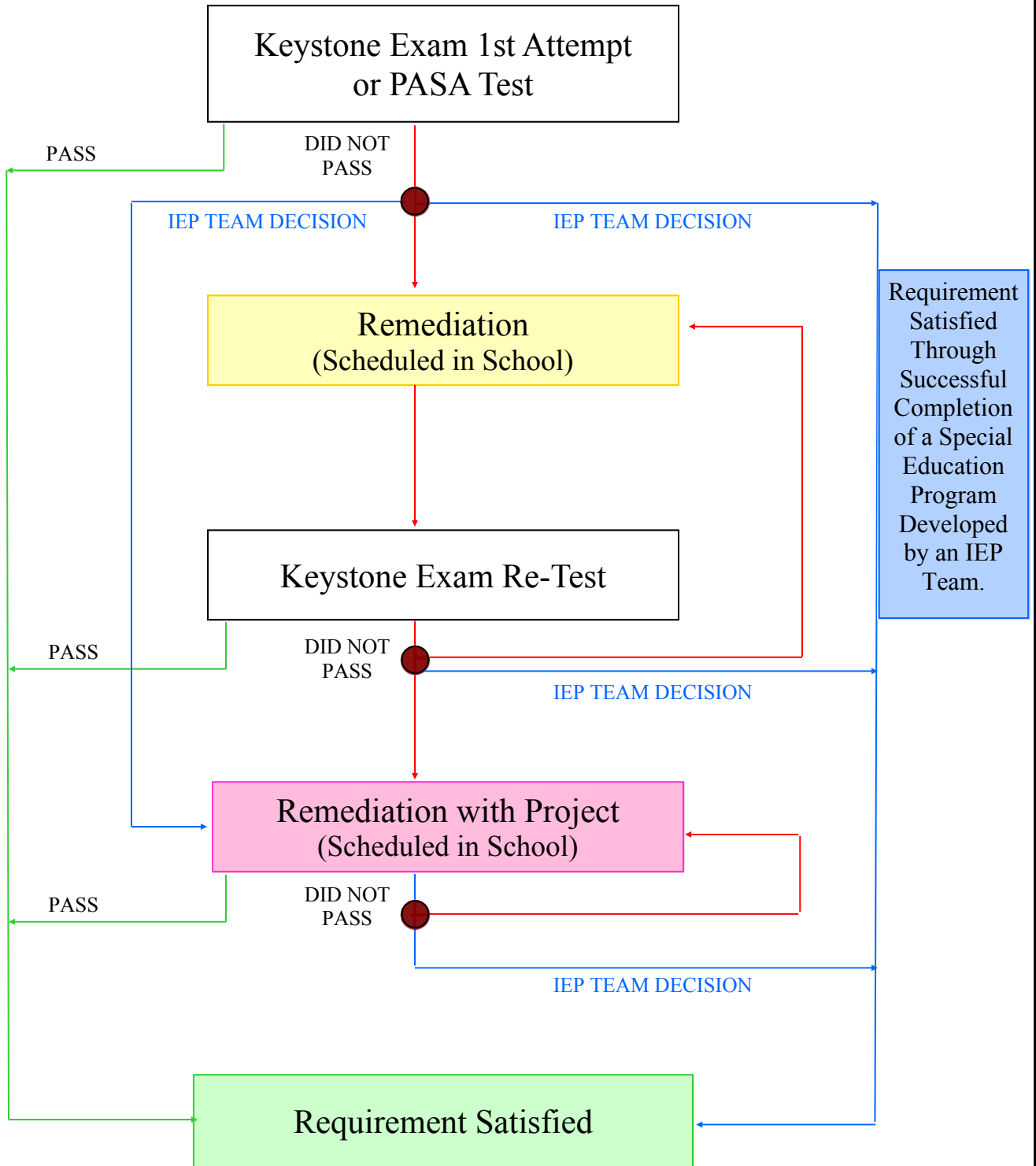
Class of 2019 and Beyond



● = Required Decision Point

Keystone Exam Paths to Proficiency

Student with an IEP
Class of 2019 and Beyond



● = Required Decision Point

Keystone Exams and Graduation Requirements

Legislative Committee September 2016

Recommendations from PDE

- Option 1: Achieve an identified composite score, based on the combined performance across all three Keystone exams (Algebra I, Biology and Literature);
- Option 2: Achieve equivalent score(s) in standards-based subject matter content area(s) on one of the alternate assessments approved by PDE (such as an SAT, PSAT, ACT, AP and/or IB exam);

Recommendations from PDE

- Option 3: (for CTE concentrators): Demonstrate competency in standards-based subject matter content through course grades or assessments plus, for students who are identified as Career and Technical Education (CTE) Concentrators, demonstrate evidence of readiness for postsecondary success through National Occupancy Competency Testing Institute (NOCTI)/National Institute for Metalworking Skills (NIMS) Skills assessments or Competency Certificates; and
- Option 4: Demonstrate competency in standards-based subject matter content through course grades or assessments plus evidence related to postsecondary plans that demonstrate readiness to meaningfully engage in those plans.

TESD Legislative Action Plan Blueprint

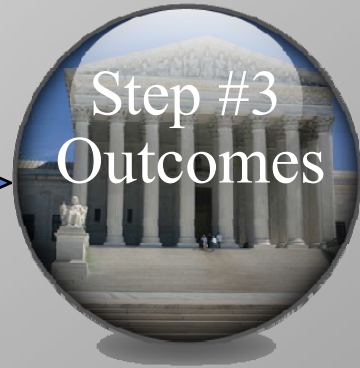


Legislative issues are identified and monitored on a regular basis by the T/E School Board and Administration. Most of these issues remain in this monitoring stage and do not require additional actions. The Legislative Committee is the forum for monitoring these issues.

When the State or Federal governments consider issues that may have a potential impact on the students of the T/E School District, it is important to respond quickly and effectively. The steps below outline a Legislative Action Plan where issues are identified and monitored, and the District and community may be engaged cooperatively to positively influence legislative outcomes.



When deemed appropriate, the committee may direct the School Board and Administration to engage in one or multiple Action Methods. This will occur when a particular issue has the potential to have a significant impact on our school community.



Possible Action Methods:

- ◆ Phone calls to Legislators
- ◆ School Board Position Statements
- ◆ School Board Resolutions
- ◆ Correspondence with PSBA
- ◆ Website Postings
- ◆ Communication with other districts
- ◆ Sample Citizen Letters for Legislators
- ◆ PTO Involvement
- ◆ Newsletters and Press Releases
- ◆ Face-to-Face Meetings (ISC, Community)
- ◆ Emails to the community
- ◆ TETV Programming
- ◆ Video Production
- ◆ Hearing Testimony

Possible Outcomes of Action Methods:

- ◆ State a Strong District Position
- ◆ Raise Community Awareness
- ◆ Draft a New Bill
- ◆ Support or Oppose an Existing Bill
- ◆ Support or Oppose Regulation
- ◆ Maintain the Status Quo

RESOLUTION REGARDING PATHWAYS TO GRADUATION
by the Tredyffrin Easttown School District Board of Directors

WHEREAS, the Tredyffrin Easttown School District has been required by federal and state law and regulations to administer standardized testing, in which student performance on these tests is used to make major decisions affecting individual students, educators and schools; and

WHEREAS, high stakes testing may have the greatest negative impact on students with special needs who often demonstrate proficiency through alternative forms of assessment; and

WHEREAS, the Tredyffrin Easttown School District continues to oppose the State mandate that requires proficient performance on Keystone Exams in all Pennsylvania public schools as graduation requirements; and

WHEREAS, the Tredyffrin Easttown School District continues to oppose the cycle of re-testing and remediation imposed on students who do not demonstrate proficiency on the first Keystone Exam attempt and are thereby limited to pursue other learning opportunities as a result of current state mandates; and

WHEREAS, the Pennsylvania Department of Education has made recommendations to the General Assembly that would create multiple paths for students to meet state graduation requirements; and

WHEREAS, the Pennsylvania Department of Education has made recommendations to the General Assembly that would eliminate the required cycle of re-testing and remediation; and

WHEREAS, the Pennsylvania Department of Education has made recommendations to the General Assembly that would increase local control in determining whether or not a student is college or career ready prior to graduation.

THEREFORE,

BE IT RESOLVED that the Board of School Directors of the Tredyffrin Easttown School District calls upon the General Assembly to draft and enact legislation reflecting the recommendations of the Pennsylvania Department of Education pursuant to Act 1 of 2016 without substantive changes; and

BE IT FURTHER RESOLVED that the Board of School Directors of the Tredyffrin Easttown School District calls upon the General Assembly to continue to explore ways to completely uncouple Keystone Exams from graduation requirements and further reduce the amount of required standardized testing.