

# Philipsburg-Osceola Senior High School

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Parents/Guardians,

We wanted to inform you of some updates/changes to graduation requirements and the importance of Keystone Exams. Act 158 of 2018 (Act 158) was signed into law by Governor Tom Wolf on October 24, 2018. This legislation addresses high school graduation requirements and how the Keystone Exams factor into these requirements for students graduating in 2023 and beyond. Students must meet one of the five graduation pathways outlined below to graduate and earn their diploma by demonstrating their readiness for post-secondary success.

[Statewide High School Graduation Requirement \(pa.gov\)](http://pa.gov)

For students graduating in 2023 and beyond, the following options exist to meet the statewide graduation requirement:

- **Keystone Proficiency Pathway:** Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology.
- **Keystone Composite Pathway:** Earning a satisfactory composite score (4452) on the Algebra I, Literature, and Biology Keystone Exams (while 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).
- **Alternate Assessment 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 one** of the following:
  - Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB)
  - Gold Level on the ACT WorkKeys Assessment
  - Attainment of an established score on an Advanced Placement Program or an International Baccalaureate Diploma Program exam in an academic content area associated with each Keystone Exam on which the student did not achieve at least a proficient score
  - 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; or Successful completion of a pre-apprenticeship program; or
  - Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework

• **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 demonstration of **three pieces** of evidence consistent with the student's goals and career plans, including

**One** of the following:

- Attainment of an established score on the ACT WorkKeys assessment, a SAT subject test, an Advanced Placement Program Exam, or an International Baccalaureate Diploma Program Exam;
- 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;
- Attainment of an industry-recognized credential; or
- Successful completion of a concurrent enrollment or postsecondary course; and/or

**Two additional** pieces of evidence, including one or more of the options listed above, or:

- satisfactory completion of a service learning project;
- attainment of a score of proficient or advanced on a Keystone Exam;
- a letter guaranteeing full time employment;
- a certificate of successful completion of an internship or cooperative education program;
- or satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0.

• **CTE Pathway:** For Career and Technical Education (CTE) Concentrators, 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 attainment of an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of a high likelihood of success on a January 2019 approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study.

Administration, School Counselors, and Special Education teachers will be working closely with each student to review and help the student decide which pathway is best for each student to meet this state-wide graduation requirement.

Please don't hesitate to call the school and make an appointment to speak with your child's counselor if you have questions about Act 158 and/or your child's pathway to graduation.

Sincerely,

Linda Hockey, Principal

Julie Bravin, Assistant Principal

The Philipsburg-Osceola Area School District is an Equal Opportunity employer who fully and actively supports equal access for all people regardless of race, color, gender, age, national origin or disability.

