



**Department of
Education**

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Raising the bar for students and schools

Overview of Graduation Requirements and Diploma Options

February 3, 2014

Agenda

This presentation provides an overview of the graduation requirements and diploma options available to all high school students, with a focus on updates for 2013-14. A thorough understanding of graduation requirements is essential for preparing students for success in college and careers.

- I. Overview of graduation requirements
 - New options for students with disabilities
 - New diploma endorsements
 - Transition to Common Core Regents exams
- II. Questions and answers

Diploma and Credential Options

Students may earn the following diplomas and credentials upon exiting high school. Each diploma and credential requires students to complete specific courses and exams.

Diplomas:

- Advanced Regents diploma
- Regents diploma
- Local diploma (Safety Net for students with disabilities)

Credentials available to students with disabilities:

- Career Development and Occupation Studies (CDOS) Commencement Credential
- Skills and Achievement Commencement Credential

New for
2013-14

No longer available:

- Local diploma for students without IEPs
- IEP diploma

Diploma Options

Diploma	Eligible Students	Course Requirements	Exam Requirements
Regents diploma	All students	44 credits	5 Regents exams with scores of 65+
Advanced Regents diploma	All students	44 credits, including 6 credits in a language other than English	8 Regents exams and the NYC LOTE exam with scores of 65+
Local diploma	Students with disabilities*	44 credits	5 Regents exams with scores of 55+, passed RCTs, or compensatory option**

* The local diploma safety net option is also available to students with 504 plans specifying safety net eligibility and students declassified while in grades 8-12 whose last IEP specified Safety Net eligibility.

** See slides 10-13 for details.

Policies for Awarding Credit

- To bear credit, a high school course must:
 - Align to New York State high school learning standards,
 - Provide 180 minutes of instruction per week, or the equivalent of 54 hours per credit, and
 - Be taught by a teacher with a New York State secondary certification in the course's subject area.*
- Credits are earned when students master the learning outcomes defined in a high school course syllabus upon completing a course.
- Students may also take non-credit bearing courses (such as Regents prep courses or advisory).

Course Credits: Regents Diploma

Subject Area	Required Credits
English	8 credits
Social Studies <input type="checkbox"/> 4 Global, 2 US History, 1 Participation in Government, 1 Economics	8 credits
Mathematics	6 credits
Science <input type="checkbox"/> Minimum 2 in Life Science and 2 in Physical Science	6 credits
Languages Other Than English	2 credits
The Arts	2 credits
Health	1 credit
Physical Education (every year, for 7 or 8 semesters depending on the model)	4 credits
Electives	7 credits
TOTAL:	44 credits

Exam Requirements: Regents Diploma

Pass five required Regents exams with scores of 65 or higher:

- English Regents exam
- Global History Regents exam
- U.S. History Regents exam
- Any math Regents exam:
 - Integrated Algebra
 - Geometry
 - Algebra 2/Trigonometry
- Any science Regents exam:
 - Living Environment
 - Earth Science
 - Chemistry
 - Physics

Course Credits: Advanced Regents Diploma

Subject Area	Regents Diploma	Advanced Regents Diploma
English	8 credits	8 credits
Social Studies <input type="checkbox"/> 4 Global, 2 US History, 1 Participation in Government, 1 Economics	8 credits	8 credits
Mathematics	6 credits	6 credits
Science <input type="checkbox"/> Minimum 2 in Life Science and 2 in Physical Science	6 credits	6 credits
Languages Other Than English	2 credits	6 credits
The Arts	2 credits	2 credits
Health	1 credit	1 credit
Physical Education (every year)	4 credits	4 credits
Electives	7 credits	3 credits
TOTAL:	44 credits	44 credits

Exam Requirements: Advanced Regents Diploma

Pass nine required Regents exams with scores of 65 or higher:

- English Regents exam
- Global History Regents exam
- U.S. History Regents exam
- Three** math Regents exams:
 - Integrated Algebra, and
 - Geometry, and
 - Algebra 2/Trigonometry
- Two** science Regents exams:
 - Living Environment, and any one of the following:
 - Earth Science
 - Chemistry
 - Physics
- Language Other Than English (LOTE) exam**

Local Diploma

- Same course credit requirements as the Regents diploma.
- Eligible students with disabilities may earn a local diploma through lower exam scores or alternative exams.
- Available **only** to the following students:
 - All students with IEPs
 - Students with disabilities who were declassified in grades 8-12, whose last IEP specified Safety Net eligibility
 - Students with 504 plans specifying Safety Net eligibility

Safety Net: Exam Requirements

- Students may pass the five required Regents exams with scores of **55 or higher**
- Students who entered grade 9 prior to September 2011 may also pass **Regents Competency Tests (RCTs)** in place of any failed Regents exams.
 - Students must attempt each of the five required exams at least once.
- **Compensatory score option (new):** effective October 31, 2012, students may graduate with up to two low scores of 45-54 if they meet certain criteria.

Safety Net Expansion: Compensatory Score Option

The new compensatory score option, effective October 31, 2012, allows safety-net-eligible students with disabilities to earn a local diploma with one or two exam scores of 45-54.

- The student must score 55 or higher on the English Regents and any math Regents.
- The student may graduate with a score of 45-54 on the Global History, U.S. History, or science Regents exams, provided that each score of 45-54 is compensated by a score of 65+ on any of the other five required exams.
- The student must have passed the course associated with the Regents.
- The student must have satisfactory attendance during the school year in which (s)he received the 45-54 score, as defined by the school.
- The student may not combine RCTs with the compensatory option.

Safety Net Expansion: Compensatory Score Option Example 1

A student has received the following exam scores:

English Regents	55
Integrated Algebra Regents	55
Global History Regents	45
U.S. History Regents	55
Living Environment Regents	65

English and math must
be 55 or higher

Student qualifies for the local diploma if s/he meets the criteria.

- The 45 in Global History is compensated by the 65 in Living Environment.
- All other exams have scores of 55 or higher.

Safety Net Expansion: Compensatory Score Option Example 2

A student has received the following exam scores:

English Regents	55
Integrated Algebra Regents	70
Global History Regents	45
U.S. History Regents	52
Living Environment Regents	65

English and math must
be 55 or higher

Student qualifies for the local diploma if s/he meets the criteria.

- The 45 in Global History is compensated by the 65 in Living Environment.
- The 52 in U.S. History is compensated by the 70 in Integrated Algebra.
- All other exams have scores of 55 or higher.

Diploma Endorsements (Part 1 of 2)

Endorsement	Eligible Diplomas	Requirements
Chancellor's Arts Endorsed Diploma	Regents Advanced Regents Local	<ul style="list-style-type: none">• 10 credits in an arts discipline• Arts assessment
Career and Technical Education (CTE) Endorsed Diploma (available to students in approved CTE programs)	Regents Advanced Regents Local	<ul style="list-style-type: none">• Earn all credits for approved CTE sequence• 1 course credit in career and financial management• CTE assessment• Work based learning component

Students earning the Advanced Regents diploma with one of these endorsements may earn 2 LOTE credits instead of 6, and they are not required to complete the LOTE exam.

Diploma Endorsements (Part 2 of 2)

Endorsement	Eligible Diplomas	Requirements
Honors	Regents Advanced Regents	Average of 90 or higher of all the required Regents exams
Mastery in Math <i>(New as of June 2013)</i>	Advanced Regents	Score 85+ on all three math Regents exams
Mastery in Science <i>(New as of June 2013)</i>	Advanced Regents	Score 85+ on any three science Regents exams
CDOS Credential Endorsement <i>(New as of July 1, 2013)</i>	Advanced Regents Regents Local Available only to students with IEPs.	Meet the requirements for the CDOS credential as described in the following slides.

Alternative Credentials for Students with Disabilities

In addition to the diploma options described thus far, students with disabilities may also earn alternative credentials. These credentials are not equivalent to a high school diploma but provide students with the opportunity to demonstrate their achievement of the career development and occupational studies learning standards.

- Career Development and Occupational Studies (CDOS) Commencement Credential
- Skills and Achievement Commencement Credential

These credentials replace the IEP diploma as non-diploma exiting credentials. The last IEP diplomas were issued in June 2013.

Career Development and Occupational Studies (CDOS) Commencement Credential

CDOS Learning Standards

The commencement level CDOS learning standards “engage students in preparing for future careers, in asking the probing questions that help determine future paths, and in mapping out a direction for gaining the skills and knowledge necessary for future success.”

See the CDOS credential policy document for an abbreviated version of these standards.

Career Development and Occupational Studies (CDOS) Commencement Credential

This credential recognizes student mastery of the career development and occupational studies (CDOS) learning standards and the completion of a career preparation program. The credential is designed to provide students with disabilities with structured, rigorous opportunities to develop the skills required to succeed in work after high school.

Eligible Students: This credential is available to students with disabilities who participate in standard assessments (i.e., who do not participate in NYSAA).

Career Development and Occupational Studies (CDOS) Commencement Credential

Requirements:

- Students must complete four 54-hour units of study (216 hours) of work-based learning, career and technical education courses, or other career planning activities, including at least 54 hours of work-based learning.
- Students must complete and annually review a career plan.
- The school must complete a work skills employability profile detailing the student's mastery of the CDOS learning standards.

This credential may be awarded as a student's sole exiting credential from high school, or it may be awarded as an endorsement to a local, Regents, or Advanced Regents diploma.

Students who earn this credential without earning a high school diploma are entitled to continue attending school to pursue a diploma through the school year they turn 21.

Career Development and Occupational Studies (CDOS) Commencement Credential

216-hour requirement

Students must complete four 54-hour units of study (216 hours) of work-based learning, career and technical education courses, or other career planning activities, including at least 54 hours of work-based learning.

- Examples of courses that may fulfill the four-unit requirement:
 - Supervised internships and work-based learning (minimum of 54 hours)
 - Courses that are part of an approved CTE sequence
 - Job shadowing
 - Service-learning
 - School-based enterprise
 - Advisory focused on career planning

Career Development and Occupational Studies (CDOS) Commencement Credential

Work-based Learning

Work-based learning is the “umbrella” term used to identify activities which collaboratively engage employers and schools in providing structured learning experiences for students. These experiences focus on assisting students develop broad, transferable skills for postsecondary education and the workplace.

The 54 hours of work-based learning for the CDOS credential must include direct interaction between the student and employer at the job site.

New York State’s [Work Based Learning manual](#) provides additional information about implementing a variety of work-based learning models.

CDOS Credential Requirements: 2013-14 and 2014-15

To provide schools with time to transition to implementing a 216-hour sequence of career preparation and work-based learning courses, NYSED has allowed for the following flexibility:

- Through June 2015, schools may award this credential to students who have not met the 4-credit requirement, **provided that the school principal, in consultation with relevant faculty, has determined that the student has otherwise demonstrated knowledge and skills relating to the commencement level CDOS learning standards.**

During this time, mastery of the CDOS learning standards should be documented using the career plan and employability profile, which may be supplemented by the school.

Career Development and Occupational Studies (CDOS) Commencement Credential

The CDOS commencement credential is **not equivalent to a high school diploma** and does not guarantee qualification for employment where a high school diploma is required.

Rather, this credential provides opportunities for students to develop and demonstrate mastery of the skills that may help them succeed in work experiences after high school.

Students should be provided with opportunities to stay on track to a Regents, Advanced Regents, and local diploma throughout high school and should be encouraged to earn this credential as an endorsement to a high school diploma.

Diplomas and Certificates

A new certificate and new seals are available for students earning the CDOS credential or the Skills and Achievement credential. Schools order these during the diploma ordering window each fall.

- **CDOS Credential:**
 - As a standalone credential: students receive a commencement credential certificate with a CDOS seal.
 - As an endorsement: students receive a CDOS seal on their diploma certificate.
- **Skills and Achievement Credential:**
 - Students receive a commencement credential certificate with a Skills and Achievement seal.

Frequently Asked Questions

How and when should schools determine whether students should receive the CDOS credential?

- Planning for the CDOS credential should begin in a student's freshman year, be discussed by the CSE at each annual IEP meeting, be included in transition planning, and be revisited frequently throughout high school.
- All students should have access to the courses and exams required to graduate high school with an Advanced Regents, Regents, or local diploma.
 - The CDOS credential should be considered first as an endorsement to a high school diploma and should only be awarded as a student's sole exiting credential when earning a high school diploma is not a feasible option based on a student's individual needs.

Frequently Asked Questions

Must the 4 required units of study (216 hours) be completed through an approved CTE program?

No. Schools may determine whether to offer the required 4 units through CTE courses, work-based learning, internships, service-learning, school-based enterprise, job shadowing, advisory, or elective courses aligned to the commencement level [CDOS learning standards](#), provided that students complete at least 1 unit (54 hours) of work-based learning.

Frequently Asked Questions

How should schools develop and document the career plan requirement?

Schools may determine which individuals at the school are involved in the career planning process, including teachers, guidance counselors, IEP teams, and other school staff members.

- The CDOS credential should be implemented and awarded in alignment with the overall transition planning process for students with IEPs beginning at age 15; therefore, the CSE team members should all be involved in the discussion, at a minimum, at the student's annual IEP meeting.

Schools should use the career plan provided by NYSED or a document with similar elements for maintaining students' career plans for the CDOS credential. The career plan should be reviewed and updated on an annual basis and maintained in students' permanent records.

Frequently Asked Questions

How and when should schools document the work skills employability profile requirement?

Schools should use the [form provided by NYSED](#) to document the work skills employability profile. While schools are required to complete the work skills employability profile once before the student exits high school, schools are encouraged to update the Work Skills Employability Profile after work-based learning experience(s), after each CDOS course, and during transition planning.

Frequently Asked Questions

How should the courses used for the CDOS credential be recorded in STARS?

As for all courses, students must be scheduled for CDOS courses in STARS using the [standardized course code directory](#).

- The course code directory includes a “Career Development” department (“R” in the first character).
- Schools may use the 7th and 8th characters to track courses that count toward the CDOS credential requirements at their discretion.

Schools should maintain documentation of the 216 hours in students’ permanent records as a supplement to the STARS transcript.

Skills and Achievement Commencement Credential

This credential recognizes student academic achievement as measured by the New York State Alternate Assessment (NYSAA). Alternate Assessments are used to evaluate the performance of students with severe cognitive disabilities who are unable to participate in general education assessments, even with testing accommodations.

Eligible Students: This credential is available to students with disabilities who participate in alternate assessment who have attended school for at least 12 years (through age 21).

Skills and Achievement Commencement Credential

Requirements:

- The credential must be issued together with a summary of the student's academic achievement and functional performance and must include documentation of the student's:
 - achievement against the Career Development and Occupational Studies (CDOS) learning standards;
 - level of academic achievement and independence as measured by NYSAA;
 - skills, strengths, interests;
 - and as appropriate, other achievements and accomplishments.
- The credential must be accompanied by a written assurance that the student continues to be eligible for to attend school through the school year in which he or she turns 21.

Questions

Transition to Common Core Regents Exams

Starting in 2013-14, New York State is introducing new math and English Regents exams designed to assess student mastery of the Common Core Learning Standards.

- These exams will be phased in over the next several years for specific groups of students based on when they begin their high school studies.
- The administration of these exams begins on June 3, 2014, with the Algebra I and English Language Arts Regents exams.

Common Core Regents Exams: Math

For math, the Common Core exam requirement is based on the year in which the student **begins studying high school level math**:

Year Student Began High School Math	Math Exam Requirement
2012-13 or prior	Pass at least one math Regents exam. This may be either the existing exam or the new Common Core exam.
2013-14	Pass at least one Common Core math Regents exam. <ul style="list-style-type: none">• <i>Through January 2015, students must attempt the Common Core exam but may pass the existing Integrated Algebra exam as a fallback. The better exam outcome will count toward graduation.</i>

Common Core Regents Exams: Math

All students who begin studying high school math in 2013-14 or later must attempt the Common Core Algebra I Regents exam, including **eighth grade students in accelerated algebra courses**.

In order to earn high school math credit, these students must pass the algebra course and either the Common Core Algebra I Regents exam or the Integrated Algebra Regents exam. The better outcome will count toward students' fulfillment of graduation requirements.

- All students in accelerated math courses in 2013-14 must *attempt* the Common Core Algebra I Regents exam.

Common Core Regents Exams: English

For English, the Common Core exam requirement is based entirely on student cohort.

Ninth Grade Entry Year	ELA Exam Requirement
2012-13 or prior	Pass either the existing English Regents exam or the Common Core ELA Regents exam.
2013-14	Pass the Common Core ELA Regents exam

Common Core Regents Exams: English

Students typically take the English Regents exam in 10th or 11th grade, depending on the school's instructional model. Therefore, students entering ninth grade this year will not take the Common Core English Regents exam until 2014-15 or 2015-16.

New York State is offering the exam this year to provide schools the opportunity to administer it to students in more advanced English courses, such as AP or college level English courses.

- **Example:** A group of honors English students passed the English Regents exam (2005 standards) as 10th graders in 2012-13. Their school decides to administer the Common Core exam to these students in 11th grade to provide them with the opportunity to master more rigorous learning standards.

Common Core Regents Exams: Timeline

The State will begin the phase-in of these exams with Algebra I and English in 2013-14. The Geometry and Algebra II exams will be introduced in 2014-15 and 2015-16, respectively. Concurrently, the existing versions of these exams will be phased out in stages.

Exam	First Administration of CCLS Exam	Last Administration of Existing Exam
English Language Arts	June 2014	June 2016
Algebra I	June 2014	January 2015
Geometry	June 2015	January 2016
Algebra II	June 2016	January 2017

Schools must consider this timeline as they support students who need additional time to pass a required exam before it is phased out. If a student is still attempting to pass a pre-Common Core Regents exam at the time of phase out, he or she will have no choice except to pass the Common Core equivalent to graduate.

Current Regents Exam Structure

Integrated Algebra

- Aligned to NY State 2005 Standards
- 30 Multiple Choice Questions
- 2-, 3-, and 4- Point Constructed Response Questions
- Questions are aligned to a single content standard

Changes to the Algebra Regents Exam

	Algebra I
Format	<ul style="list-style-type: none">• Multiple Choice Questions• 2-, 4-, and 6-Point Constructed Response Questions<ul style="list-style-type: none">• Questions may require support for mathematical reasoning or may have students question the reasoning of others
Content	<ul style="list-style-type: none">• Focus on the major work of the course*• More questions requiring multiple steps to solve• Incorporation of both CC standards (content) and math practices (process)• More items representing real-world scenarios• Many questions will align to more than one standard<ul style="list-style-type: none">• May align to a full cluster or domain

Current Regents Exam Structure

Comprehensive English

- Aligned to NY State 2005 Standards
- **Contains a Speaking/Listening section**
- **25 Multiple Choice questions**
- **2 Short-response text-dependent essay questions**
- **1 Critical Lens essay—students can use any previously read text to support their response**

Changes to the English Regents Exam

	English
Format	<ul style="list-style-type: none">• Comprised of 3 parts:<ul style="list-style-type: none">• Reading Comprehension – Students read 2-3 texts and answer multiple choice questions• Writing from Sources – Students read 2-5 texts and write an expository or argument essay using textual support• Text Analysis – Students read 1 text and write a response analyzing the author’s purpose and techniques• No speaking/listening section
Content	<ul style="list-style-type: none">• Measures grades 11-12 Reading, Writing, and Language standards<ul style="list-style-type: none">• Prioritization of standards needed for college and career readiness• Greater emphasis on using evidence from texts to answer questions• Use of authentic, high-quality informational and literary texts<ul style="list-style-type: none">• Increase in number of informational texts• All questions and prompts supported by texts

Questions

Additional Resources

For additional information on the policies described here, see the resources below:

- [High School Academic Policy Reference Guide](#)
- [Overview of Diploma Options for Students with Disabilities](#)
- [Compensatory Option for the Local Diploma](#)
- [CDOS Commencement Credential Policy and FAQ](#)
- [Skills and Achievement Commencement Credential Policy](#)

For additional support, contact your network's academic policy point.

This information is up to date as of February 2014. For the most current academic policy information, see the academic policy resources page:

<http://intranet.nycboe.net/Accountability/APR/GradRequirements.htm>