



Our Students. Their Moment.

Pathways To Graduation

Current Requirements and Options

NYS Board of Regents

May 19, 2014



Completion or College and Career Readiness

Vision: College and Career Readiness in NYS will ensure that *all* students graduate high school able to succeed in entry-level, credit-bearing college courses and in other postsecondary programs and the workforce; that they understand and demonstrate citizenship skills; and that they may meaningfully contribute to the economic and democratic well-being of our society.

Goal: By 2015, NYS will have an established set of pathways to graduation that are grounded in the Common Core Learning Standards, are similarly rigorous, allow for student choice and have demonstrated, effective outcomes for students.

Current NYS Requirements

For a Regents Diploma

Content Area	Regents Diploma¹ Credits Required	Regents Diploma w/Advanced Designation¹ Credits Required
Mathematics	3	3
English	4	4
Science	3	3
Social Studies	4	4
Health	0.5	0.5
Arts	1	1
Languages Other Than English(LOTE)³	1	1
Physical Education	2	2
Sequence Courses/Electives	3.5	3.5
Total Credits	22	22
Regents Exams		
Score of 65 or above²	5 (1 Math, 1 ELA, 1 Science, 2 SS)	7, 8 or 9 (At least 2 Math, 1 ELA, at least 2 Sciences, 2 SS)
¹ An Honors Designation is applicable for students earning an average of 90 on all required exams		
² See next slide for Safety Net Provisions for Students with Disabilities		
³ Must pass a locally developed second language proficiency exam to earn credit		

Current NYS Requirements

For a Local Diploma

Credential Type: Local Diploma

Available to:

Students with a Disability (SWD)

Credits:

22

Assessments: (Score of 55-64 on one or more¹)

5² – ELA; Math; Science; Global History and Geography; US History and Government

¹The current safety net for SWDs. The *compensatory model* allows students to score between a 45 and 54 on certain exams under certain conditions. See <http://www.p12.nysed.gov/specialed/publications/safetynet-qa.htm>.

²Students entering Grade 9 in 2010 may pass the Regents Competency Test in lieu of passing a Regents Exam in that subject.

³The local diploma option for general education students was phased out over 5 years. Students in the 2007 cohort (class of 2011), for example, had to pass 4 exams with a 65 or above and 1 with a 55-64 whereas students in the 2008 cohort (class of 2012) had to pass **all** exams at 65 or above.

Credential Type: Local Diploma Through Appeals Process

Available to:

All Students

Credits:

22

Assessments: (Score of 65 or above on three; Score of 62-64 on two for which an appeal is granted)

5 – ELA; Math; Science; Global History and Geography; US History and Government

Current Diploma Endorsements

Credential Type: CTE Technical Endorsement

Available to:

All Students

Requirements:

Regents Diploma Requirements OR Regents Diploma with Advanced Designation

AND

Complete a CTE Approved Program and Pass an Associated Technical Assessment

Credential Type: Regents with Advanced Designation Mastery in Science or Mathematics

Available to:

All Students entering Grade 9 in 2009 and beyond

Requirements:

Regents with Advanced Designation Requirements

AND

Score of an 85 on three Commencement Level Regents Exams in Mathematics AND/OR three Commencement Level Regents Exams in Science

Current Credential (non-diploma) Options

Credential Type: NYS Career Development and Occupational Studies (CDOS) Commencement Credential

Available to:

Students with a Disability who cannot achieve a Regular Diploma because of His/Her Disability* or in addition to a local or Regents Diploma

**Student must have attended school or received a substantially equivalent education elsewhere for at least 12 years, excluding Kindergarten, OR completed the school year in which he/she has attained the age of 21.*

Requirements:

Completion of a NYS Commencement Career Plan, demonstrated knowledge of Career Development and Occupational Studies Standards, and a minimum number of hours (216) of CTE coursework and/or work based learning experiences throughout a student's High School experience in courses/activities related to career awareness, exploration and preparation (which could include community and volunteer experiences)

Optional Assessments – A National Work Readiness Assessment

Current Credential (non-diploma) Options

Credential Type: Skills and Achievement Commencement Credential

Available to:

Students with a Severe Disability*, beginning in 2013-2014.

**Student must have attended school or received a substantially equivalent education elsewhere for at least 12 years, excluding Kindergarten, OR completed the school year in which he/she has attained the age of 21.*

Requirements:

Credits are not specified

Assessments – New York State Alternate Assessment (NYSAA)

Issued with documentation of the student's level of career achievement in the Career Development and Occupational Studies (CDOS) learning standards, academic skills, and the student's strengths and interests

Current NYS Requirements

For a High School Equivalency(HSE) Diploma

Credential Type: High School Equivalency (HSE) Diploma

Available to:

Alternative Education Students, Out of School Youth, and Adults, beginning in 2014

Requirements:

Test Assessing Secondary Completion (TASC™)

- Amendment to Section 100.7 of Commissioner Regulations to allow a passing score on one or more subtests of the 2002 GED exam
- Assessment will be fully aligned to Common Core State Standards in 2017

Credential Type: High School Equivalency (HSE) Diploma Through College Credits

Available to:

Alternative Education Students, Out of School Youth, and Adults

Requirements:

Awarded to candidates who have completed 24 credits (or its equivalent) as a recognized candidate for a degree or a certificate at an approved institution

Credential Type: Local High School Equivalency Diploma through NEDP

Available to:

Adults (21 and older)

Requirements:

The National External Diploma Program (NEDP), administered through Comprehensive Adult Student Assessment System(CASAS) is a complete assessment program that allows adults to demonstrate transferable skills for which a high school diploma is awarded. Completion of 71 competencies required

Cohort Graduates

Under Current NYS Requirements

Cohort	Regents Diploma with Advanced Designation	Regents Diploma	Individualized Education Program (IEP) Diploma*
2008	66,156	89,627	2,819
2007	68,380	80,689	2,922
2006	69,394	74,866	3,390
2005	67,482	70,593	3,728

***The IEP Diploma sunset on June 30, 2013 and was replaced with the Skills and Achievement Credential and the CDOS Commencement Credential**

Completion vs. Readiness

Defining What Our Students Need for Success

New York's 4-year high school graduation rate is 74% for All Students however, the gaps are disturbing.

June 2012 Graduation Rate

Graduation under Current Requirements
(Completion)

	% Graduating
All Students	74.0
American Indian	58.5
Asian/Pacific Islander	81.6
Black	58.1
Hispanic	57.8
White	85.7
English Language Learners	34.3
Students with Disabilities	44.7

Calculated College and Career Ready*
(Readiness)

	% Graduating
All Students	35.3
American Indian	18.8
Asian/Pacific Islander	56.5
Black	12.5
Hispanic	15.7
White	48.5
English Language Learners	7.3
Students with Disabilities	4.9

*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services

Are we meeting the needs of ALL students?

- Nationally, out of 100 middle school students...
 - 70 will graduate from high school
 - 44 enroll in college
 - 26 earn a college degree within six years
- In New York, out of 100 9th grade students...
 - 74 will graduate from high school in four years
 - 55 enroll in a postsecondary institution
 - 31 earn a college degree within six years

Source: *Are Today's Students Ready for College and Careers?* David Conley. Educational Policy Improvement Center. April 8, 2013

Skills-Jobs Mismatch?

Challenging the model of completion

"The National Association of Manufacturers says that they have about 600,000 jobs that are open because employers can't find workers with the skills they need.... Similarly, the IT industry reports problems finding workers to fill the jobs"

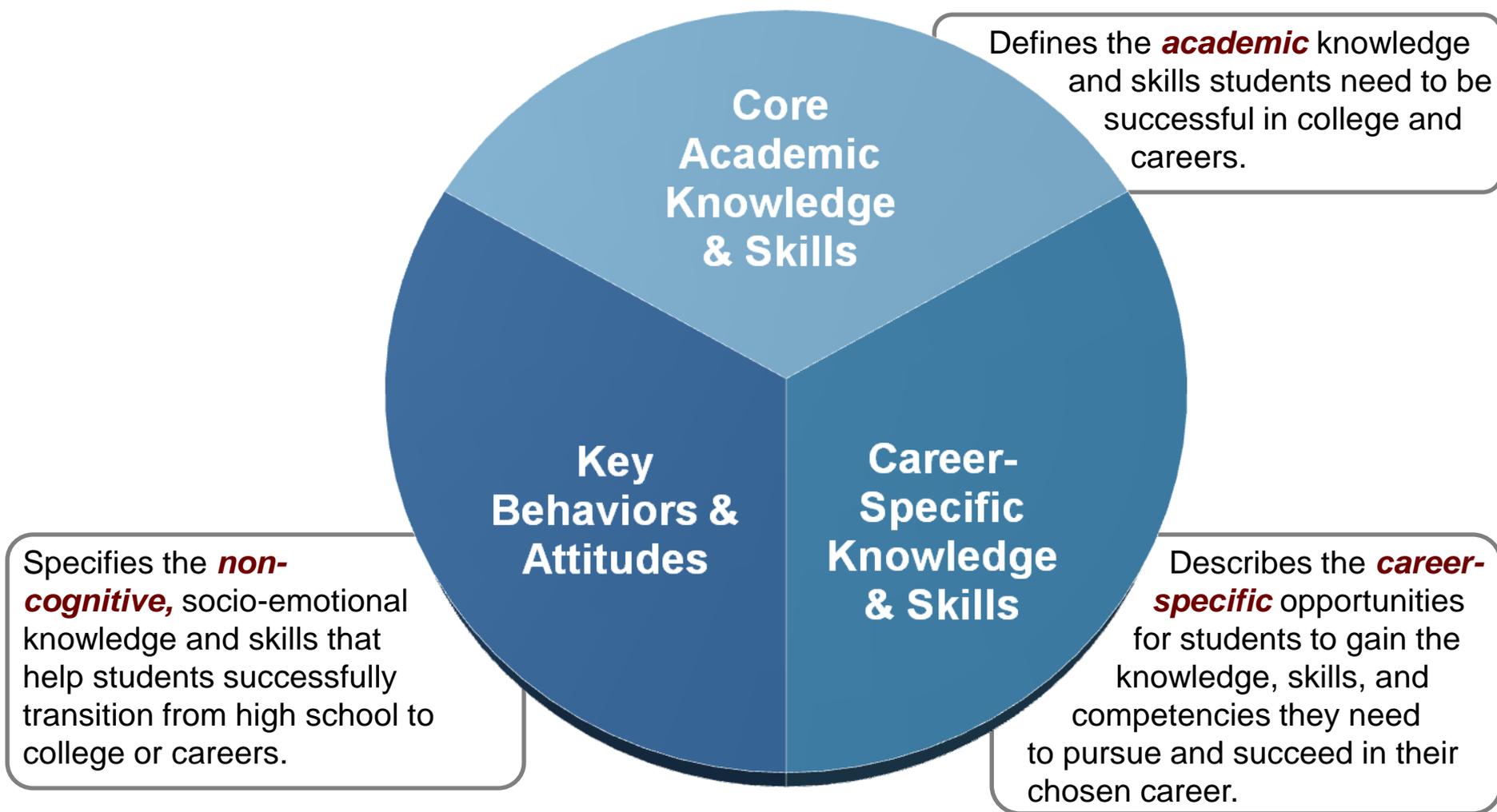
Source: *Why Jobs Go Unfilled Even in Times of High Unemployment*. Amy Sullivan. The Atlantic, August 19, 2013

The Call for a Model of Readiness

"Until we achieve at least a 90% national graduation rate, and see that students leave high school equipped for success in college and career, we will not be simply a collection of communities at risk, we will remain a nation at risk."

Source: My View: *What You Won't Hear at High School Graduation*. Robert Balfanz, Director of the Everyone Graduates Center at Johns Hopkins University's School of Education and John Gomperts, President and CEO of America's Promise Alliance.

Readiness is more than an Academic Pursuit



College and Career Readiness

Requires a *Systems* Response

1. Regents Reform Agenda and ESEA Waiver – ***UNDERWAY***
 - Adopting rigorous college and career ready standards and building rigorous assessments
 - Implementing Data Driven Instruction
 - Training, recruiting and retaining great teachers and leaders
 - Turning around lowest performing schools
2. School Culture and Climate – ***UNDERWAY***
 - Building safe and healthy school environments which support effective teaching and learning
3. Differentiated Pathways to Graduation – ***TBD***
 - Providing interest-based, rigorous and relevant student learning options
4. Organization and Support – ***UNDERWAY***
 - Developing a State aid and legislative priorities approach to support pathways equitably including district reorganization and regionalization
5. Aligned Accountability Measures – ***UNDERWAY***
 - Incentivizing the readiness model under our approved ESEA waiver by giving “full credit” for those students who have achieved the Aspirational Performance measures which correlate to success in entry level college courses
6. Teacher, Guidance Counselor and Leader Preparation – ***UNDERWAY***
 - Aligning the teacher and leader pipeline to the demands of the Common Core in program and assessment; addressing the changing role of the guidance counselor



Our Students. Their Moment.

Pathways to Graduation



The theory of action for multiple pathways

Why Invest in a Pathways Approach?

- Under the current system of *Completion*, far too many students are either dropping out of school or are not having their academic needs met thereby leading to increasing levels of remediation in entry level college classes and/or unsuccessful attempts to achieve a living wage job.
- The lack of coherence between K-12 and college and/or career/industry must be remedied by a model of *Readiness* which contains a combination of common expectations (CCLS) and multiple, similarly rigorous pathways which lead to student success.
- Multiple student-choice driven pathways will increase student engagement, student achievement, and ultimately, college, career and citizenship readiness. The result will be a strengthening of our economy and our democratic way of life.

Pathways at Work

Effective Pathway models

STEM – Monroe 2 BOCES

- Project Lead the Way-based Pre-engineering High School Program (18 High Schools in Monroe County)
- Four year, flexible sequence of foundation, specialization and capstone courses

Humanities – Commack Union Free School District

- Full humanities-based IB program
- Largest IB Program in NYS with 40 IB Courses available
- 65% of juniors and seniors take at least 1 IB Course

Arts – Rochester School for the Arts

- Student choice in a fine arts concentration which is performance-based
- 95% Attendance
- 93% Graduation rate

Languages Other Than English (LOTE) – White Plains CSD

LOTE 6-12 Pathway

- Traditional, Accelerated, Honors and Advanced Placement programs in 6 different languages
- Native Language program in Spanish

Required Elements of Pathways

Appropriate Assessments and Related High Rigor Courses in Each Pathway

- The Federal Government *requires*:
 - Annual testing in mathematics and ELA in grades 3-8
 - An annual science assessment in Science at least once in grades 3-5 and again in 6-9
 - Assessments at least once in Mathematics, ELA and Science in grades 10-12*
 - Alternate assessment for Students with Disabilities
 - Annual assessment of acquisition of English proficiency for English Language Learners

* Students may meet this requirement by taking Regents examinations or approved alternatives to the Regents prior to grade 9 and “banking the results” for high school accountability.

Opportunities for Students to Enter and Exit Pathway Options

- Pathways should be:
 - Grounded in the Common Core Learning Standards
 - Similarly rigorous
 - Allow for student choice
 - Have demonstrated, effective outcomes for students

CTE Pathway

Findings of the CTE Expert Panel

- Career Readiness is a more rigorous standard than College Readiness when non-cognitive skills and competencies are considered
- College readiness is necessary, but not sufficient, for career readiness
- High-quality CTE is more effective in making some students college ready when it includes work-based learning experiences
- The research supports a strong rationale for Regents endorsement of CTE examinations as comparable to certain Regents examinations
- A set of criteria were identified that can be used to determine high-quality CTE examinations
- 13 Technical Exams were recommended because their rigor was assessed as being equal to or greater than a Regents Exam
- A procedure and framework linked to the criteria was developed for identifying future examinations

Chancellor's Blue Ribbon Commission

1. In partnership with Cornell and Harvard (represented by the key author of the *Pathways to Prosperity* study), an advisory panel of 9 experts was convened to review the research findings of the Assessment Expert Panel as well as the analysis of 15-25 national CTE assessments.
2. Review included:
 - a. Nomination of existing occupational assessment instruments;
 - b. Recommend criteria and procedures for determining the suitability of nominated instruments;
 - c. Review nominations and rate against the criteria;
 - d. Review and reach consensus on a list of approved instruments and the explanations for the choices.
3. At the conclusion of the review, the research team provided recommendations to the Blue Ribbon CTE Assessment Panel.

Blue Ribbon Commission

Recommendations

Chaired by Chancellor Emeritus Robert Bennett and Monroe Community College President Anne Kress, the Commission recommended:

1. Approval of 13 Technical Exams that were determined to be of equal or greater rigor to a Regents Exam
2. Creating multiple pathways to college and career readiness, including a CTE pathway
3. Increasing Integrated course options for CTE students
4. Introducing students to CTE courses earlier
5. Aligning graduation requirements with specific pathways to college and career readiness
6. Strengthening graduation requirements for college and career readiness

CTE Assessment Criteria

- 1. The assessment provides credible evidence that the student is college and career ready.**
- 2. The assessment includes academic as well as technical learning.**
- 3. The assessment is for an occupation in a career cluster that is recognized by the State Education Department and is of clear economic value to the state of New York.**
- 4. The assessment meets the following technical requirements.**
 - The examination is aligned with existing knowledge and practice and updated regularly (every four years in most cases).
 - The examination has acceptable psychometric properties. It is properly validated and free from ethnic or gender bias. A technical manual meeting testing industry standards is available for public inspection.
 - The examination questions are secure and administration oversight comparable to a Regents examination.
 - The organization responsible for the examination is considered credible by the State Education Department; e.g., makes standards publicly available, trains proctors, is affiliated with trade groups, provides data for instructional improvement, responds quickly to technical concerns and user questions.

CTE Pathway Option

Available Assessments for Consideration

1. The ProStart National Certificate of Achievement

- National program that is administered by the National Restaurant Association's Education Foundation.

2. ASE Student Certification

- The National Institute for Automotive Service Excellence (ASE) administers a set of examinations to qualify automotive technicians.

3. A+ Certification

- CompTIA was created by a consortium of IT corporations including Microsoft, HP, Cisco, Dell, and Intel to certify technicians.

4. Network+ Certification

- Passing A+ is a pre-requisite for taking Network+, also from CompTIA. Students who pass are qualified for IT employment in positions such as network administrator, network technician, network installer, help desk technician, and IT cable installer.

5. National Institute of Metal Working (NIMS) Skills Certification

- Industry-written and industry-validated, and subject to regular, periodic reviews under the procedures accredited and audited by the American National Standards Institute (ANSI).

Available Assessments (continued)

6. PrintED

- Based on industry standards for graphic communications courses of study at the secondary and postsecondary levels, PrintED is a national accreditation program created by the Graphic Arts Education and Research Foundation.

7. Student Electronics Technician

- The SET Certification was developed by the Electronic Technicians Association (ETA) for high school students and entry-level technicians.

8. Carpentry Level-1 Certification

- This is one of many certifications sponsored by the National Center for Construction Education and Research (NCCER).

9. Assessment of Skills and Knowledge for Business (A*S*K)

- This set of examinations was developed by the Assessment of Skills and Knowledge for Business Institute with technical assistance from NOCTI.

Available Assessments (continued)

10. Advertising and Design (NOCTI)

- This test is designed for program completers and entry-level employees in the advertising and design field, measuring knowledge and skills in such topics as design theory and application, color theory and application, drawing and digital illustration, photography, typography, multimedia, digital image manipulation, production and printing, computer literacy, and communication skills.

11. Accounting – Basic (NOCTI)

- This test is designed for program completers and entry-level employees in the accounting/bookkeeping field, measuring knowledge and skills in such topics as general accounting knowledge, journalizing, posting, payroll preparation, cash and banking procedures, merchandise inventory, completion of accounting cycle, identification and application of source data, use of mechanical and electronic accounting devices, and data security.

Available Assessments (continued)

12. Agricultural Mechanics (NOCTI)

- This test is designed for program completers and entry-level employees in the agricultural mechanics field, measuring knowledge and skills in such topics as general safety, welding and mechanics, power and machinery, electrical power and process, agricultural structures, agribusiness, and environmental and natural resource systems.

13. Hospitality Management – Food and Beverage (NOCTI)

- This test is designed for program completers and entry-level employees in the hotel management field, measuring knowledge and skills in such topics as understanding of the hospitality industry, guest relations and concierge duties, opening and settling financial transactions, safety and security, legal and ethical responsibilities, marketing and sales, travel and tourism, hotel restaurant management, and food and beverage service.

STEM Pathway Option - Mathematics

Available Assessments for Consideration

- **Additional Math Regents Exam(s) or Approved Alternative(s)**
 - Regents Integrated Algebra (Common Core Algebra I) or approved alternative
 - Regents Geometry
 - Regents Algebra 2/Trigonometry (Common Core Algebra II)
- **Approved alternatives:**
 - Regents Integrated Algebra (Common Core Algebra I) or approved alternative
 - Approved alternatives:
 - Advanced International Certificate of Education (AICE) Mathematics Examination
 - AP Calculus AB Examination
 - AP Calculus BC Examination
 - International Baccalaureate Mathematics Studies Standard Level Examination
 - International Baccalaureate Mathematics Methods Standard Level Examination
 - International Baccalaureate Mathematics Higher Level Examination
 - International General Certificate of Secondary Education (IGCSE)
 - SAT Subject Test in Mathematics Level 1
 - SAT Subject Test in Mathematics Level 2
 - Regents Geometry
 - Approved alternatives:
 - AP Calculus AB Examination
 - AP Calculus BC Examination
 - SAT Subject Test in Mathematics Level 2
 - Regents Algebra 2/Trigonometry (Common Core Algebra II)
 - Approved alternatives:
 - AP Calculus AB Examination
 - AP Calculus BC Examination
 - SAT Subject Test in Mathematics Level 2
- **Possible Additions**
 - AP Statistics

STEM Pathway Option - Sciences

Available Assessments for Consideration

- **Additional Science Regents Exam(s) or Approved Alternative(s)**
 - Regents Living Environment
 - Regents Earth Science
 - Regents Chemistry
 - Regents Physics
- **Approved alternatives:**
 - AP Biology Examination
 - SAT Subject Test in Biology E/M
 - SAT Subject Test in Chemistry
 - SAT Subject Test in Physics
- **Possible Additions**
 - AP Environmental Science
 - AP Physics B
 - AP Physics C: Electricity and Magnetism
 - AP Physics C: Mechanics
 - International Baccalaureate Physics Higher Level/ Standard Level Examination
 - International Baccalaureate Sports, exercise & health science Higher Level/ Standard Level Examination
 - International Baccalaureate Biology Higher Level/ Standard Level Examination
 - International Baccalaureate Chemistry Higher Level/ Standard Level Examination
 - International Baccalaureate Design Technology Higher Level/ Standard Level Examination

Humanities Pathway Option

Available Assessments for Consideration

- **Currently required:**
 - Regents US History and Government
 - Regents Global History and Geography
- **Approved alternatives:**
 - AP US History
 - SAT Subject Test in US History
 - AP World History
- **Possible Additions:**
 - Foreign languages
 - History and Social Sciences

Humanities

Available Assessments for Consideration - History & Social Science

- AP Comparative Government and Politics
- AP European History
- AP Human Geography
- AP Macroeconomics
- AP Microeconomics
- AP Psychology
- AP United States Government and Politics
- International Baccalaureate Economics Higher Level/ Standard Level Examination
- International Baccalaureate Philosophy Higher Level/ Standard Level Examination
- International Baccalaureate Psychology Higher Level/Standard Level Examination
- International Baccalaureate Geography Higher Level/ Standard Level Examination
- International Baccalaureate Social & cultural anthropology Higher Level /Standard Level Examination
- International Baccalaureate Global politics Higher Level/Standard Level Examination

Humanities

Available Assessments for Consideration - LOTE

- AP Chinese Language and Culture
- AP French Language and Culture
- AP German Language and Culture
- AP Italian Language and Culture
- AP Japanese Language and Culture
- AP Latin
- AP Spanish Language and Culture
- AP Spanish Literature and Culture
- SAT Subject Test French
- SAT Subject Test French with Listening
- SAT Subject Test German
- SAT Subject Test German with Listening
- SAT Subject Test Spanish
- SAT Subject Test Spanish with Listening
- SAT Subject Test Modern Hebrew
- SAT Subject Test Italian
- SAT Subject Test Latin
- SAT Subject Test Chinese with Listening
- SAT Subject Test Japanese with Listening
- SAT Subject Test Korean with Listening
- International Baccalaureate German Literature Higher Level/ Standard Level Examination
- International Baccalaureate German Language & Literature Higher Level/ Standard Level Examination
- International Baccalaureate French Literature Higher Level/ Standard Level Examination
- International Baccalaureate French Language & Literature Higher Level/ Standard Level Examination
- International Baccalaureate Spanish Literature Higher Level/ Standard Level Examination
- International Baccalaureate Spanish Language & Literature Higher Level/ Standard Level Examination

Arts Pathway Option

Available Assessments for Consideration

- AP Studio Art (3 options: drawing, 2D and 3D):
<https://apstudent.collegeboard.org/apcourse/ap-studio-art-2-d-design>
- AP Art History: <https://apstudent.collegeboard.org/apcourse/ap-art-history>
- AP Music Theory: <https://apstudent.collegeboard.org/apcourse/ap-music-theory>
- IB Courses/Assessments
 - Dance Higher Level/Standard Level -
<http://www.ibo.org/diploma/curriculum/group6/dance.cfm>.
 - Music Higher Level/Standard Level -
<http://www.ibo.org/diploma/curriculum/group6/music.cfm>
 - Film Higher Level/Standard Level -
<http://www.ibo.org/diploma/curriculum/group6/film.cfm>
 - Theatre Higher Level/Standard Level -
<http://www.ibo.org/diploma/curriculum/group6/theatre.cfm>