

New York Inspires and Innovative Educational Practices Updates

Presentation to the Board of Regents

May, 2026



Forming the Future- Shaping Possibilities

*Forming the Future.
Shaping Possibilities.*

Through meaningful learning experiences, students build competencies, demonstrate mastery, and earn learning units that lead to lifelong opportunities.

PORTRAIT OF A GRADUATE ATTRIBUTES

-  Academically Prepared
-  Creative Innovator
-  Critical Thinker
-  Effective Communicator
-  Global Citizen
-  Reflective & Future Focused



New York Inspires



Adopt a NYS
Portrait of a
Graduate



Redefine Credits and
Learning
Experiences



Sunset
Diploma Assessment
Requirements



Move to One NYS
High School
Diploma

New York State Diploma Requirements Applicable to All Students Enrolled in Grades 9-12

Credit Requirements

...y to all diploma types: local, Regents, ...
...ents with advanced designation)

	Minimum number of credits
	4
...s follows: ...y (1) ...ory and Geography (2) ...on in Government (½) ... (½)	4
...s follows: ...e (1) ...ience (1) ...e or Physical Science (1)	3
...ages	3
...usic, Dance, and/or	1(**)
...ation ...each semester)	2
	½
	3 ½
Total	22

...disability may be excused from the requirement for 1
...ld Languages if so indicated on their IEP, but they must
...credit to graduate.

- 1.) Pathways
A student must either:
 - earn the Seal of Civic Readiness; or
 - pass an additional Regents Exam or NYSED-Approved Regents Alternative in a different course (English, mathematics, science, or social studies); or
 - pass a NYSED-Approved Pathway Assessment (Arts, CDOS, World Languages); or
 - successfully complete a NYSED-approved CTE program, including the associated 3-part technical assessment; or
 - successfully complete all the requirements for earning the CDOS Commencement Credential; or
 - successfully complete the Individual Arts Assessment Pathway (IAAP).Reference: [Multiple Pathways](#) and [NYSED-Approved Regents Examination Alternatives](#)
- 2.) Appeals
All appeals are subject to local district approval. Reference: [Appeals, Safety Nets, and Superintendent Determination](#)
- 3.) Exemptions from Diploma Assessment Requirements
 - Exemptions due to a Major Life Events: Reference the [Exemptions for Major Life Events memo](#).
 - Exemptions from the Regents Exam in US History and Government (Framework): Reference the [FAQ on Canceled Regents Exam in US History and Government \(Framework\)](#).
 - COVID Exemptions: Reference the FAQs: [June/August 2020](#), [January 2021](#), [June/August 2021](#), and [January 2022](#).
 - Special Determination (June 2022 graduates only): Reference the [Special Determination to Graduate with a Local Diploma in June 2022](#) memo.
- 4.) Special Endorsements
 - Honors: A student earns a computed average of at least 90 on the Regents Exams applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 NYSED-Approved Regents Alternatives can be substituted for Regents Exams. The locally developed Checkpoint B World Languages examination, or
 - Mastery in Math and/or Science: A student earns a locally developed Checkpoint B World Languages examination, or
 - Seal of Biliteracy: A student meets the criteria for the Seal of Biliteracy.
 - Seal of Civic Readiness: A student meets the criteria for the Seal of Civic Readiness.
 - Technical Endorsement: A student meets the criteria for the Technical Endorsement and successfully completes the technical assessment.Reference the [Endorsements and Seals webpage](#) or [NYS Diploma/Credential Requirements](#) to awarding special endorsements to students with advanced designations.
- 5.) Superintendent Determination of a Local Diploma
Students with a disability who are unable to attain a local diploma through the required units of credit may be eligible for a Superintendent Determination of a local diploma under certain circumstances. Reference [Superintendent Determination](#)
- 6.) World Languages Exemption
Students with a disability may be excused from the required units of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate. Such student who is NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of the technical assessment requirements for the advanced diploma.

Assessment Requirements									
Regents Exam or passing score on a NYSED-Approved Regents Alternative	Regents Diploma for All Students		Regents Diploma via Appeal for All Students		Local Diploma via Appeal for All Students		Local Diploma for Students with a Disability		Local Diploma via Appeal for English Language Learners
	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams
English Language Arts (ELA)	1	65 ¹	1	65 ¹	1	65 ¹	1	55 ^{1A}	1
Mathematics	1	65 ¹	1	65 ¹	1	65 ¹	1	55 ^{1A}	1
Science	1	65 ¹	1	65 ¹	1	65 ¹	1	55 ^{1A}	1
Social Studies	1	65 ¹	1	65 ¹	1	65 ¹	1	55 ^{1A}	1
Pathway Assessment (note 1 on reverse side)	1 or CDOS	65 ¹ if Regents Exam	1 or CDOS	65 ¹ if Regents Exam	1 or CDOS	65 ¹ if Regents Exam	1 or CDOS	55 ^{1A} if Regents Exam	1 or CDOS
Compensatory Safety Net	Non-Applicable		Non-Applicable		Non-Applicable		Scores of 45-54 on any required Regents Exam (except ELA and Mathematics) can be compensated by a score of 65 ¹ or above on another required Regents Exam including ELA and Mathematics.		Non-Applicable

Regents Diploma with Advanced Designation	
Students seeking the Regents diploma with advanced designation must: • meet the credit and assessment requirements for a Regents diploma; and • pass two additional Regents Exams or NYSED-Approved Regents Alternatives in mathematics; and • pass one additional Regents Exam or NYSED-Approved Regents Alternative in science. Students seeking advanced designation must pass at least one Regents Exam or NYSED-Approved Regents Alternative in both sciences (one life and one physical); and • complete a sequence: • earn an additional 2 units of credit in World Languages and pass a locally developed Checkpoint B World Languages examination, or • complete a 5 unit sequence in the Arts, or • complete a 5 unit sequence in CTE.	Assessment Combinations for Advanced Designation
	Traditional Combination
	Pathway Combination (other than STEM)
	STEM (Mathematics) Pathway Combination
	STEM (Science) Pathway Combination

...ent with a disability may appeal scores between 52 and 54 on up to two Regents Exams in any discipline and graduate with the local diploma. Reference [New York State Diploma/Credential Requirements](#) for Students with Disabilities.

...event a student with a disability is unable to attain a passing score on any Regents Exam, the student may be eligible for a Superintendent Determination of a local diploma. Reference [Appeals, Safety Nets, and Superintendent Determination](#).

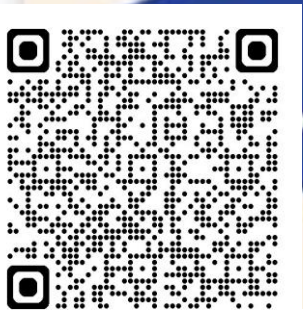
...h Language Learners seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible if they entered the United States in grade 9 or after and were classified as an English Language Learner on the test the second time. Reference [New York State Diploma/Credential Requirements](#); Local diploma for English Language Learners.

... mathematics examination can be selected from the list of [NYSED-Approved Regents Examination Alternatives](#).

...e purposes of determining a student's diploma type, exemptions and Special Appeals should be considered passing scores. Both exemptions and [Special Appeals](#) may be...

Current Graduation Requirements

Graduation Credit Requirements Advisory Themes



- **Center students with disabilities and English Language Learners**
- **Expand local flexibility** while avoiding the creation of additional barriers or credit requirements
- **Support for interdisciplinary approaches**, with a need for thoughtful design and careful implementation
- **Proactive communication** with students, families, and communities
- **Concerns related to overall capacity** including staffing, certification, and teacher preparation

**DR. TURINA PARKER
DISTRICT SUPERINTENDENT
WSWHE BOCES**



NY Inspires Collaboration Across New York State at All Levels



Presentation to the NYS Board of Regents

May 2026





Strategic Alignment

Ensure all initiatives support overarching objectives and vision of NY Inspires



Implementation Excellence

Implement consistent methodologies for planning, tracking, and decision making



Stakeholder Engagement

Foster collaboration, shared ownership, and accountability among all stakeholders



Continuous Learning

Establish feedback loops that drive improvement, equity and knowledge sharing



Guiding Principles

Phase 1: Installation

Fall 2025 -
Summer 2027

NYSED State Level Actions

BOCES Regional Level Actions

School District Actions

Transformation 1: Adopt a NYS Portrait of a Graduate

Publish Portrait of Graduate
rubrics & performance indicators

Establish regional collaborative networks &
cross-district calibration

Conduct audits & develop local competency
cross-walks

Transformation 2: Redefine Credits & Learning Experiences

Release prioritized, reformatted learning
standards & guidance documents

Develop regional repositories of model performance
tasks, capstone structures, & work-based learning

Integrate prioritized learning standards; plan
for Personal Finance & Climate Education

Transformation 3: Sunset Diploma Assessment Requirements

Release Graduation Measures Framework &
assessment templates/rubrics & guidance

Provide professional learning to support implementation
of released tools & conduct regional readiness audit

Utilize released tools to perform readiness audits of
assessment & project-based learning practices

Transformation 4: Move to One NYS High School Diploma

Publish field communications & guidance for
Personal Finance & Climate Education requirements

Disseminate communication documents
and provide regional sessions on credit requirements

Establish implementation teams to plan
for new requirements, cohort transitions & stakeholder
communication

Phase 2: Initial Implementation

Fall 2027 -
Summer 2029

NYSED State Level Actions

BOCES Regional Level Actions

School District Actions

Transformation 1: Adopt a NYS Portrait of a Graduate

Highlight & disseminate best practices to encourage innovation & Implementation

Facilitate preK-12 vertical alignment, sustain learning networks & curriculum design for PoG

Integrate PoG into daily instruction; engage in prof. learning; develop assessment strategies; include students in design & development

Transformation 2: Redefine Credits & Learning Experiences

Adopt regulation for redefined credits to expand ways students earn credit

Develop regional learning pathways to expand access to interdisciplinary courses, HS electives, Work-Based Learning & CTE

Implement redefined course credit system & new requirements; evaluate master schedules to implement critical shifts

Transformation 3: Sunset Diploma Assessment Requirements

Sunset diploma assessment requirements for all students; redefine seals & endorsements, including to allow district developed assessments

Facilitate Learning Institutes, Regional Scoring & Calibration Teams, & Communities of Practice for performance based assessments

Develop & implement local assessment policy to meet regulatory requirements & provide guidance & support for all stakeholders

Transformation 4: Move to One NYS High School Diploma

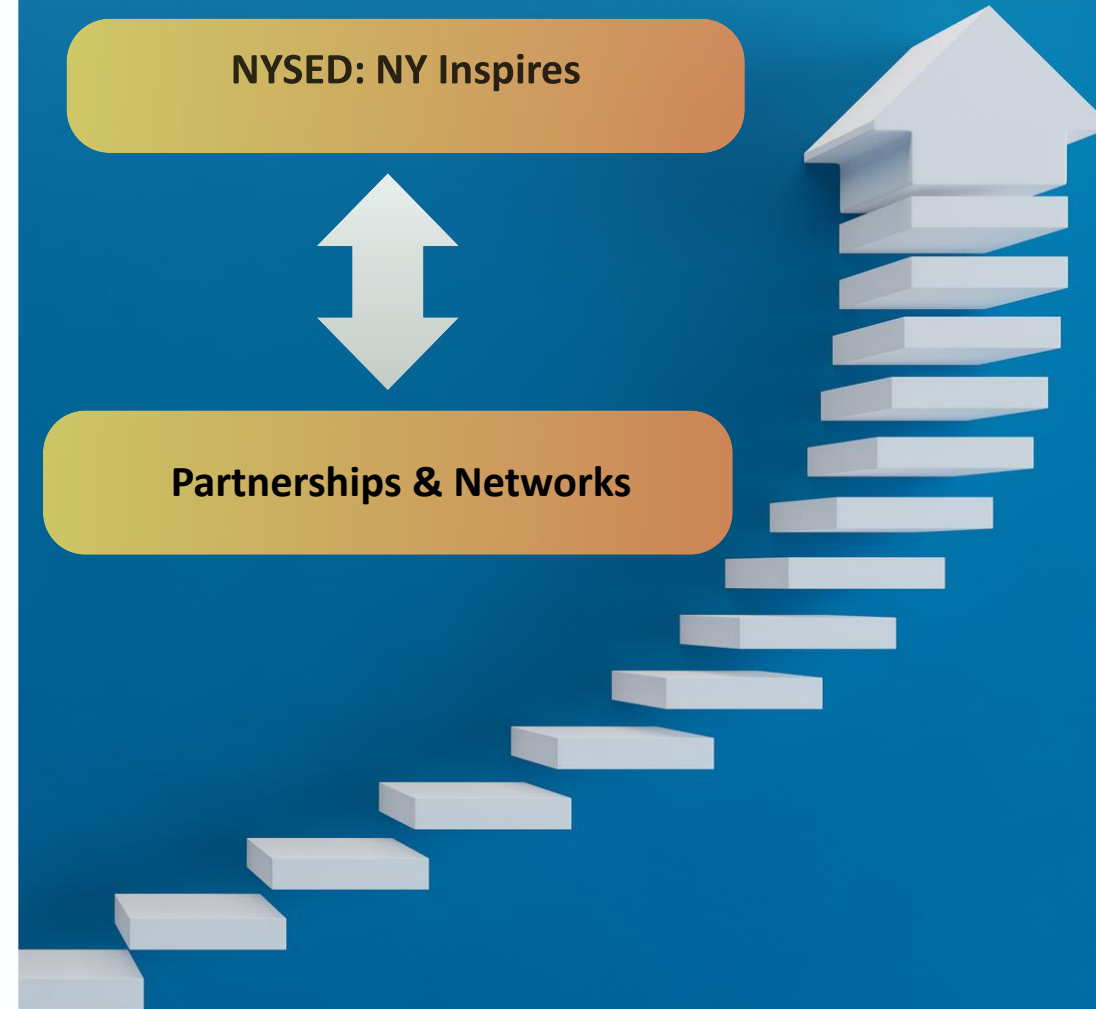
Adopt regulations for one NYS Diploma; expand showcase of promising practices & professional learning opportunities

Provide regional support to districts: expanding endorsements & seals; data reporting; piloting innovative practices & workforce development

Align & revise local policies for graduation, student handbooks & course catalogs; communicate changes to all stakeholders; provide professional learning

Next Steps

- NY Inspires BOCES Consortium
- Statewide Network for Special Education (SNSE)
- Statewide Network for Career & Technical Education (SNCTE)
- Staff/Curriculum Development Network (SCDN)
- Institutions of Higher Education
- Community & Industry Partners



**AMY CREEDEN
SUPERINTENDENT
MIDDLETOWN CENTRAL SCHOOL DISTRICT**



ENLARGED CITY SCHOOL DISTRICT OF MIDDLETOWN

HOME OF THE LEGACY MAKERS

Sound instructional practices naturally paint the Portrait of a Graduate

Total enrollment: **7,452** scholars

75% Qualify for free lunch.

Demographic breakdown:

Hispanic 64%

Black/African American 21%

White 9%

Asian 3%

2+ races 3%

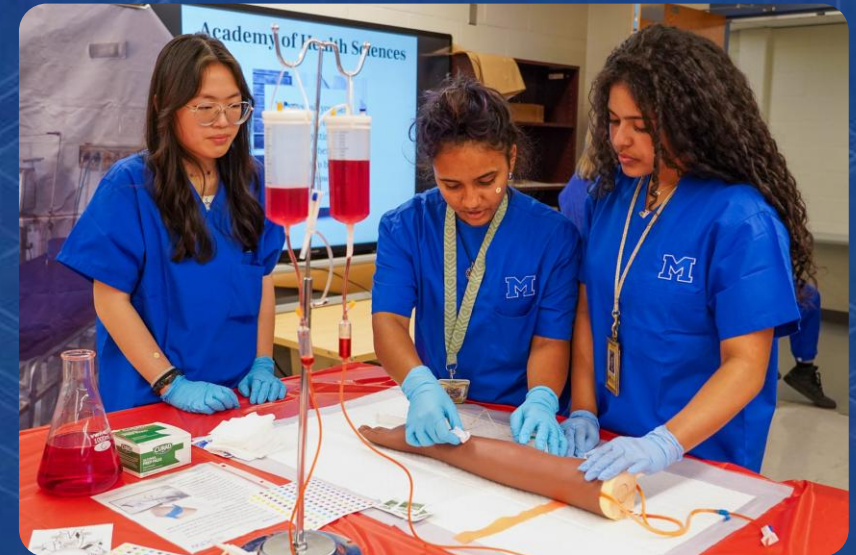
Percentage of Special Education: **19%**

Percentage of Immigrants: **6%**

Percentage of English Language Learners: **17%**

Percentage of Migrant: **2%**

Percentage of Homeless & Foster: **8%**



The Power of Pathways

Dual Enrollment

5,842

College credits earned across
6 college partners

(2024 - 2025)

Industry Connections Academies



National Academy Foundation
programs in Finance,
Information Technology,
Health Sciences, and Engineering
**Access to industry-level tools and
mentors.**

Work-Based Learning

116

Technical Endorsements through
our partnership with
OUBOCES C-Tech

(2024 - 2025)



Legacy Makers

A Personalized Pathway

Portrait of a Graduate



Traditional Model

One-size-fits-all pacing

Deficit-based remediation

Standardized cultural assumptions

At-Promise Microschool

Specialized Environments: Dedicated, agile spaces designed specifically for at-promise scholars to thrive.

Cultural Responsiveness: Leveraging diverse student identities and languages as foundational assets, ensuring every scholar is seen, heard, and valued.

Wrap-Around Support: Intentional community integration to guarantee no student falls through the cracks.

Innovation in Practice

Seal of Biliteracy

44

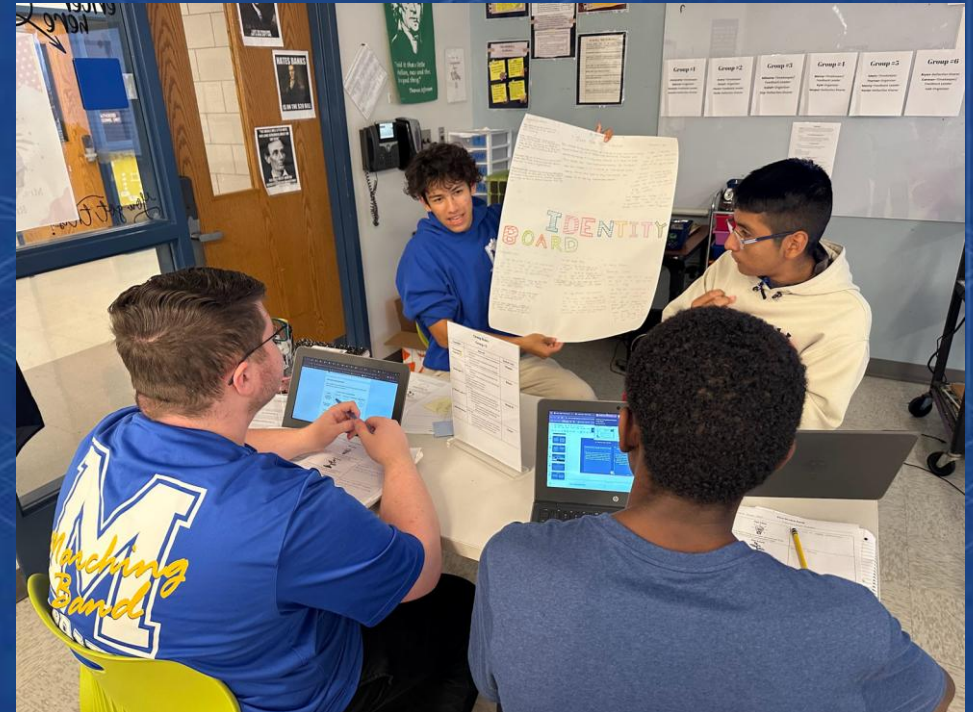
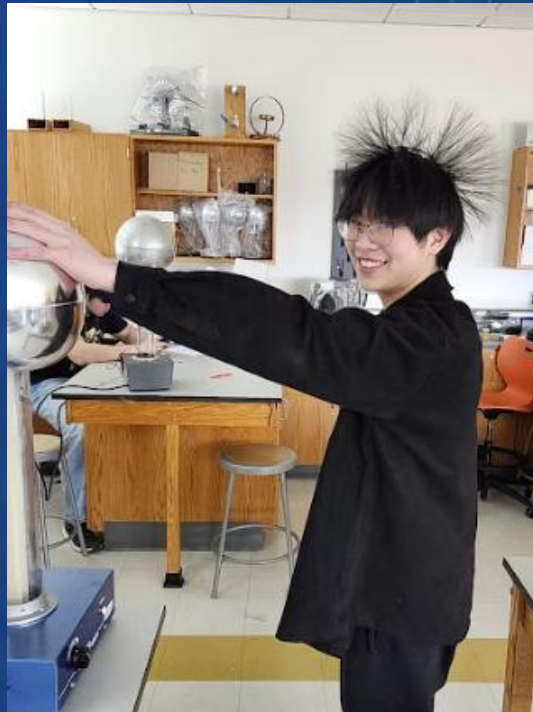
Graduates
(2024 - 2025)

Seal of Civic Readiness

120

Graduates
(2024 - 2025)

Classroom environments are scholar-centered spaces where inquiry, collaboration, and hands-on problem solving are the norm.





Achievement & Engagement Metrics

Graduation Rate

(2024 - 2025)

94%

(Jan., June, Aug. combined)

Attendance Rate

(2024 - 2025)

91.24%

Attendance Rate

(2025 - 2026 Trending)

93%

Sept. - May

Consistently driving toward excellence in scholar engagement and academic outcomes.

The Portrait is Already Painted.

By focusing on authentic, passion-driven opportunities,
we are seeing the results.



We aren't just preparing students for the "real world." We are letting them live in it today.

**MOSES OJEDA
PRINCIPAL
THOMAS A. EDISON CAREER AND TECHNICAL
EDUCATION HIGH SCHOOL**



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Thomas A. Edison

Career & Technical Education

High School

Grades served: 09,10,11,12,SE

Enrollment: 2138

Graduation Rate: 95%

Attendance Rate: 92%

CTE Pathways: 13



The start of...

 **Student Input Committee**

 **Think Tank**

 **Microchanges**

 **Empowering Teachers**



THE "WHY" BEHIND OUR WORK

Community Vision

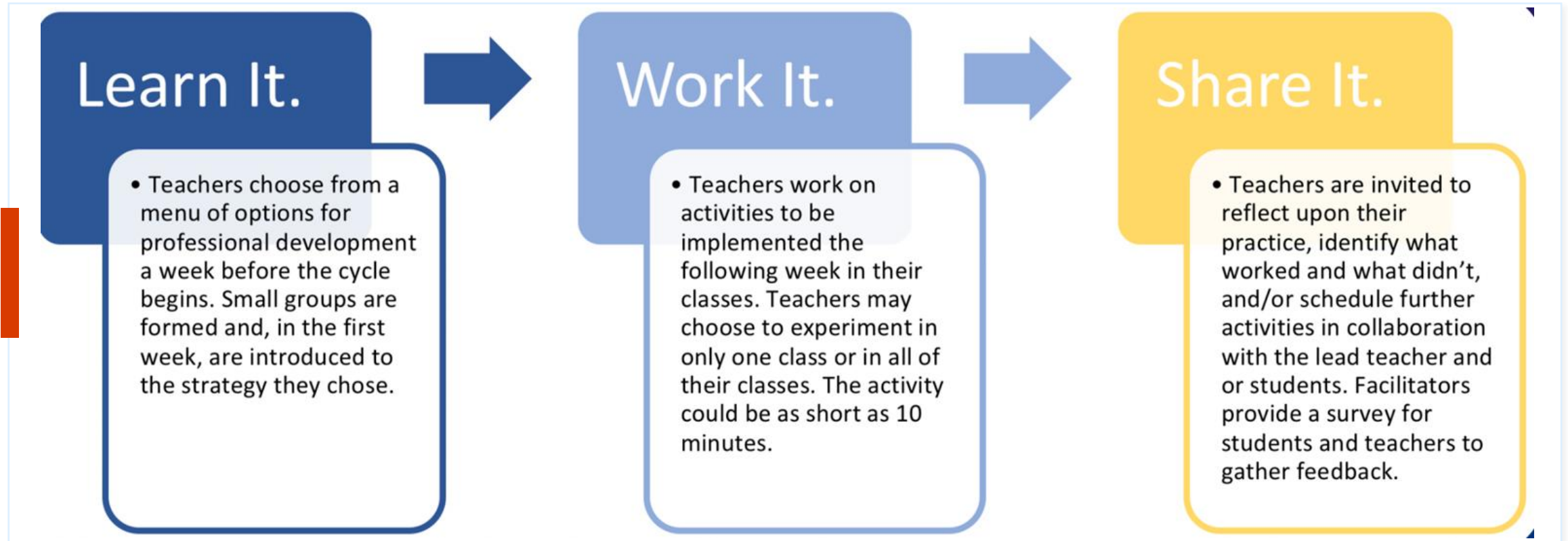
Bridging the gap between technical mastery and essential human skills. Our mission is to ensure every graduate is not just "certified," but truly ready to navigate the complexities of college, career, and civic life.

Edison Excellence

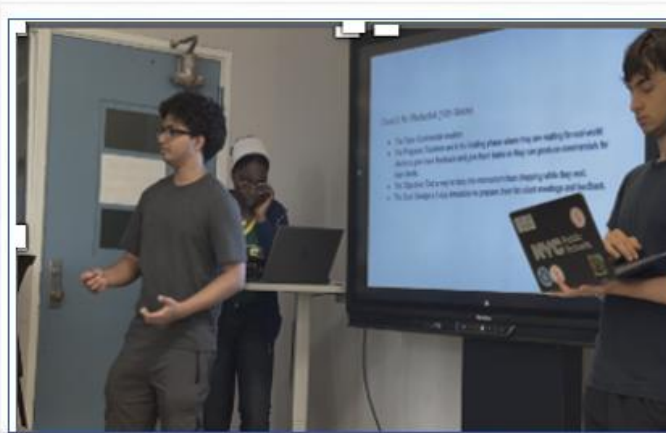
As a CTE hub, we recognize that "Performance-Based Learning" is in our DNA. NY Inspires allows us to formalize this expertise to empower every student through the Principal's Student Input Committees, and Student Designers.



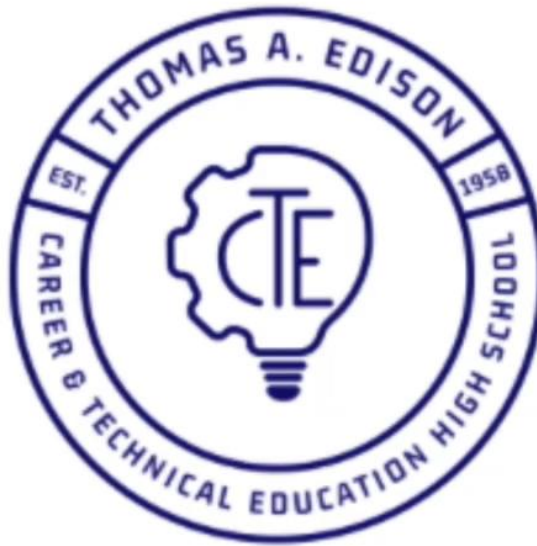
EMPOWERING TEACHERS: INQUIRY CYCLES



Student Designers



Student Designer in Action



NY Inspires Aligns with Industry Feedback

Our industry partners had identified four consistent areas they deemed essential to the workforce.

Communication

Collaboration

Design Thinking

Professionalism

Academically Prepared

Creative Innovator

Critical Thinker

Effective Communicator

Global Citizen

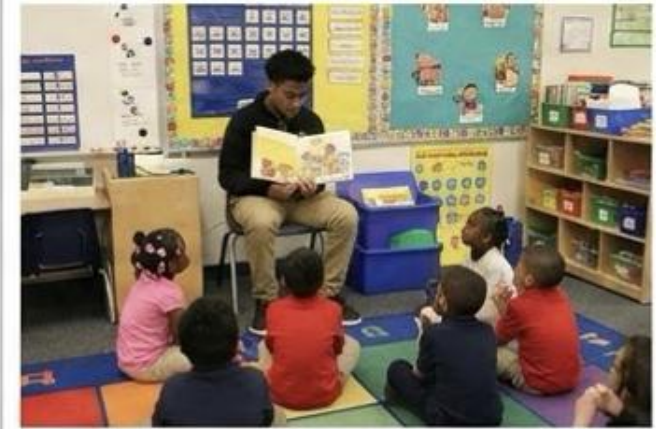
Reflective and Future
Focused

Alignment to the NYS PoG

Our "Essential Skills" are purposefully mapped to the 6 NYS Portrait of a Graduate attributes:

- **Effective Communicator**
- **Academically Prepared**
- **Reflective and Future Focused**

The Real World Is Our Playground



The Journey Ahead



Key Takeaways

- ⚡ Reduce Friction: Simplify the path for teachers.
- 🕒 Go Slow to Go Fast: Build foundations first.
- 🕒 Be Transparent: Share data and failures openly.

Next Steps:

Building a Portable Microcredentials system aligned to the Portrait of a Graduate

COMPETENCY-BASED JOURNEY

1

COMPETENCIES

Clear expectations aligned to the Portrait of a Graduate and rooted in NYS standards.



2

LEARNING EXPERIENCES

Students engage in meaningful learning in schools, communities, and real-world settings.



3

EVIDENCE DEMONSTRATIONS

Students show what they know, can do, and care about through a variety of ways.



4

LEARNER PROFILE

Recognition of evidence that student achieved graduate level competencies.



ONE NEW YORK STATE DIPLOMA

Earned through demonstrated mastery across required Portrait-aligned competencies.

READINESS INDICATORS

-  I believe I can successfully show I am ready.
-  My demonstration of knowledge, skills, and habits shows I am ready.
-  I embody cultural responsiveness.
-  My academic accomplishments show I am ready.
-  I have multiple sources of evidence from local measures that show I am ready.

Changing the System

- It is noted that there are individual schools, districts, and BOCES in New York that have already implemented innovative systems aligned more closely to competency-based systems than the current system.
- It is also noted that the current regulations provide some flexibilities that a small number of districts use to provide innovative experiences for a few students.
- The goal is to change the entire State **system** so that these innovations become the rule, rather than the exception.
- NY Inspires requires change from everyone, at all levels, in all capacities. It requires education meet the demands of the future.

