



UFT Guidance Counselors Chapter Academic Policy Session

NYCDOE Office of Academic Policy & Systems

December 2, 2015

Today we'll discuss

An overview of graduation requirements

Appeals to graduate with a low score on a Regents exam

When credit can be awarded for coursework

Alternate ways to award credit

Non-credit bearing courses

The use of additional/fractional credit values

As we go, please use the organizer to keep track of any relevant:

Questions

Surprises

Strategies
you are
currently
incorporating

Ideas to
investigate
further

Academic policy & systems support

Borough Field Support Centers now have dedicated **academic policy & systems leads** who support you by:

- Providing policy & systems trainings throughout the school year in alignment with OAPS' expectations, including:
- Answering your day-to-day academic policy questions and helping you correctly use STARS, ATS, and other systems
- Reviewing your school's academic data and work to resolve concerning patterns
- In specific cases, working with your school on an action plan to address major policy and systems gaps identified through OAPS's oversight activities

These points are in regular communication with OAPS. They receive trainings and updates when policies change or new tools are developed in systems.

This is in addition to the guidance points at the BFSCs who also work directly with guidance counselors.

Find your academic policy and systems lead at
<http://tinyurl.com/policyperformance>

An overview of graduation requirements

Diploma options

These diplomas are currently available in New York City and State:

- Advanced Regents diploma
- Regents diploma
- Local diploma

Only students who meet specific requirements are permitted to graduate with a local diploma, which allows them the flexibility to earn lower scores on Regents exams.

Earning a diploma

The requirements for each diploma type are determined by the New York State Education Department (NYSED) and are the same for all students in public schools in New York State.

To earn a diploma, students must:

- **Earn 44 credits** in specific courses, aligned to NYSED [standards](#), and
- **Pass specific assessments** (these may be Regents exams, or, for schools with flexibility from the State, PBATS)

The current principal is responsible for certifying that students have met the requirements for the diploma they receive.

When students graduate, they are discharged from ATS and receive a diploma certificate and official transcript.

Helping students understand requirements

You should discuss students' progress toward earning a diploma with them regularly, so that they understand how to stay on track to graduate.

Best practices include:

- Sharing [graduation requirements cards](#) with incoming 9th graders
 - Cards are shipped in June each year for all incoming 9th graders
 - Translations of the grad cards can be found [here](#)
- Giving students copies of their transcripts and teaching them how to read them
- Explaining why students are being scheduled for specific courses and exams
- Using the [HS Credit and Exam Distribution Screen](#) and diploma worksheet to discuss individual student progress
- Explaining the grading policy at the school and giving students and families a written copy

Course credit requirements

Required credits

Subject Area [STARS Code]	Local or Regents Diploma	Advanced Regents Diploma
English language arts [EE]	8 credits	8 credits
Social studies <input type="checkbox"/> 4 global history [HG], 2 U.S. history [HU], 1 participation in government [HV], 1 economics [HE]	8 credits	8 credits
Mathematics <input type="checkbox"/> Minimum 2 beyond Algebra I [M*]	6 credits	6 credits
Science <input type="checkbox"/> Minimum 2 in life science and 2 in physical science [S*]	6 credits	6 credits
Languages other than English^ [F*]	2 credits	6 credits
Arts [A*, U*, D*, C*]	2 credits	2 credits
Health [PH]	1 credit	1 credit
Physical education (every year, distributed in specific patterns) [PP]	4 credits	4 credits
Electives	7 credits	3 credits
TOTAL:	44 credits	44 credits

^ A student with a disability may be exempted from meeting the LOTE requirement if his or her IEP indicates that the disability adversely affects his or her ability to learn a language. These students must complete elective credits in place of the LOTE credits.

Specific Course Policies: English

Schools should define core ELA sequences aligned to commencement-level ELA standards. In order to graduate, students must complete a four-year sequence of ELA spanning grades 9 through 12 and progressing in rigor.

- Some students, because of historical practices or coding errors, will not have sufficient 'EE' credits. They may have taken courses that integrated ESL and ELA standards together. These courses were historically coded as ES. This is fine. Do not change the historical data.
- In the future, courses should that integrate both ESL and ELA should be coded as EE with ESL section properties indicated in STARS.
- For all specific questions, we need to discuss looking at the individual transcripts. We can't entertain those here. Talk to your policy & systems points.
- Please do not assume that, just because a course was previously coded as ES, you know the content of the course. The course code is secondary to the actual content of the course.

Specific Course Policies: Social Studies

Students must complete the following 8 core credits. These requirements apply to all students, regardless of the social studies assessments they use to graduate:

- 4 global history credits (“HG”)
- 2 U.S. history credits (“HU”)
- 1 participation in government credit (“HV” or “HF”)
- 1 economics credit (“HE” or “HF”)

A yearlong economics course, such as AP Microeconomics or AP Macroeconomics, can fulfill the economics requirement provided that the course syllabus is supplemented to fully address the New York State learning standards in economics.

However, a yearlong advanced economics course cannot substitute for both the economics and participation in government requirements unless the syllabus is supplemented to incorporate both the economics and participation in government standards. In this case, the course should be coded as “HF” and titled to indicate that it is a combined economics and government course. These policies also apply to yearlong government courses.

Specific Course Policies: Math

The traditional math sequence is Algebra I (“ME”), Geometry (“MG”), and Algebra II/Trigonometry (“MR”).

- NYSED allows math courses designed to culminate in a Regents to extend up to 4 credits. No more than a total of 4 credits may be awarded for high school level coursework in any of the following subjects: Algebra I, Geometry, Algebra II/Trigonometry.
- Students participating in an extended algebra course must earn at least two commencement-level math credits other than algebra.
- High school technology education courses (“MK” or “SK”) may be used to fulfill the remaining 2 credits in mathematics OR science, but not both. These courses must be coded in the math or science department to fulfill these requirements.
- A four-year sequence in math is recommended for college and career readiness.

Specific Course Policies: Science

Students must earn a minimum of 2 credits in life science AND 2 credits in physical science. The remaining credits may be either life or physical science.

- The required 2 life science credits can be living environment or school-developed courses derived from the living environment standards.
- The required 2 physical science credits can be earth science, chemistry, physics, or school-developed courses derived from any of the physical setting standards.
- NYSED allows science courses that end in a Regents exam to extend up to 4 credits. No more than a total of 4 credits may be awarded for high school level coursework in any of the following subject areas: living environment, earth science, chemistry, and physics.
- High school technology education courses (“MK” or “SK”) may be used to fulfill the remaining 2 credits in mathematics OR science, but not both. These courses must be coded in the math or science department to fulfill these requirements.

Specific Course Policies: Science

- While all science courses incorporate lab activities, for those science courses designed to culminate in a Regents, students must also successfully complete an additional required hands-on (not virtual) laboratory component of 1,200 minutes with satisfactory documented lab reports.
 - The lab may not be credit-bearing and must be provided in addition to the 54 hours required for each science credit. Labs that correspond to science courses designed to culminate in a Regents exam must be recorded on student transcripts, with a clear indication of whether the student successfully completed the laboratory requirement (e.g., P or F to indicate pass or fail, or the equivalent per the school's grading policy).
 - Labs must be indicated separately in STARS using the appropriate code ("L" in the seventh character).
 - If students pass a required science lab but fail the Regents, it is recommended but not required that they retake the lab in order to retake the Regents.

Specific Course Policies: Languages Other than English (LOTE)

Course credits are typically completed in one language, but may be completed in two languages where appropriate given students' academic needs.

- A student with a disability may be exempted from meeting the LOTE requirement if and only if his or her Individualized Education Plan (IEP) indicates that the requirement is not appropriate due to a disability that adversely affects his or her ability to learn a language. In this case, the student need not earn credits in LOTE but must still meet the 44 credit graduation requirement through elective credits.
- Students may be awarded up to 10 credits in LOTE for documented residence and school attendance in an other-than-English-speaking environment.

Specific Course Policies for Graduation

As students take courses that are reflected on their transcripts, consider:

- The titles of courses required for graduation should be easy for an external reader to interpret. Descriptive information about the themes and topics covered in required courses can hinder postsecondary institutions' ability to understand a student's academic history. This information can be communicated with students and families through course catalogs and other materials.
- Course titles should never indicate that a course is designed specifically for students with disabilities (e.g., courses should not be titled "Resource Room" or "English ICT").
- The same course code generally should not appear on students' transcripts twice, especially if the course is credit-bearing. Students may not receive credit for mastering the same content twice.

See the [High School Academic Policy Reference Guide](#) for additional information about specific course credit requirements.

Exam Requirements

Exam Requirements in Brief

Students must pass five Regents exams, typically, for a Regents diploma:

- ELA
- Any social studies exam
- Any math exam
- Any science exam
- One additional exam (or +1 option)

Required Exams

Subject Area	Local or Regents	Advanced Regents
English	Passing score	65+
Mathematics	Passing score on <u>one</u> math exam: Algebra I OR Geometry OR Algebra II	65+ on <u>three</u> math exams: Algebra I AND Geometry AND Algebra II
Social Studies	Passing score on <u>one</u> SS exam: Global OR US History	65+ on <u>one</u> SS exam: Global OR US History
Science	Passing score on <u>one</u> science exam: Living Environment OR Earth Science OR Chemistry OR Physics	65+ on <u>two</u> science exams: Living Environment AND Earth Science OR Chemistry OR Physics
+1 Option	Passing score on any additional Regents exam or State approved +1 assessment*	65+ on any additional Regents exam or State approved +1 assessment*
LOTE	Not required**	65+**
TOTAL:	5 exams	9 exams

*Other assessments approved by NYSED may fulfill the +1 exam option. For example, in State-approved CTE programs only, there is a list of approved CTE assessments that may be used for +1 exams. Additional exams will be approved on a rolling basis. See [4+1 FAQ](#) for the most current information.

**LOTE exams cannot be counted as a student's +1 option.

Additional Exam Policies for Graduation: The Safety Net

Local Diploma and the Safety Net

Select students are given an additional “Safety Net” that allows them ways to graduate with **lower exam scores**. The following students are **Safety Net-eligible**:

- 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

Students who graduate with these lower scores and earn the required **44 credits** earn a **local diploma**. The local diploma is a valid New York State diploma and can be used wherever a diploma is required.

Safety Net Exam Requirements

- Students may pass the 5 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 using RCTs must attempt each of the 5 Regents exams at least once
- **Compensatory score option:** Students may graduate with up to 2 low scores of 45–54 if they meet certain criteria

Compensatory Score Option

Safety Net eligible students qualify for this option by meeting the following criteria:

- The student **must score 55 or higher on the English and any one math Regents**
- The student may graduate with a score of 45-54 on the remaining 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 he received the 45-54 score, as defined by the school.

Student may not combine RCTs with the compensatory option.

[See the compensatory score calculator](#) and [this guidance on the compensatory score policy](#).

Additional Exam Policies For Graduation: Low Score Appeals

Low Score Appeals

A student who meets specific requirements can **appeal to the superintendent to graduate with a low score** on up to two Regents exams upon meeting all other graduation requirements.

This does not result in a rescoring of the exam. Rather, this is an appeal to be able to graduate with the existing score. See [Appeals to Graduate with a Score of 55-64 on a Regents Examination](#).

	Appeal of a 62–64 on any Regents	Appeal to of 55–61 on the ELA Regents Exam
Eligible Students	Any student who meets the criteria below	Only ELLs who arrived in the US for the first time in grades 9–12 and meet the criteria below
Type of Diploma	One successful appeal → Regents diploma Two successful appeals → local diploma	ELA appeal → local diploma ELA appeal and score of 62–64 appeal → local diploma
Process	Request made in ATS using the RQSA screen using RGT with supplementary documents	Request should be made in ATS using the RQSA screen using ELL with supplementary documents
Test Score	62–64 on up to two of the Regents exams the student is using to graduate	55–61 on an ELA Regents

Low-Score Appeal of a Regents Exam

An appeal may be initiated by a student, parent, or school staff member for any student who meets all of the following criteria:

- Taken the exam(s) under appeal at least two times,
- Scored 62-64 on the exam(s) under appeal and 65 or above on the other Regents exams required for graduation,
- Attained at least a 65 course average in the subject area of the exam under appeal (i.e., met the credit requirement in this area for graduation),
- Maintained an attendance rate of at least 95 percent for the school year during which the student last took the required Regents exam under appeal, excluding excused absences,
- Received academic intervention services in the subject area under appeal, and
- Been recommended by his or her teacher or department chairperson for the appeal.

The superintendent makes the final decision.

RQSA / RGT

PROFILE 07-X-000 New York City Public Schools 04-04-14 17:52:09
RQST0260 Regents Exam Appeal Request (RQSA) 01229-FBURGOS2
==>

[REDACTED] JOSHUA

[REDACTED] GRADE LEVEL/COHORT: 12/CLASS OF 2012

EXAM TO APPEAL: HXRUR (13-14 Jan) 63 US HISTORY AND GOVERNMENT

ATTENDANCE % IN YEAR LAST ATTEMPTED: (13-14 Jan) 100% AIS: _

MET SUBJECT CREDIT REQUIREMENTS: _ DIPLOMA TYPE: ____

APPEAL RECOMMENDED BY: _____

COMMITTEE APPROVAL:

(Enter all 5 Approval IDs)

(You can use F4/Lookup)

To submit appeal, enter data and press F6

Then add an instance of the exam to the transcript with a score of "WG."

Low-Score Appeal of a Regents Exam

An appeal may be initiated for any student who meets all of the following criteria:

- **Is currently an ELL or was an ELL at time of ELA Regents administration; and**
- **Entered the US for the first time in grades 9-12.**

The student also must have:

- Taken the exam(s) under appeal at least two times,
- Scored 55-61 on the ELA Regents exam and 65 or above on the other Regents exams required for graduation,
- Attained at least a 65 course average in the subject area of the exam under appeal (essentially, met the credit requirement in this area for graduation),
- Maintained an attendance rate of at least 95 percent for the school year during which the student last took the required Regents Exam under appeal,
- Provided evidence of academic intervention services in the subject area under appeal, and
- Been recommended by his or her teacher or department chairperson for the appeal.

The superintendent makes the final decision.

This appeal always results in a local diploma. In this way, a student who is not Safety Net eligible can graduate with a local diploma).

RQSA/ELL

PROFILE 30-Q-555 New York City Public Schools 05-19-15 14:33:41
RQST0270 Regents Exam Appeal Request (RQSA) 01405-FBURGOS2
==>

JEANNEANIA

GRADE LEVEL/COHORT: 12/CLASS OF 2015

EXAM TO APPEAL: EXRLR (14-15 Jan) 55 COMPREHENSIVE ENGLISH
ATTENDANCE % IN YEAR LAST ATTEMPTED: (14-15 Jan) 97% AIS: _
MET SUBJECT CREDIT REQUIREMENTS: _ DIPLOMA TYPE: LCL
NEWLY ADMITTED ELL: _
APPEAL RECOMMENDED BY: _____
COMMITTEE APPROVAL:

(Enter all 5 Approval IDs)
(You can use F4/Lookup)

To submit appeal, enter data and press F6

Then add an instance of the exam to the transcript with a score of "WG."

Frequently Asked Questions: Appeals

Question 1

- When during a student's high school career can a school request a Regents appeal?

Question 1

- When during a student's high school career can a school request a Regents appeal?
 - An appeal should be filed in the semester that the student is expected to meet all other graduation requirements. Until then, the school should support the student in reattempting the failed Regents exam(s). The student should not consider the requirement complete once the score of 62 is reached. An appeal is never guaranteed.

Question 2

- Can a student still be considered for an appeal when the attendance rate reflected in RQSA is below 95%?

Question 2

- Can a student still be considered for an appeal when the attendance rate reflected in RQSA is below 95%?
 - Yes, the student may be able to share documentation for excused absences, which, if factored in, brings the attendance rate to 95% or higher.
 - The superintendent has the discretion in approving documentation of student absences.
 - If the school believes there is reason to discuss or contest the student's attendance rate, they should share any additional documentation or evidence with the superintendent that might inform the decision.

Question 3

- If a student attended 1st grade in Florida, attended grades 2-9 in the Dominican Republic, and then entered grade 10 in New York City, could this student be considered a first time admit to the U.S. in high school for the purposes of the ELA appeal?

Question 3

- If a student attended 1st grade in Florida, attended grades 2-9 in the Dominican Republic, and then entered grade 10 in New York City, could this student be considered a first time admit to the U.S. in high school for the purposes of the ELA appeal?
 - No, this student is not eligible. The student already attended school in the U.S. prior to grade 9. This appeal is only for students who have never attended school in the U.S. prior to grade 9.

Entering Graduates in January, June, and August: GRDT

The GRDT (Graduation) function allows the school to discharge students. GRDT performs a high-level check using STARS transcript data to ensure students are eligible to receive the codes entered (i.e., that the student has 44 credits and all necessary assessments). If the credential code is rejected, the user is asked for an override code for either the credits or exams required.

```

PROFILE ██████████ New York City Public Schools 08-07-15 19:32:03
BIOG0650-TEST-T Summer Graduation Screen (GRDT) 00050-FBURGOS
==> PAGE 1 OF 13

SCHOOL: 412 GRADE: 220 OFFICIAL CLASS: STUDENT ID:
----- GRAD REQ ----- D
D NAME GRD GL CLS OFF DISC 44 | CRD OV | EXM OV | DPL PST CLG E
CODE CR | REQ CD | REQ CD | TYP SEC DEG L
-----|-----|-----|-----|
AB ██████████, MADI 220 12 12A | | | | | |
AB ██████████, JACOB 220 12 12A | | | | | |
AH ██████████, IBRAHIM 220 12 12A | | | | | |
AM ██████████, ERICA 220 12 12A | | | | | |
AR ██████████, NICHOLE 220 12 12A | | | | | |
AU ██████████, UMME 220 12 12A | | | | | |
BA ██████████, ELLA 220 12 12A | | | | | |
BL ██████████, GILLIAN 220 12 12A | | | | | |
BR ██████████, MICHELLE 220 12 12A | | | | | |
BU ██████████, ADRIAN 220 12 12A | | | | | |

Make changes to this data as required
F1/Help F2/Save F3/Quit-return F4/Lookup F5/Print F6/
F7/ F8/Forw F9/Refresh F10/ F11/ F12/Exit
  
```

DISC

All other times of year, the DISC (Discharge) function is used when GRDT is unavailable. Like GRDT, DISC reviews the STARS credit and exam transcript data at a high level for each student, one at a time and requires an override code if necessary.

```
PROFILE          New York City Public Schools          08-07-15 19:52:26
BIOG0230-TEST-T          Discharge Student (DISC)          00050-FBURGOS
==>
NAME:           DOB: 07/02/98  SEX: M  STUDENT ID: 205 783
  DISC CODE: 27          DISC DATE: 07 / 02 / 15  DIPLOMA TYP/DISC REASON:
DISC PENDING:          DISC CONFIRM DTE: ___ / ___ / ___  POST-SEC IND: U
  DOCUMENTS:  _ RECORDS SENT DATE: ___ / ___ / ___  OTHER DEGREE:
  PLAN INTERVIEW OR LETTER DATE: ___ / ___ / ___  OPEN 407:
GRADUATION REQUIREMENTS:          CR: N  OC:  EX: Y
OLD HOUSE NO:          STREET: WEST 75 STREET          APT NO: 3K4
  CITY:           STATE: NY          ZIP: 1776
  BORO: M          DIST: 03  PHONE: 874 4168

NEW HOUSE NO:          STREET:          APT NO:
  CITY:           GEO (STATE/COUNTRY):          ZIP:
  BORO:  _          DIST:  _  PHONE:  _

GOING TO SCHOOL/INSTITUTION NAME:
TO BEDS CODE:
  COMMENTS:
Credit requirement(s) not met. Enter Credit Override Value, Use F4 Lookup.
F1/Help      F2/Save      F3/Quit-return  F4/Lookup      F5/      F6/
F7/          F8/          F9/Refresh      F10/           F11/       F12/Exit
```

Graduation Override Codes

For both the GRDT or DISC functions in ATS, users are required to enter codes if the correct credits and exams are not present. Consult the [HS Academic Policy Guide](#) for when it is appropriate to use these codes.

Credit Override

Override	Reason
A	IEP - EXEMPT FROM LOTE REQUIREMENT
B	ADV. ART - EXEMPT FROM LOTE REQUIREMENT
C	ADV. CTE - EXEMPT FROM LOTE REQUIREMENT
D	DISTRIBUTION OVERRIDE

Exam Override

Override	Reason
J	IEP - EXEMPT FROM LOTE REQUIREMENT
K	ADV. ART - EXEMPT FROM LOTE REQUIREMENT
L	ADV. CTE - EXEMPT FROM LOTE REQUIREMENT
M	SAFTEY NET - 504
N	SAFTEY NET - DECLASSIFIED
O	SAFTEY NET - IEP
P	COHORT OVERRIDE - "A" THRU "M"
Q	EXAM APPEAL
R	EXAM WAIVED - TRANSFER STUDENT
S	SED APPROVED EXAM ALTERNATIVE and 4+1 EXAM REQUIREMENTS

Defining a credit

Important definitions

- What is a **unit of study**?
 - At least 180 minutes of instruction per week throughout the school year, or the equivalent of 54 hours per semester (108 hours per year) of instruction.
- What is a **unit of credit**?
 - Earned by the mastery of the learning outcomes set forth in a NYS-developed or locally-developed syllabus for a given high school subject, after a student has had the opportunity to complete a unit of study in the given subject matter area.

Credit-bearing experiences

- **Credit-bearing courses must:**
 - Address high school [NYS commencement-level \(high school\) standards](#)
 - Meet instructional time requirements (in other words, last a minimum of 180 minutes per week throughout the semester/school year, or the equivalent of 54 hours per credit)
 - Be taught by an NYCDOE teacher with a NYS certification in the course's subject area

New York State standards

NYSED has commencement-level learning standards in the following subject areas:

- English language arts
- Social studies
- Mathematics
- Science
- Technology
- The arts (including visual arts, music, dance and theatre)
- Languages other than English
- Health
- Physical education
- Family and consumer sciences
- Career development & occupational studies

See <http://www.p12.nysed.gov/ciai/cores.html> for specific standards in each subject area.

Instructional time

- Schools are responsible for ensuring that credit-bearing courses provide students the opportunity to **receive at least 54 hours of instruction per credit**.
 - If a student misses class time, he or she must be provided opportunities to make up the classwork, assignments, assessments, and other learning experiences. Students are not required to make up the exact amount of instructional time missed due to absence.
 - Students who master the course content and satisfactorily meet the expectations outlined in the syllabus must receive credit for the course.
 - They **should not be denied credit based on lack of “seat time” alone**. School grading policies and course syllabi should outline the extent to which attendance and participation factor into students’ grades and might therefore impact whether students earn credit. Schools are encourage to base grades primarily on mastery of course content.

Alternate ways to award credit

Alternate ways to award credit

Blended/online learning

Internships and service-learning

College courses

Credit-by-exam

Independent study

8th grade acceleration

Credit recovery

Scenarios

As we move through the next few slides, keep in mind the following scenarios and the policies that might need to be considered in implementing solutions for these students:

#1: A student is very interested in art history, but his school does not offer a course in this area.

#2: A small group of students need to re-take the last term in the Global history sequence in the fall because they previously failed the course. The school does not have the space to provide this course.

Blended/online learning

- What is a **blended course**?
 - Instruction from the teacher occurs through a combination of classroom-based and digital and/or internet-connected media.
 - **Ex:** A student takes a math course in the physical classroom with the teacher 3 periods per week (120). The remaining 60 minutes of actual instruction (not homework or research) occurs via online delivery.
- What is an **online course**?
 - Instruction occurs **almost exclusively** through digital and/or internet-connected media. There is still interaction with a teacher, but the interaction may be digital or virtual.
 - **Ex:** A student logs on to a vendor-provided site with videos and interactive tools to provide lessons and instruction in math. These take approximately 180 minutes per week, or 54 hours, to view and complete. In addition, a teacher checks in on the student's progress over email and/or in person, is available for extra help, and grades the student's work.

Blended/online learning

In all cases:

- The course aligns with the applicable NY State high school level **learning standards** for the subject area
- Instruction is provided by a **subject certified teacher** from the NYCDOE
- The course includes **regular and substantive interaction** between the student and the teacher (may occur in person or virtually)
- The course instruction satisfies the unit of study instructional time requirement (i.e. 180 mins/wk throughout the school year or equiv.
- The student demonstrates mastery of the learning outcomes for the subject, including **passing the Regents exam and/or other assessment in the subject if required for earning a diploma**

The role of the teacher

Courses must be overseen by an NYCDOE subject-certified teacher. The subject-certified teacher is responsible for:

- **Creating the course syllabus**
- Providing the student with opportunities for **regular and substantive interaction**
- **Monitoring student progress** throughout the course
- Determining if the student mastered the content and **awarding a grade**

While all blended/online courses must have a subject certified teacher, the following support may be provided by other individuals in collaboration with the teacher:

- Online support might be provided by a vendor
- In-person support provided by another teacher or administrator

What might a strong example look like?

How does your school implement online/blended courses?



What might a strong example look like?

A school has two students who want to take a music theory course. The school has a certified music teacher. They decide to offer an online course.

The teacher chooses an online course and makes sure she is comfortable with the content and instruction. The course will be delivered over approximately 16 weeks, and the teacher feels confident that it is aligned to high school standards and is comparable instructionally to the 54 hours that would be received in school. She explains in her syllabus how she will grade the two students and outlines the standards it addresses.

Students receive 180 minutes of instructional time per week (54 hours) via an online vendor. The teacher estimates they also spend 2 hours per week completing assignments. The students are scheduled in STARS to do this during “zero periods” to reflect their participation in the course. They are also scheduled for 1 period per week of check in time with the teacher, to discuss challenges and go over their assignments.

The teacher monitors their progress using the assessments, login records, and messaging system provided by the online vendor.

At the end of each marking period and at the end of the course, she gives the students their grades in STARS. Assuming they complete the course and master all the content successfully, the students earn credits on their transcripts.

Pause for questions:

Questions

Surprises

Strategies
you are
currently
incorporating

Ideas to
investigate
further

Internships and service-learning courses

Internships and service-learning courses that bear credit must:

- Align to high school standards
- Include a **classroom/seminar/workshop component** in addition to learning time spent in an educational internship or structured service activity
- Have a **syllabus** that clearly outlines the standards addressed, how student learning is assessed, and expectations for students in both the classroom and internship components of the course
- Be overseen by a **subject-certified teacher**, in collaboration with a supervisor at the student's internship site or service-learning site

Offsite coursework agreement

- **Schools must establish contracts** in which students and parents sign off on the expectations for student attendance, travel, and security at offsite learning experiences. See the [Sample Forms](#) on the [academic policy intranet page](#) for an offsite learning agreement form that schools can use for this purpose.

College courses

- Advanced courses that bear credit toward a high school diploma and also bear higher education credit may be **made available through partnerships with higher education institutions** (e.g., Early College programs).
- A high school **may not impose any charge or fee on students** for any required instruction leading to a high school diploma.
- Schools may award high school credit for courses taken at colleges/universities if the course **aligns to New York State commencement-level learning standards** (as documented in the course syllabus) and the work completed by the student is of **comparable scope and rigor** to that which would have been completed at the high school awarding the credit.

Credit by examination

Students may earn up to a total of 13 credits without completing units of study if they score **85 or above** on the corresponding Regents exams and meet all of the following criteria:

- The student has **not previously taken and failed the course** for which he or she is attempting to earn credit-by-examination.
- Based on the student's past academic performance, the superintendent or his or her designee **determines that the student will benefit academically** by exercising this alternative.
- The principal determines that the student **successfully completed an oral exam or special project** demonstrating proficiency of the subject matter developed in the course but not measured by the relevant exams.
- The student attends school in accordance with New York State education law.
- Students attempting to earn credit by exam in science still must meet the 1,200 minute laboratory requirement with satisfactory documented lab reports.
- Students **cannot earn LOTE credit using an LOTE exam.**

Independent study

- New York State Commissioner's Regulations permit the use of **independent study for elective courses only**.
- **No more than six elective credits** may be awarded for independent study.
- Students in independent study **must be approved by a school-based panel** consisting of, at a minimum, the principal, a teacher in the subject area for which independent study credit is sought, and a guidance director or other administrator
 - The panel must approve the student based if he or she has **demonstrated readiness** in the subject area and is **on track to graduate**
- An independent study course must be:
 - Academically rigorous
 - Align to New York state commencement-level learning standards as outlined in a syllabus
 - Be of comparable scope and quality to a regular course (i.e. worth 54 hours of instruction)
 - Overseen by a subject-certified teacher

8th grade acceleration

- Per New York State Commissioner's Regulations, **students in grade 8 have the opportunity to take high school courses** and earn credit for them.
 - It is the responsibility of the middle school principal to determine which courses to offer for high school credit, and which students demonstrate readiness to pursue such courses.
- **High schools must accept all accelerated high school credits** a student earned in middle school.
- High school principals receiving incoming freshman who have earned these credits should **provide opportunities for such students to continue advancing their study in the disciplines in which they have accelerated.**

Apply your knowledge

Let's return to the scenarios posed a few slides back.

- **#1:** A student is very interested in art history, but his school does not offer a course in this area.
- **#2:** A small group of students need to re-take the last term in the Global history sequence in the fall because they previously failed the course. The school does not have the space to provide this course.

Scenario #1:

A student is very interested in art history, but his school does not offer a course in this area.

- What **strategies** would you use?
- What are some **best practices** you can think of for implementing these options?
- What **policies** must be followed?
- What **documentation** could you be asked to produce?

Scenario #2:

A small group of students need to re-take the last term in the global history sequence (H4) in the fall because they previously failed the course. The school does not have the space to provide this course.

- What **strategies** would you use?
- What are some **best practices** you can think of for implementing these options?
- What **policies** must be followed?
- What **documentation** could you be asked to produce?

Retaking failed courses (make-up credit)

When a student fails a course, it is important that he or she have the opportunity to make up the course to get back on track toward graduation. **It's usually most appropriate to retake the whole course, which gives the student the opportunity to be exposed to all the instruction again and to master it.** So, for example, if a student fails a semester of English, he might retake that full course of English during the next time it is offered, or during summer school.

- In this situation, the student is simply making up the failed course.
Repeating a course again is not credit recovery.
 - Courses repeated during summer school must provide a minimum of 45 hours of instruction for the student to be eligible to earn 1 credit.
 - Courses repeated during the school year must provide the same instructional time as any other credit-bearing course taken during the school year, i.e. 54 hrs. for 1 credit.

Credit recovery

In contrast to make up credit:

- Credit recovery is **targeted, intensive instruction** in a student's identified course deficiency areas and is intended for students who have already attended most of the course and learned most of the content but need more time and instruction to master the content.
- The **student does not retake the full course**, but only makes up one particular portion of the course.

Credit Recovery courses are coded in STARS using an **"R" as the 7th character**.

- Credit Recovery courses should mirror the original course that students previously failed, e.g., if the students enrolled in the Credit Recovery course failed Integrated Algebra (MEN11), the Credit Recovery course should be coded MEN11QR.
- Schools should never use the "R" in the 7th character for non-credit recovery courses.

Credit recovery

Credits through targeted credit recovery must:

- Align with **applicable NYS commencement-level learning standards**;
- Address **student course deficiencies as evidenced by a syllabus**; and
- Be directed or supervised by **a teacher certified in the subject** area in which the student is making up credit (preferably the original teacher of the course)

Credit recovery

- A school-based panel must approve a student's participation in credit recovery. The panel must include:
 - The principal
 - A teacher certified in the subject area for which the student must make up credit (ideally, the same teacher)
 - A guidance director or other administrator
- To receive credit, the student must successfully complete the credit recovery program and demonstrate mastery of the learning outcomes for the subject, **including passing the Regents exam, if the Regents exam is required for graduation.**
 - This applies to credit recovery for the semester immediately preceding the required Regents exam

Credit recovery

For NYCDOE targeted credit recovery programs **beginning on or after July 1, 2012**, several additional policies apply to students earning credit through targeted credit recovery:

- Students must have **attended 2/3 of the original course** to be eligible for credit recovery
- Students may earn no more than **3 core credits through credit recovery.**
 - Core credits include English, math, social studies, and science credits required for graduation
- Students must complete **targeted credit recovery within 2 terms of failing the original course** (i.e. in the semester or summer immediately following the failed course)
 - For example, students may complete credit recovery for a course failed in fall 2012 in either spring or summer 2013

Credit recovery

- In designing students' individual learning plans, the school-based panel should **consult with the original teacher** if he or she is still at the school.
- **Grading policies:**
 - The original course grade should not be changed.
 - Credit recovery should be scheduled and recorded as a new grade in the term in which the student completed it.
 - This grade should be a reconciliation of the failed grade and credit recovery work.
- The school-based panel should **document students' participation** in credit recovery using [this form](#).
- Schools must select from a list of [approved vendors](#) if using online instruction for credit recovery.

Credit recovery

- A teacher may oversee and instruct a group of students with different course deficiencies making up credit in the same subject.
- **Because credit recovery is designed to target specific deficiency areas, there is no minimum instructional time requirement.** Credit recovery programs should provide sufficient time for students to demonstrate mastery of individual deficiency areas.

What might a strong example look like?

How does your school implement credit recovery courses?



What might a strong example look like?

A student failed the last semester of 2 term Algebra I sequence. He was managing to pass the course until the final two weeks, when he missed some class time and struggled with some of the concepts. He meets with the teacher, who poses that, rather than retake the entire course, credit recovery might be a good option.

The teacher discusses the amount of work that he will need to do in order to demonstrate that he's mastered the content, creates a syllabus aligned to the appropriate Algebra I standards, and points out that he will need to pass the Algebra I Regents exam.

The school-based panel convenes to approve the credit recovery course and documents that the relevant policies are followed (attendance, no more than 3 core course credits, overseen by certified teacher, reconciliation of the grade). The student is scheduled for a course in STARS for the summer term, with the original teacher, and with R in the 7th character.

The student meets with the teacher for a total of 14 scheduled hours over the summer to receive instruction and to work on the part of the course that he had not mastered last term.

The teacher awards him a new grade of a 70 for the credit recovery course, that factors in both the previous course grade of a 55 and his passed Regents exam score of a 72. The student receives 1 credit for the credit recovery course.

Apply your knowledge

On the following two slides, we've provided excerpts from a student's transcript. There are several credit recovery courses and exam marks.

Check to see if the policies appear to have been followed.

- Were the courses linked to a teacher?
- Do the grades appear to have been reconciled?
- Can you clearly tell which course is the credit recovery course and which is the course the student originally failed?
- Did the student complete credit recovery in more than 3 course courses?
- Did the school offer the credit recovery within a reasonable time frame?
- If required, did the student pass the culminating Regents exam?

2011 / 2	EES82	English 2	75	MCKENZIE	1.00/1.00
2012 / 1	EES83	English Term 3	65	GARON	1.00/1.00
2012 / 2	EES84	English Term 4	55	GARON	1.00/0.00
2013 / 1	EES85	ENGLISH 11 1 OF 2	55	FLUCKER	1.00/0.00
2013 / 2	EES85QR	ENGLISH 5 CREDIT RE	70	RICHARDS	1.00/1.00
2013 / 2	EES86	ENGLISH 11 TERM	65	FLUCKER	1.00/1.00
2013 / 7	EEF84QR	English 10 2 of 2 CR	75	RICHARDS	1.00/1.00
2014 / 1	EES87	ENGLISH 12 1 OF	75	CUSMA	1.00/1.00
2014 / 2	EES88	ENGLISH 12 TERM	65	CUSMA	1.00/1.00

2013 / 1	HGS44	GLOBAL STUDIES	NS	LOFTERS	1.00/0.00
2013 / 1	HUS21	US HISTORY 1 OF	55	NUSS	1.00/0.00
2013 / 2	HUS22	US HISTORY TERM	65	NUSS	1.00/1.00
2013 / 7	HUF21QR	US History 1 of 2 CR	P*		1.00/1.00
2014 / 1	HVS11	PART IN GOVT	65	LOFTERS	1.00/1.00
2014 / 2	HES11U	Economics	80	LOFTERS	1.00/1.00

2011 / 1	MES41	Algebra 1	80	DJENTUH	1.00/1.00
2011 / 2	MES42	Algebra 1 Integrated	75	DJENTUH	1.00/1.00
2012 / 1	MES43	Alge Integrated Alge	55	KIRKA	1.00/0.00
2012 / 2	MES44	INTEGRATED ALG	55	KIRKA	1.00/0.00
2013 / 1	MES44QR	INTEGRATED ALG CR	P*	GRANT	1.00/1.00
2013 / 1	MGS21	GEOMETRY	75	GRANT	1.00/1.00
2013 / 2	MGS22	GEOMETRY	70	GRANT	1.00/1.00

2013	Term 2	HXRUE	USHIST REG JUNE	17
2014	Term 1	HXRGR	GLOB HIST REG J	42
2014	Term 1	HXRUR	USHIST REG JAN	37
2011	Term 2	MXREE	ALGEBRA REG JUN	34
2012	Term 2	MXREE	ALGEBRA REG JUN	58
2013	Term 2	MXRCE	CC ALGEBRA I RE	32

Non-credit bearing courses

Non-credit bearing courses

Academic Intervention Services (AIS), Special Education Teacher Support Services (SETSS), or related services

Courses that address middle school learning standards

Courses that do not address learning standards

Courses that repeat the same content for remediation or test-prep

Science labs

Non-credit bearing courses

- **Academic Intervention Services (AIS), Special Education Teacher Support Services (SETSS), or Related Services**
 - These services may be provided as stand-alone periods or integrated into general classroom instruction, depending on the needs of the student and specified in the IEP, as appropriate. While the services themselves may not be credit-bearing, they may be integrated into other credit-bearing courses as appropriate.
 - A student's transcript **should not reveal** if a student has received special education services or has a disability.
 - **For example:** A student may not receive credit for SETTS. Instead, this should be programmed using the section properties, or, if appropriate, the push-in/pull-out instruction function in the appropriate subject.

Non-credit bearing courses

Courses that address middle school learning standards

- **For example:** students may not receive credit for a course aligned to pre-algebra standards designed to prepare students for a high school algebra course. Pre-algebra is middle school-level.

Courses that do not address learning standards

- **For example:** students may not receive credit for a course in the religion (studying a religious text or the doctrine of a religion). If a school gives a course in global history, aligned to those standards, that teaches history through the lens of changes in major world religions, this could be credit bearing.

Non-credit bearing courses

- **Courses that repeat content**
 - Schools may not award credit for the same course content multiple times.
 - For example, students may not earn credit for U.S. history and for a corresponding U.S. history Regents prep course.
 - See Additional Programming Options in the [HS Policy Guide](#) for guidance on ways to support students who need additional time to master course content.

Non-credit bearing courses

- **Science laboratory**
 - A school may include lab within a science course as long as the course meets seat time requirements for both the course and the lab (at least 180 minutes per week or the equivalent of 54 hours per credit for the science course *and* 1,200 minutes for the lab).
 - Credit may not be awarded for the lab itself and the 1,200 minutes of lab work must be in addition to, not included in, 54 hours for the science course.

**Additional and fractional
credit values**

When is additional/fractional course credit permitted?

- For **dividing a year-long sequence into a trimester or quarter-based program**:
 - For example, awarding 0.25 credits each quarter for a total of one credit at the end of the year for a one-credit course.
- For **accelerating or extending a course** up to the total number of credits in the core sequence:
 - For example, a school may award 1.5 credits per semester for a course that meets for 70 minutes per day, four days a week, for a total of six credits at the end of four semesters.
- For **physical education** courses:
 - Semester-based schools should award either 0.5 or 0.58 credits for PE courses, depending on the PE program model (3:2 flip and 5x/week respectively). Trimester schools should award 0.34 to trimester-based PE courses following the 3:2 flip model or 0.37 to trimester-based PE courses following the 5x/week model.

When is additional/fractional course credit permitted?

- For **courses providing fewer than 180 minutes per week**:
 - For example, a health course which provides 90 minutes of instruction per week over two semesters may be worth 0.5 credits per semester.
- For **Intra- and inter-disciplinary courses**:
 - See the section on interdisciplinary course in the [HS Policy Guide](#) for more information about how to do this.

When is additional/fractional course credit not permitted?

- For **additional instructional time**
 - Schools may not award additional credit for increasing a course's instructional time above 180 minutes per week while addressing the same learning standards.
- For **additional rigor**
 - Schools may not award additional credit for increasing the rigor of a course (e.g., an Honor course, a college-level course, an AP course). However, schools can choose to weigh more rigorous courses more heavily in a student's GPA.
- For **minimal additional time** and **additional learning standards** added to a course
 - For example, students in an English class that meets for 220 minutes per week (44 minutes per day) for one semester cannot receive one credit in English and 0.2 elective credits for the eight additional minutes of instruction and content per day.
- Above and **beyond the total number of credits in a course sequence** as outlined in NYSED Regulations
 - For example, a student may not earn more than a total of four credits in the high school Global History sequence.

Pause for questions:

Questions

Surprises

Strategies
you are
currently
incorporating

Ideas to
investigate
further

Where to go for help

For publications and policy updates

- High School Academic Policy Guide:
<http://schools.nyc.gov/NR/rdonlyres/27BF8558-B895-407A-8F3F-78B1B69F030A/0/AcpolicyHighSchoolAcademicPolicyReferenceGuide.pdf>
- Our OAPS intranet page: <http://intranet.nycboe.net/Accountability/APR/>

For systems guidance

- ATS wiki: <https://wiki.nycenet.edu/display/ATSWiki/ATS+Wiki+Welcome>
- STARS wiki:
<https://wiki.nycenet.edu/display/HSST/STARS+Wiki+Home+Page>

For all questions

- [Your BFSC academic policy & systems lead](#)