NY Inspires:

Sunsetting Diploma Assessment Requirements and Moving to One New York State High School Diploma

Presentation to the
Board of Regents
September 2026

Background and Board of Regents

Authorization

A multi-year transformation shaped by extensive stakeholder engagement and Blue Ribbon Commission recommendations.

- Research and Feedback
- 12 Recommendations
- NYS Portrait of a Graduate

- Advancing New York State high school diploma
- Sunsetting separate diploma assessment requirements.

NY Inspires Framework and Transformations

Four bold transformations shaping the future of the New York State diploma.

- Adoption of NY State Portrait of a Graduate
- Redefining credits and learning experiences
- Sunsetting separate diploma assessment requirements
- Moving to one NY State high school diploma

Authorization to proceed with remaining transformations starting in the 2027-28 school year.

Transition to One Diploma and Diploma Assessment Changes

FROM
Multiple Diploma Options

- **Local Diploma**
- **Regents Diploma**
- **Regents with Advanced Designation Diploma**

TO
One New York State Diploma

Beginning with students graduating in 2028

AND
Advanced Designation Becomes a Seal or Endorsement

Recognizing additional academic achievement

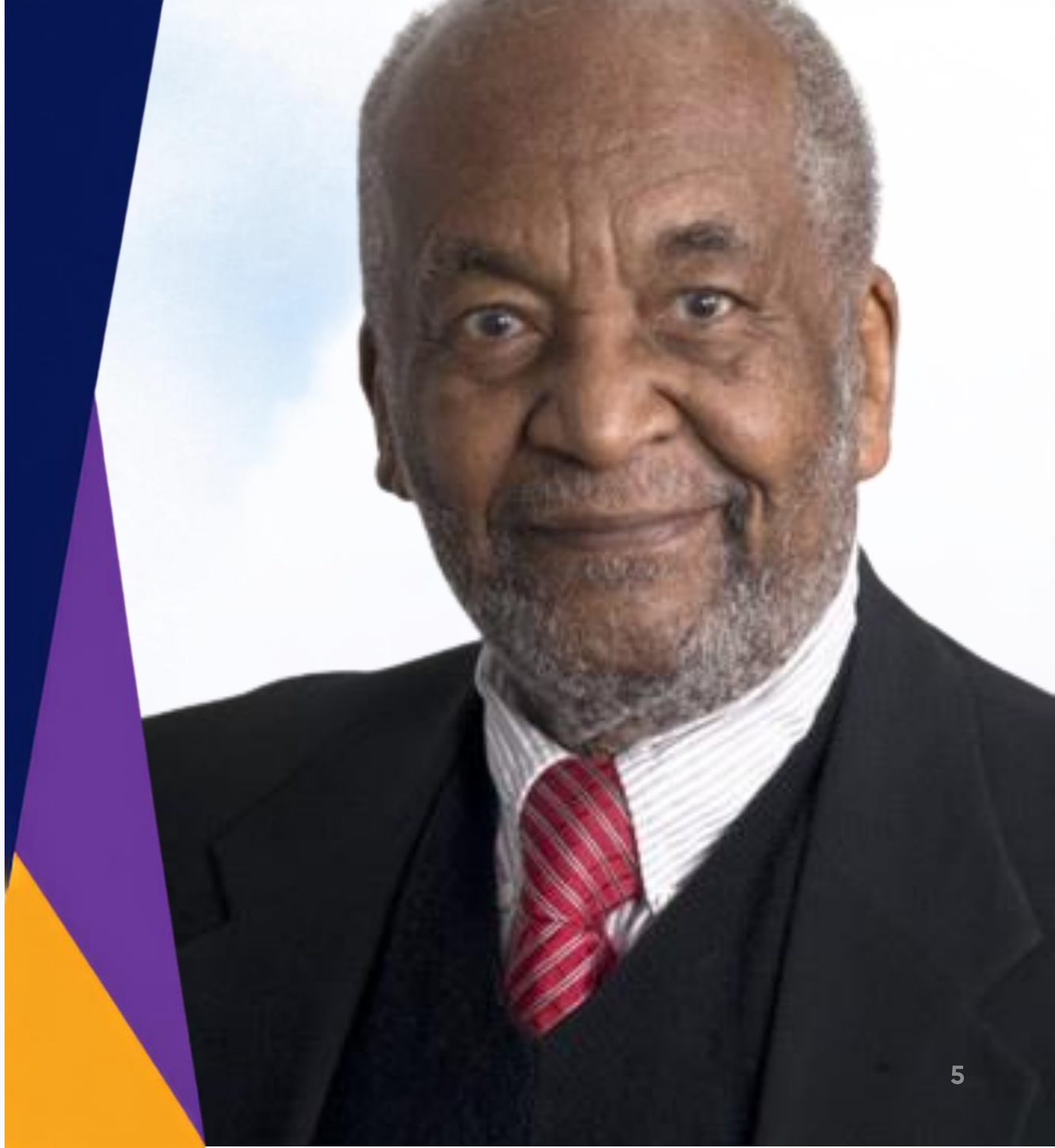
Students no longer required to pass Regents exams for graduation.

Regents exams remain as rigorous measures of achievement of State learning standards.

Motivation for Assessment Shifts

It is critical that the nation's leaders recognize that there are multiple purposes of assessment and that a better balance must be struck among them. The country must invest in new types of assessments that work together in synergistic ways to effectively accomplish these different purposes – in essence, systems of assessment.

The Gordon Commission on the Future of Assessment in Education

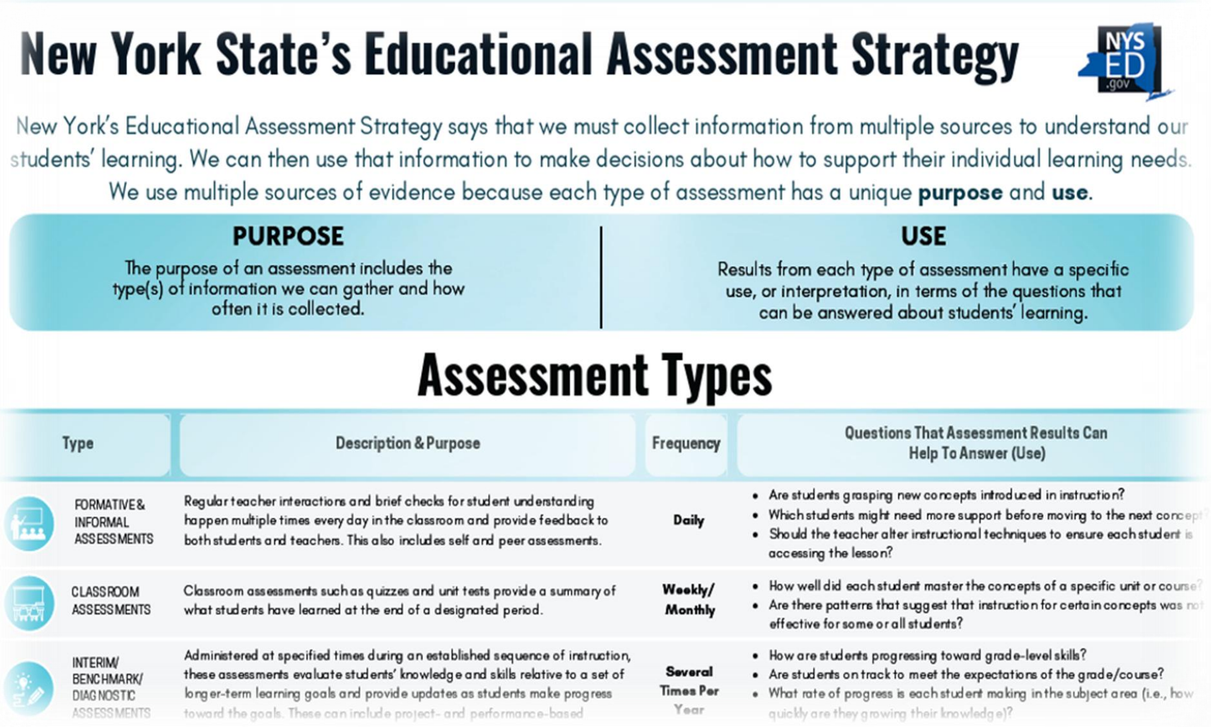


Local Assessment Strategies

Schools and districts use multiple sources of evidence to understand student learning.

This can include classroom assessments, student work, performance-based learning, educator observations, and State assessments.

The Department provides guidance, templates, and webinars to support design and implementation of local assessment strategies.



New York State's Educational Assessment Strategy

New York's Educational Assessment Strategy says that we must collect information from multiple sources to understand our students' learning. We can then use that information to make decisions about how to support their individual learning needs. We use multiple sources of evidence because each type of assessment has a unique **purpose** and **use**.

PURPOSE	USE
The purpose of an assessment includes the type(s) of information we can gather and how often it is collected.	Results from each type of assessment have a specific use, or interpretation, in terms of the questions that can be answered about students' learning.

Assessment Types

Type	Description & Purpose	Frequency	Questions That Assessment Results Can Help To Answer (Use)
FORMATIVE & INFORMAL ASSESSMENTS	Regular teacher interactions and brief checks for student understanding happen multiple times every day in the classroom and provide feedback to both students and teachers. This also includes self and peer assessments.	**Daily**	• Are students grasping new concepts introduced in instruction? • Which students might need more support before moving to the next concept? • Should the teacher alter instructional techniques to ensure each student is accessing the lesson?
CLASSROOM ASSESSMENTS	Classroom assessments such as quizzes and unit tests provide a summary of what students have learned at the end of a designated period.	**Weekly/ Monthly**	• How well did each student master the concepts of a specific unit or course? • Are there patterns that suggest that instruction for certain concepts was not effective for some or all students?
INTERIM/ BENCHMARK/ DIAGNOSTIC ASSESSMENTS	Administered at specified times during an established sequence of instruction, these assessments evaluate students' knowledge and skills relative to a set of longer-term learning goals and provide updates as students make progress toward the goals. These can include project- and performance-based	**Several Times Per Year**	• How are students progressing toward grade-level skills? • Are students on track to meet the expectations of the grade/course? • What rate of progress is each student making in the subject area (i.e., how quickly are they growing their knowledge)?

From Multi-Purpose Tool to Focused Measure

CURRENT

Regents Exams

one exam system serving three purposes

1. **Learning standards**
   Show degree to which students have demonstrated skills tied to State standards.
2. **Accountability**
   Statewide progress and achievement measures for accountability and equity.
3. **Readiness evidence**
   Supports postsecondary readiness claims.

TRANSITION

clarify connection between purpose and use

PROPOSED

Regents Exams
Show degree to which students have demonstrated skills tied to State standards.

High School ESSA Assessments (Grades 3-11 Program)
Statewide progress and achievement measures for accountability and equity

Local Assessment Strategies
Evidence of readiness across multiple learning experiences.

Bottom line: Regents Exams remain important — but their role narrows and becomes more transparent.

Statewide Accountability and Federal Requirements

01 Federal law requires statewide assessments in ELA, math, science; NY also includes social studies.

02 Development of high school accountability assessments that provide comparable statewide evidence of progress and achievement with opportunity to measure growth.

03 Additional ESSA accountability related changes anticipated at Board of Regents meetings in fall 2026

Implementation Timeline and Next Steps

PHASE 1
Installation
Fall 2025 - Summer 2027

Includes Portrait of a Graduate adoption

PHASE 2
Initial Implementation
Fall 2027 - Summer 2029

Includes diploma and assessment transformations

Students graduating 2027-2028 school year or later will earn one NYS diploma without separate diploma assessment requirements

Department staff will move forward immediately with regulatory and implementation steps upon approval.

Ongoing guidance and public sharing of local assessment strategies during the 2027-28 school year.

Continued resource support to ensure successful and sustained implementation.

Diploma Requirements by Cohort (Entering Grade 9)

COHORT 2023 AND PRIOR

Current diploma requirements* leading to one of three diplomas (Local, Regents, or Regents with Advanced Designation)

**eligible students may request an exemption due to major life events*

COHORTS 2024-2026

- One diploma
- Current credit requirements
- Diploma assessment requirements decoupled for the 2027-2028 School Year; students assessed according to local assessment strategies

COHORTS 2027-2028

- One Diploma
- Redefined learning experiences
- Local assessment strategies refined

COHORT 2029 +

- Full implementation of NY Inspires, including statewide transcript

Regulatory Amendments

Regulatory amendments will be needed:

Across Part 100 of the Commissioner's Regulations there are references to "required Regents examination(s)" and "passing 5 Regents exams" as well as "Department-approved alternative examinations."
Section 100.5 contains the specific diploma requirements:
- Subdivision (a) contains general diploma requirements;
- Subdivisions (b) and (c) contain additional Regents and Local diploma requirements; and
- Subdivision (d) contains alternatives to Regents and Local diploma requirements

Additionally, numerous sections throughout Title 8 of the NYCRR contain references to Regents and Local diplomas.

Regulatory amendments will remove:

- the requirement to pass Regents examinations to earn a diploma;
- references to "required assessments";
- the distinction between Regents and Local diplomas, as we shift to One Diploma

Anticipated timeline:

The regulatory amendments will be presented to the Board of Regents as a discussion item at their February 2027 meeting.
The amendments will come back to the Board at its June 2027 meeting for adoption, with an effective date of July 1, 2027 so that the regulations will be in effect beginning with the 2027-2028 school year.

Next Steps

- If the Board votes to have the Department move forward, we will issue a guidance memo with more details for schools, including the specific implications for different student cohorts.

- Department staff will return to the Board in November with information about necessary revisions to NY's federal ESSA Plan and accountability updates.

Questions

Thank you for your attention.

We welcome your questions
and conversation.

Let’s continue building a diploma system
that works for every student.

New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity