

Graduation Measures and Requirements:

A review conducted for the New York State Board of Regents and the New York State Education Department

New York Board of Regents

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Report Overview

Literature review

- John Flaherty, Jenna Terrell

State and international policy and practice scan

- Robin Ahigian

Summary of information gathered from stakeholders

- Karen Melchior

Review of the Literature



What graduation requirements promote educational excellence for all students, including members of special and vulnerable populations?



Explored the evidence regarding college, career, and civic readiness (CCCR) indicators and students' success in college, career, and civic life.

Examined the evidence base on DEI-informed policies, actions, behaviors, and/or practices that result in or promote student success.

CCCR Indicators and Success Measures

	<i>College enrollment</i>	<i>College performance and/or persistence</i>	<i>College degree attainment</i>	<i>Employment</i>	<i>Earnings or wages</i>	<i>Independent living</i>
Optional coursework	*	*	*	*	*	
Math curriculum	*	*	*			
College prep programs	*		*			
Additional experiences	*					
Nonacademic skills						*
Required curriculum	*					
Graduation assessments						

Note: * indicates positive association between the CCCR indicators in the far-left column and CCCR success measures in the top row.

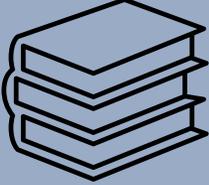
Diversity, Equity, and Inclusion Strategies



Culturally sustaining approaches



Family & student engagement



Coursework



Culture and climate

State Policy and Practice Scan

Categories for comparison



Multiple pathways



Course credit/unit requirements



Standardized assessments



Diploma types





Additional State Requirements and Policies

The seven states and beyond

» Requirements

- > Individual career plans (34 states)
- > Civics education (37 states)
- > Consumer education/financial literacy (7 states)
- > Computer science education (5 states)

» Other policy/practice considerations

- > Performance Assessments (at least 17 states)
- > Work-based Learning and CTE (34 states)
- > STE(A)M Education (varies greatly by state)

International Policy and Practice Scan

Categories for comparison

Assessment

Career planning

Apprenticeship models



Guiding Questions

What students should know and be able to do before they graduate

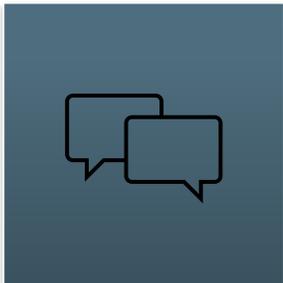
How students should demonstrate their achievements in a way that accurately reflects their skills and knowledge

Feedback Sources



Regional Meeting Notes and Chat Logs

Survey



ThoughtExchange

Limitations



2021/22 regional meetings were entirely virtual



Meetings were conducted in English, with interpretation services available upon request



Differences between 2020 and 2021/22 meeting structures, note and recordkeeping, and participation

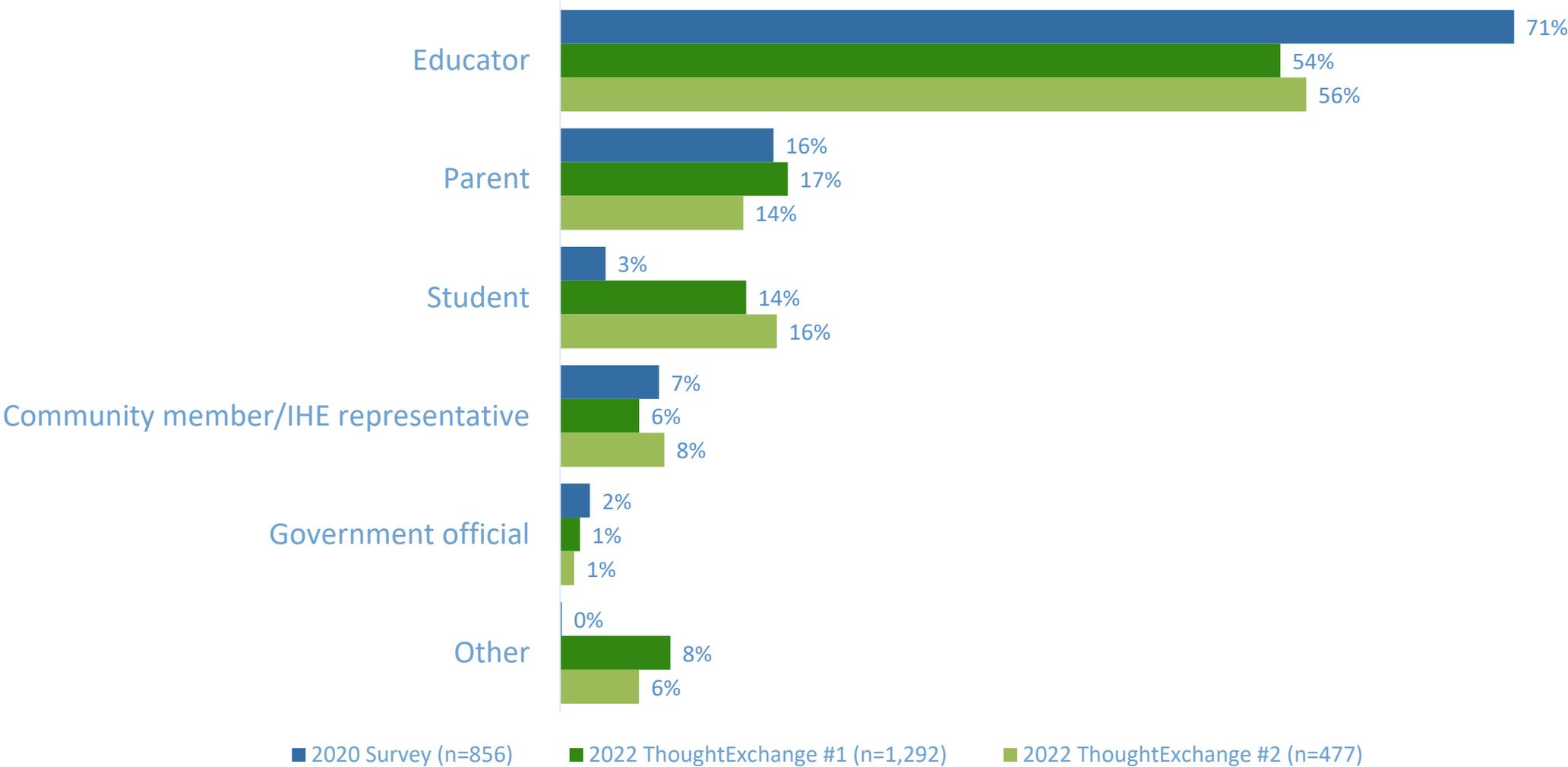


Educators represented the majority of participants

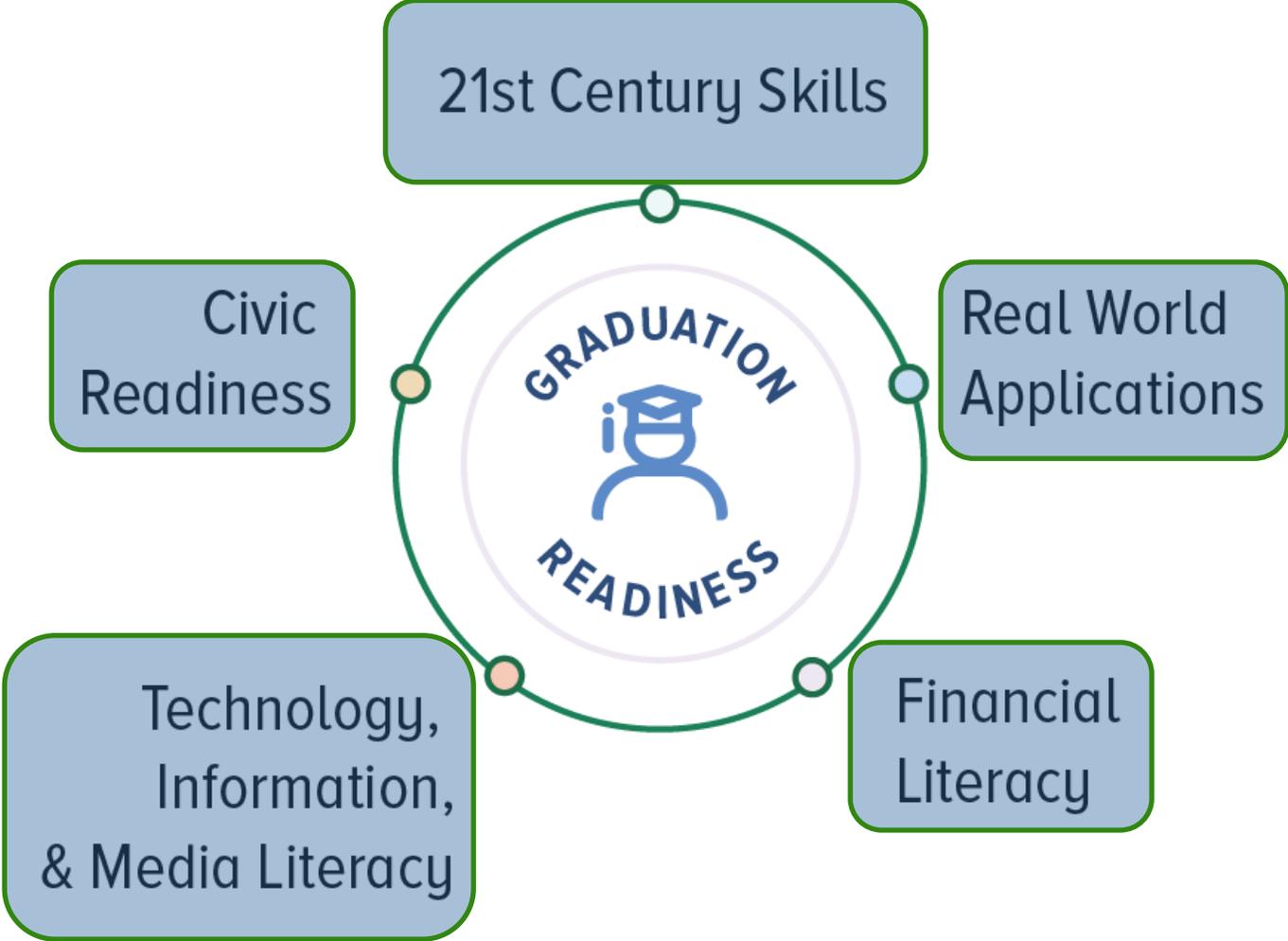


Attendance and demographic records are limited

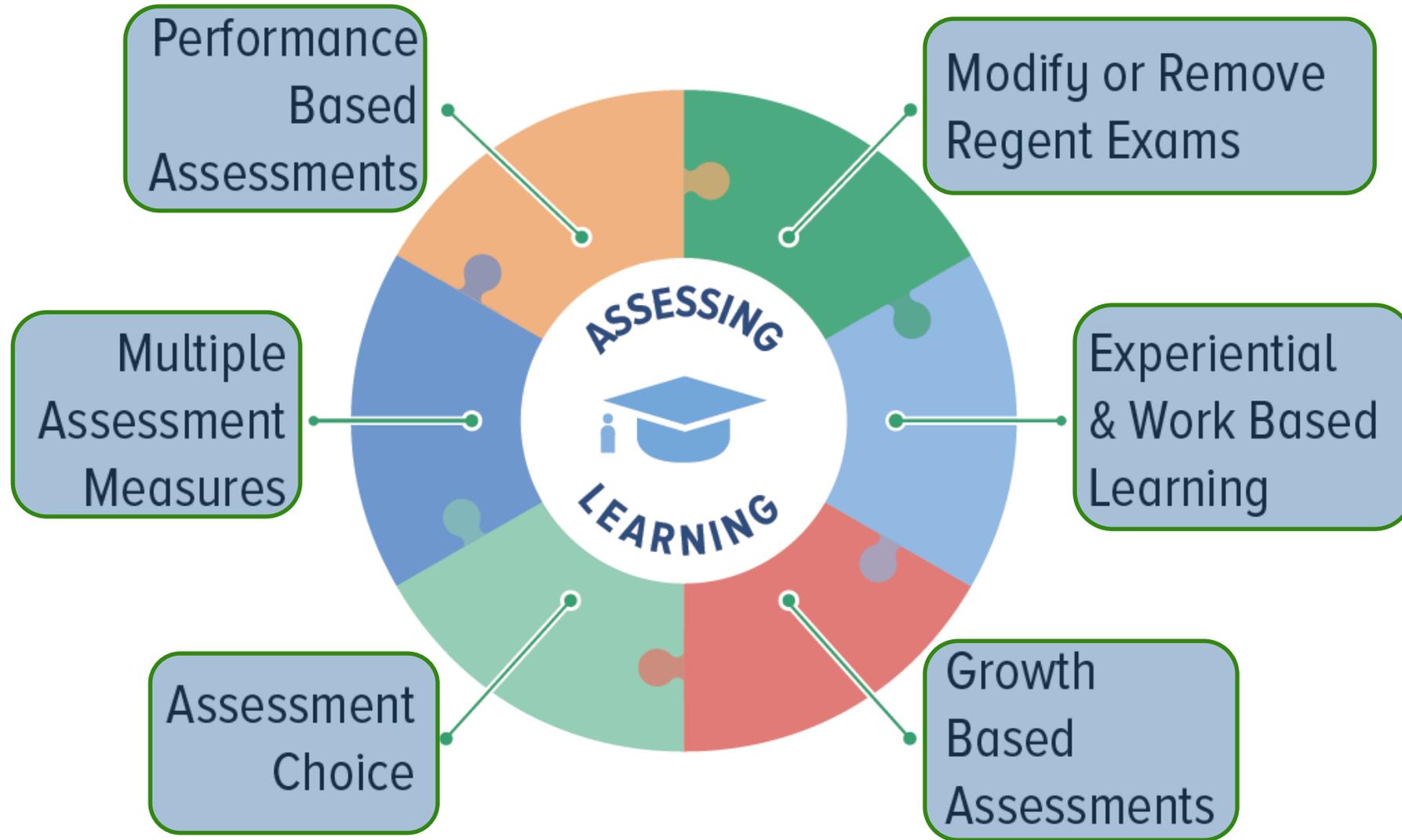
Stakeholder Participation in Online Feedback by Role



What students should know and be able to do before they graduate (Q1 & Q5)



How students should demonstrate their achievements in a way that accurately reflects their skills and knowledge (Q2, Q3, & Q4)



Participants expressed the need to address...

