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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Sarah Barzee, PhD, Director
Region 2 Comprehensive Center
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
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

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<th>Optional coursework</th>
<th>College enrollment</th>
<th>College performance and/or persistence</th>
<th>College degree attainment</th>
<th>Employment</th>
<th>Earnings or wages</th>
<th>Independent living</th>
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<td>Nonacademic skills</td>
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<td>Graduation assessments</td>
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*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)

 autres policies 

- 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

- **Educator**
  - 2020 Survey (n=856): 16%
  - 2022 ThoughtExchange #1 (n=1,292): 7%
  - 2022 ThoughtExchange #2 (n=477): 6%
  - Total: 54%

- **Parent**
  - 2020 Survey (n=856): 14%
  - 2022 ThoughtExchange #1 (n=1,292): 14%
  - 2022 ThoughtExchange #2 (n=477): 14%
  - Total: 45%

- **Student**
  - 2020 Survey (n=856): 3%
  - 2022 ThoughtExchange #1 (n=1,292): 3%
  - 2022 ThoughtExchange #2 (n=477): 3%
  - Total: 8%

- **Community member/IHE representative**
  - 2020 Survey (n=856): 7%
  - 2022 ThoughtExchange #1 (n=1,292): 7%
  - 2022 ThoughtExchange #2 (n=477): 8%
  - Total: 22%

- **Government official**
  - 2020 Survey (n=856): 2%
  - 2022 ThoughtExchange #1 (n=1,292): 1%
  - 2022 ThoughtExchange #2 (n=477): 1%
  - Total: 4%

- **Other**
  - 2020 Survey (n=856): 0%
  - 2022 ThoughtExchange #1 (n=1,292): 0%
  - 2022 ThoughtExchange #2 (n=477): 8%
  - Total: 8%
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...