



NEW YORK STATE GRADUATION MEASURES INITIATIVE

Understanding the Process

October 2023



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

RETHINKING NEW YORK'S GRADUATION MEASURES

FEBRUARY 2019

What do we want our children to know and to be able to do before they graduate?



ON BOARD The Voice of Public School Leadership

February 25, 2019 NEW YORK STATE SCHOOL BOARDS ASSOCIATION • www.nyssba.org Vol. 20 No. 3

Commentary

It's time that we rethink the high school diploma

By Betty Rosa
Regents Chancellor

The latest graduation rate figures are similar to the results we have seen in each of the last several years (see story, page 5). The graduation rate continues to slowly edge up, but stubborn gaps in achievement persist – gaps that separate students of color, students with disabilities, English language learners, and low-income students from their peers who are white and attend school in low-need districts.

It was encouraging to see signs that we

New Yorkers. But I and other Regents view it as essential. In recent years, the Board of Regents and the State Education Department tackled equally controversial issues when we revised the state's learning standards and adopted our plan to comply with the federal Every Student Succeeds Act. Those experiences point the way forward. In each case, the final product resulted from a lengthy process that was collaborative, deliberative and transparent. Each involved gathering input from many partners, including parents, teachers and school administrators, as well as representatives of higher education, the business community and the general public.

We all remember the strong push back

I will ask them to focus on three areas: research, practice and policy. They will address key questions, such as:

- What do we want our children to know and to be able to do before they graduate?
- How do we want them to demonstrate such knowledge and skills?
- To what degree does requiring passage of Regents exams for a diploma improve student achievement, graduation rates and college readiness?
- What other measures of achievement (e.g., capstone projects, alternative assessments or engagement in civic and community activities) could serve as indicators of high school completion?

- How do we want them to demonstrate such knowledge and skills?
- To what degree does requiring passage of Regents exams for a diploma improve student achievement, graduation rates and college readiness?
- What other measures of achievement (e.g., capstone projects, alternative assessments or engagement in civic and community activities) could serve as indicators of high school completion?

INITIATIVE TIMELINE

Phase I-At-a-glance

REVIEW

A Literature Review of Research and Practices begins.

2019

Nov



REGIONAL MEETINGS

19 Regional meetings conducted prior to suspension due to COVID restrictions

2020

Jan-Mar



VIRTUAL REGIONAL MEETINGS

8 Virtual Regional meetings conducted.

ThoughtExchange Survey launched for response collection.

2021/22

Winter-Spring



THOUGHT EXCHANGE

ThoughtExchange Survey Responses presented to the Board of Regents.

2022

Apr



FINAL STEPS PHASE I

Literature Review presented to the Board of Regents in November.

Blue Ribbon Commission established

2022

Fall





REGIONAL MEETINGS THOUGHT EXCHANGES

In-Person (prior to March 2020)

19 Regional Meetings

Virtual (Winter 2021-Spring 2022)

8 Virtual Meetings

Survey / ThoughtExchange

Over 850 responses to the 2020 Survey

About 1,800 participants for the initial Thought Exchanges

BLUE RIBBON COMMISSION: SELECTION PROCESS OVERVIEW

- Regents and stakeholders nominated candidates

- Invited all nominees to apply; members of education community and the public welcome to apply

- Received over 400 completed applications; 64 members selected

- Used a standard rubric to score applicants



NYS Graduation Measures Blue Ribbon Commission

Co-Chairs Vice Chancellor Finn & Regent Chin

Parent
Advisory
Committee

Steering Committee

Student
Advisory
Committee

Subcommittee
Program Requirements and
Learning Experiences

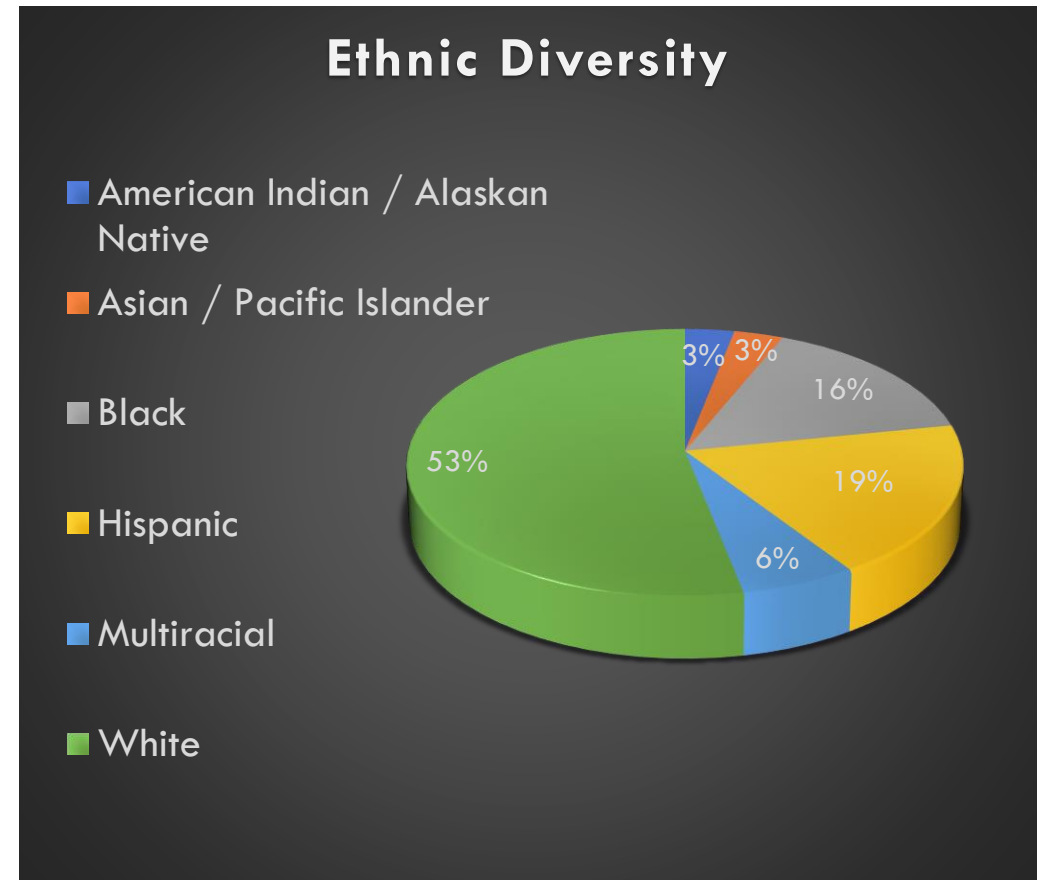
Chair Vice Chancellor Finn
Regent Ferrer, member

Subcommittee
Measurements and Assessment

Chair Regent Chin
Regent Wills, member

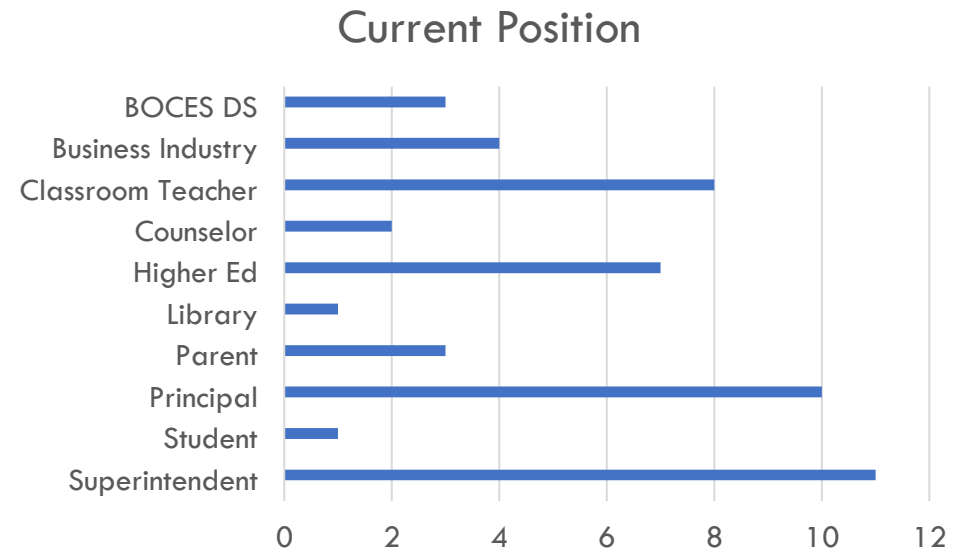
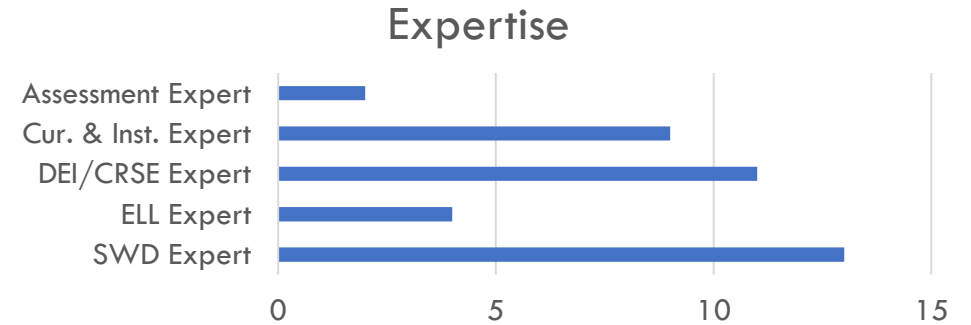
BRC MEMBERS BY ETHNIC DIVERSITY

| Ethnic Diversity | | |
|--------------------------------|-------|---------|
| | Total | Percent |
| American Indian/Alaskan Native | 2 | 3% |
| Asian / Pacific Islander | 2 | 3% |
| Black | 10 | 16% |
| Hispanic | 12 | 19% |
| Multiracial | 4 | 6% |
| White | 34 | 53% |



BRC MEMBERS BY EXPERTISE & CURRENT POSITION

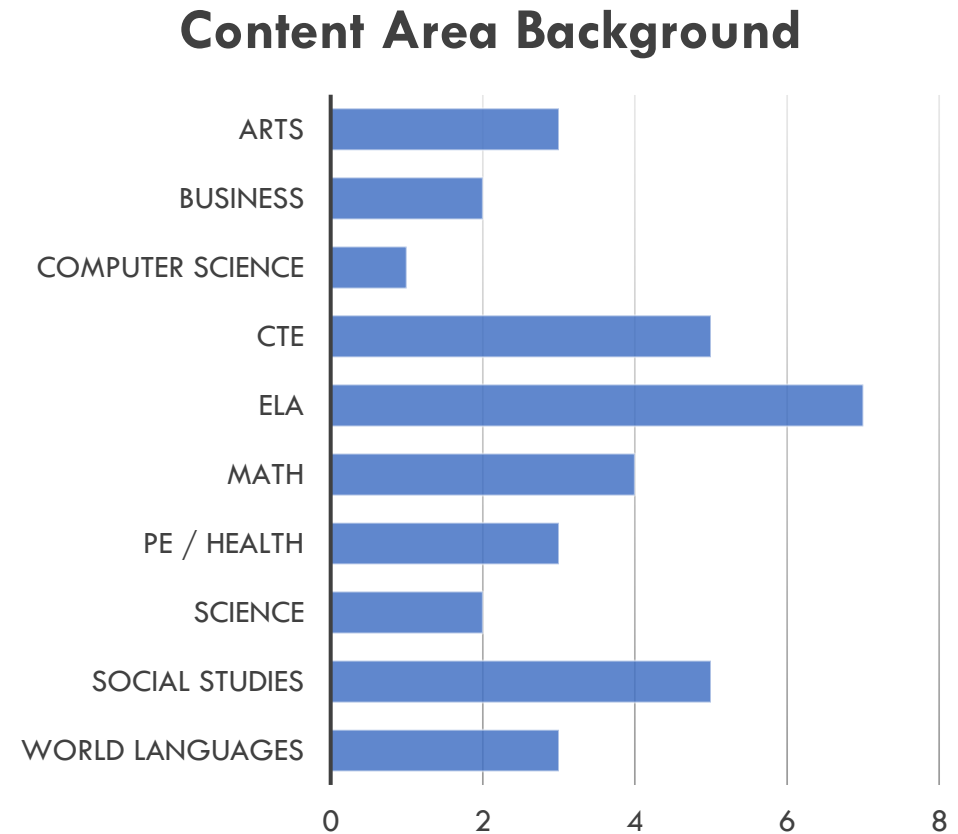
| Expertise | Total | Percent |
|---------------------------------|-------|---------|
| Assessment Expert | 2 | 3% |
| Curriculum & Instruction Expert | 9 | 15% |
| DEI/CRSE Expert | 11 | 18% |
| ELL Expert | 4 | 5% |
| SWD Expert | 13 | 18% |
| Current Position | Total | Percent |
| BOCES DS | 3 | 5% |
| Business Industry | 4 | 7% |
| Classroom Teacher | 8 | 12% |
| Counselor | 2 | 3% |
| Higher Ed | 7 | 12% |
| Library | 1 | 2% |
| Parent | 3 | 5% |
| Principal | 10 | 15% |
| Student | 1* | 2% |
| Superintendent | 11 | 17% |



4 members from Charter Schools
3 members from Nonpublic Schools

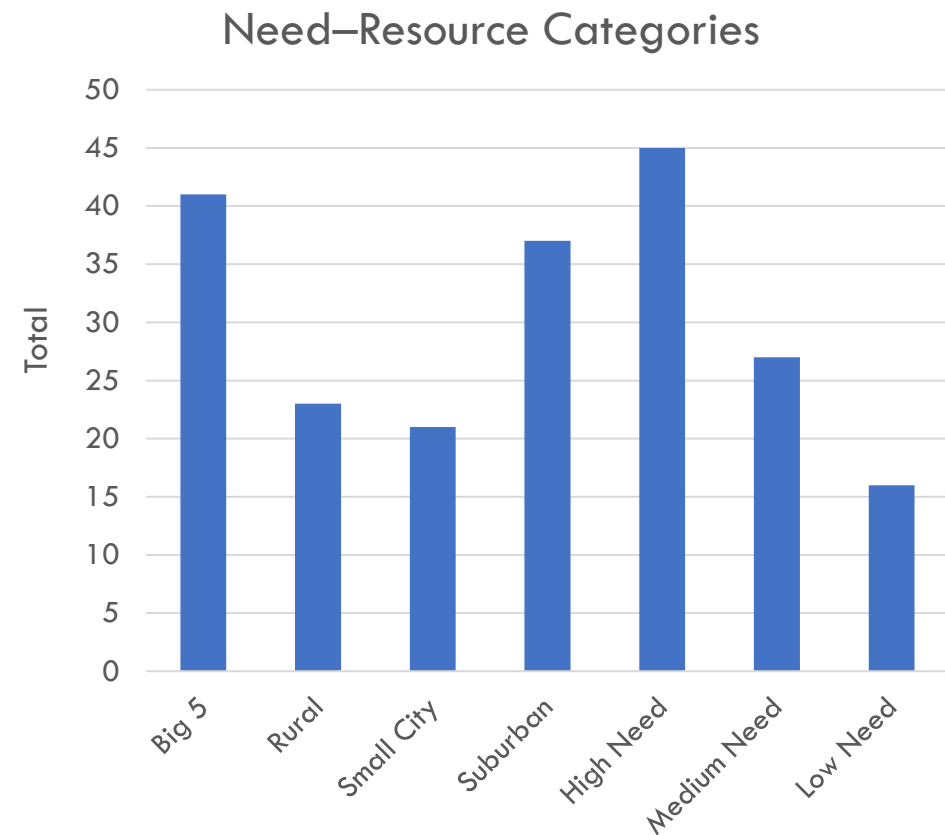
BRC MEMBERS BY CONTENT AREA BACKGROUND

| Content Area Background | |
|-----------------------------|---|
| Arts | 3 |
| Business | 2 |
| Computer Science | 1 |
| CTE | 5 |
| ELA | 7 |
| Math | 4 |
| Physical Education / Health | 3 |
| Science | 2 |
| Social Studies | 5 |
| World Languages | 3 |



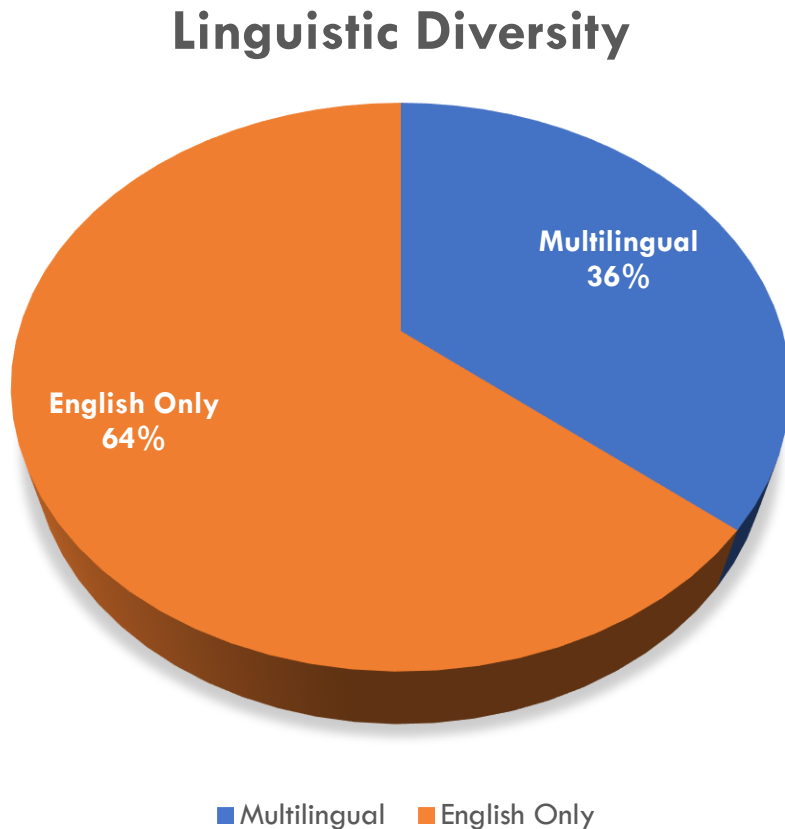
BRC MEMBERS BY NEED—RESOURCE CATEGORIES

| Need—Resource Categories | | |
|--------------------------|-------|--------------|
| | Total | Percentage * |
| Big 5 | 45 | 70% |
| Rural | 23 | 36% |
| Small City | 21 | 33% |
| Suburban | 38 | 59% |
| High Need | 49 | 77% |
| Medium Need | 27 | 42% |
| Low Need | 17 | 27% |



*Individuals may have selected more than one category.

BRC MEMBERS BY LINGUISTIC DIVERSITY



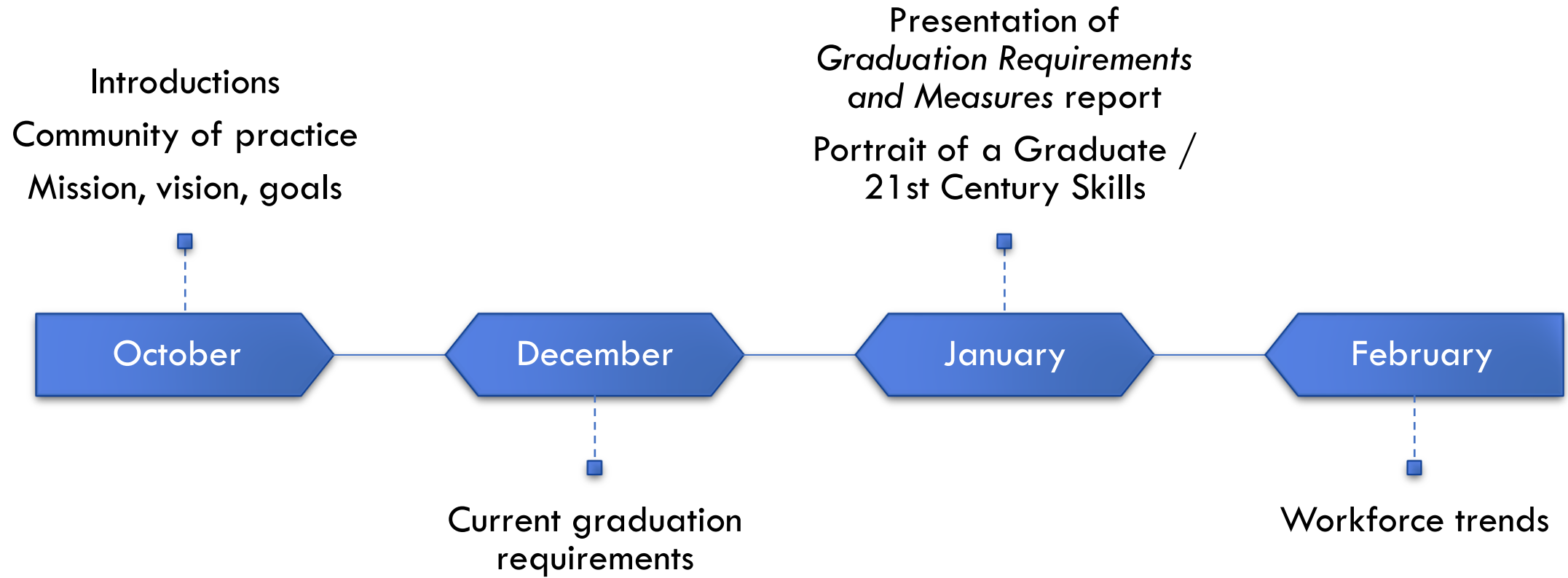


CHARGE OF THE BLUE RIBBON COMMISSION

Develop recommendations to the Board of Regents on what measures of learning and achievement could better serve New York's diverse student population as indicators of what they know and of their readiness for college, career, and civic life.

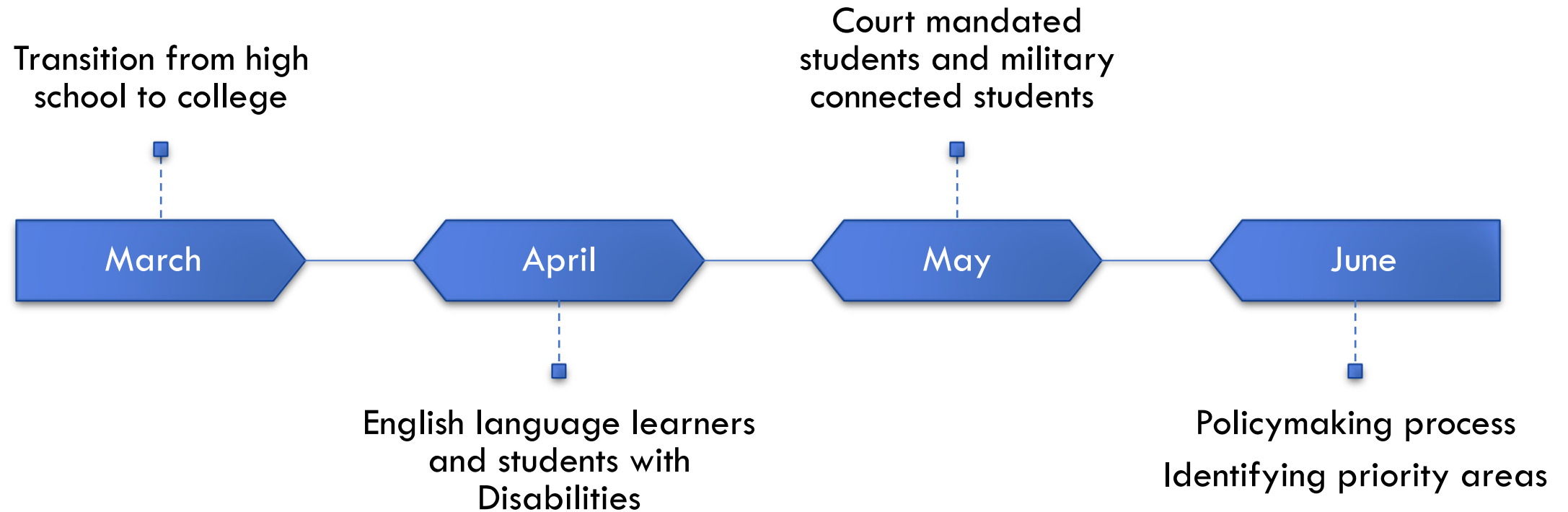
SUMMARY OF BRC MEETINGS

OCTOBER 2022 – FEBRUARY 2023



SUMMARY OF BRC MEETINGS

MARCH 2023 – JUNE 2023



GRAD MEASURES REPORT



Literature
Review



State and
International
Policy &
Practices
Scan



Summary of
Stakeholder
Feedback

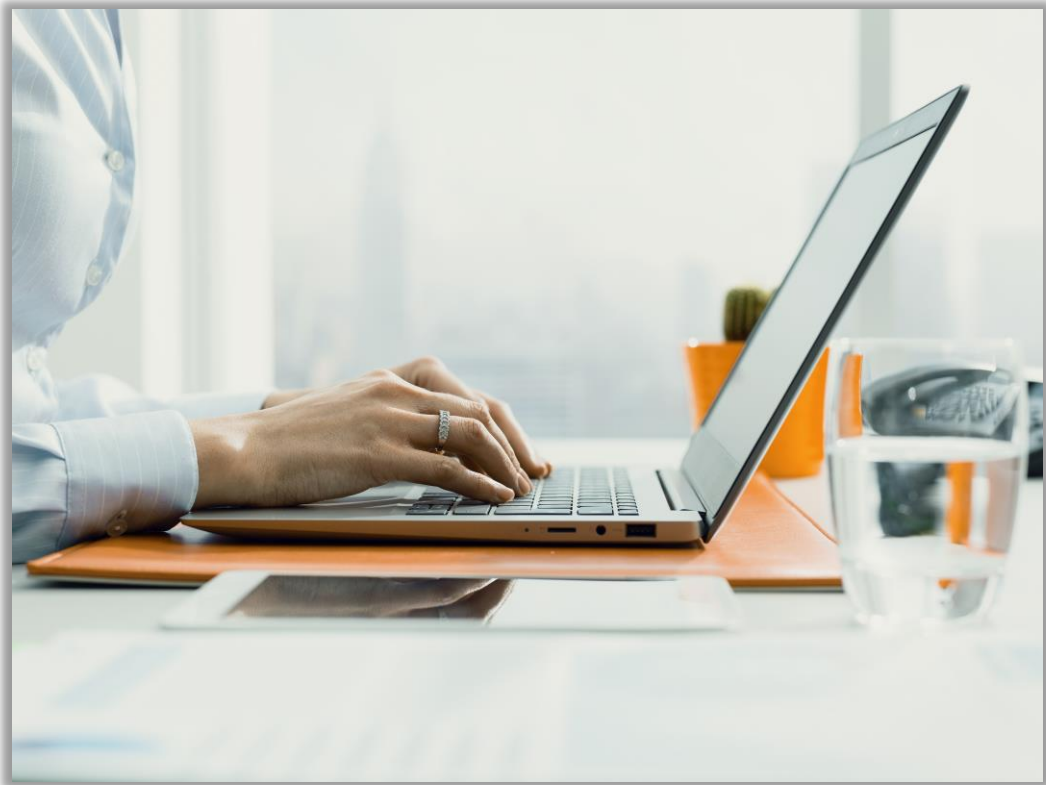
Graduation Requirements and Measures:

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



Region 2 Comprehensive Center
November 2022

STAKEHOLDER FEEDBACK



12 advisory committee sessions

- 6 student advisory sessions
- 6 parent advisory sessions

5 monthly Thought Exchanges

- Summaries posted monthly to the Graduation Measures website

15.5K total participants

- 12K original comments contributed
- 234K total engagements

MONTHLY THOUGHT EXCHANGES

December 2022-April 2023

Five (5) Discussion Questions:

- Credit Requirements
- Assessment Requirements
- Graduation Rates
- Post-Secondary Career Paths
- Post-Secondary College Paths

What are the skills and abilities most needed by NY State graduates to be successful in their chosen post- secondary path?

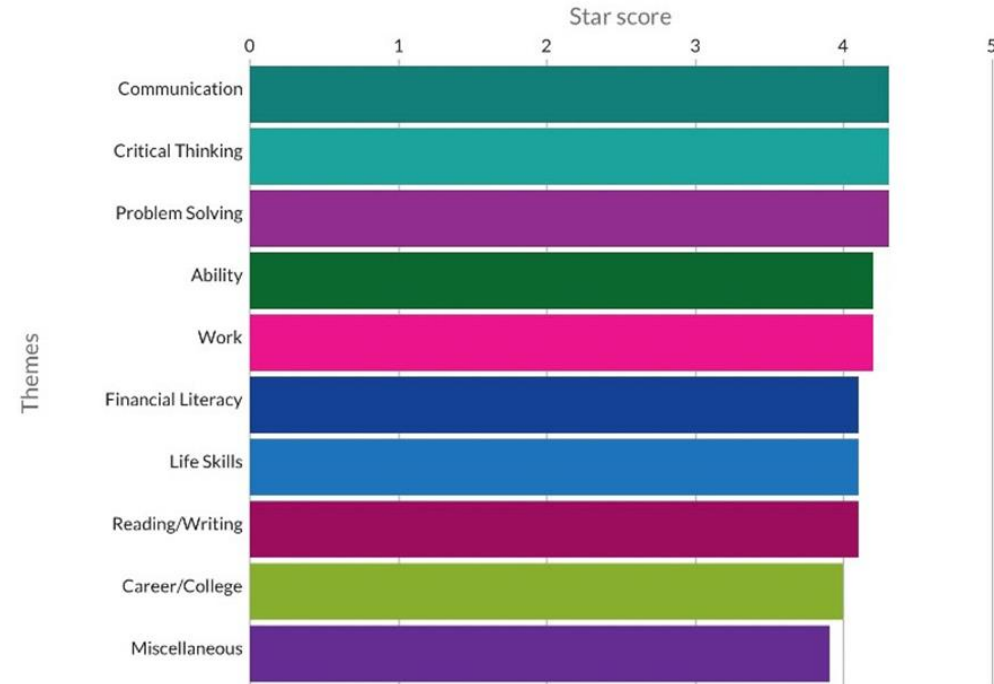
8,400 Participants

7,000 Thoughts

136,000 Ratings

Participants' Focus:

- Communication
- Critical Thinking/Problem Solving
- Financial Literacy



DECEMBER 2022

What opportunities, experiences, and courses should be available to students in High School that align with their needs, dreams, and career exploration? Which of those should be mandatory?

3,500 Participants

2,500 Thoughts

51,000 Ratings

Participants' Focus:

- Financial literacy
- Career Exploration
- Life Skills



JANUARY 2023

Foundational skills, like initiative, time management, and collaboration, are shown to prepare students for school, college, career, civic engagement and life, and are priorities of the business world. How can these skills be fostered and encouraged in K-12 education?

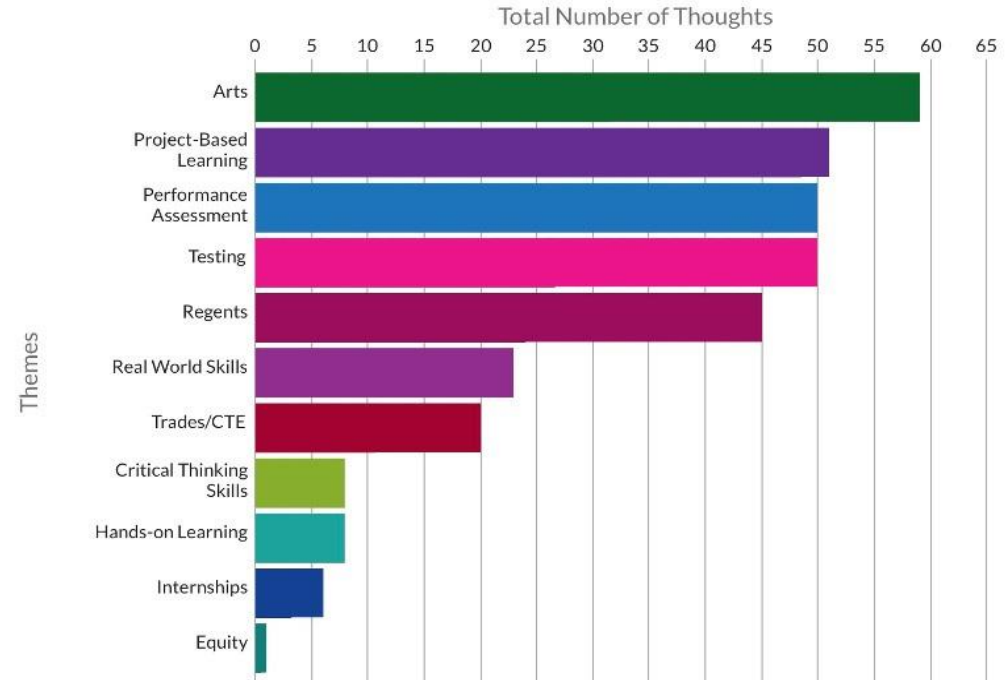
1,300 Participants

750+ Thoughts

18,000 Ratings

Participants' Focus:

- Project Based Learning
- Moving away from traditional test-taking
- Emphasis on the arts



FEBRUARY 2023

If you could design or redesign your high school experience, what would it look like and why would you value it?

750+ Participants

600+ Thoughts

12,000 Ratings

Participants' Focus

- Less emphasis on traditional standardized tests
- More opportunities for “real world learning”



MARCH 2023



ADVISORY COMMITTEES

12 Advisory Committees

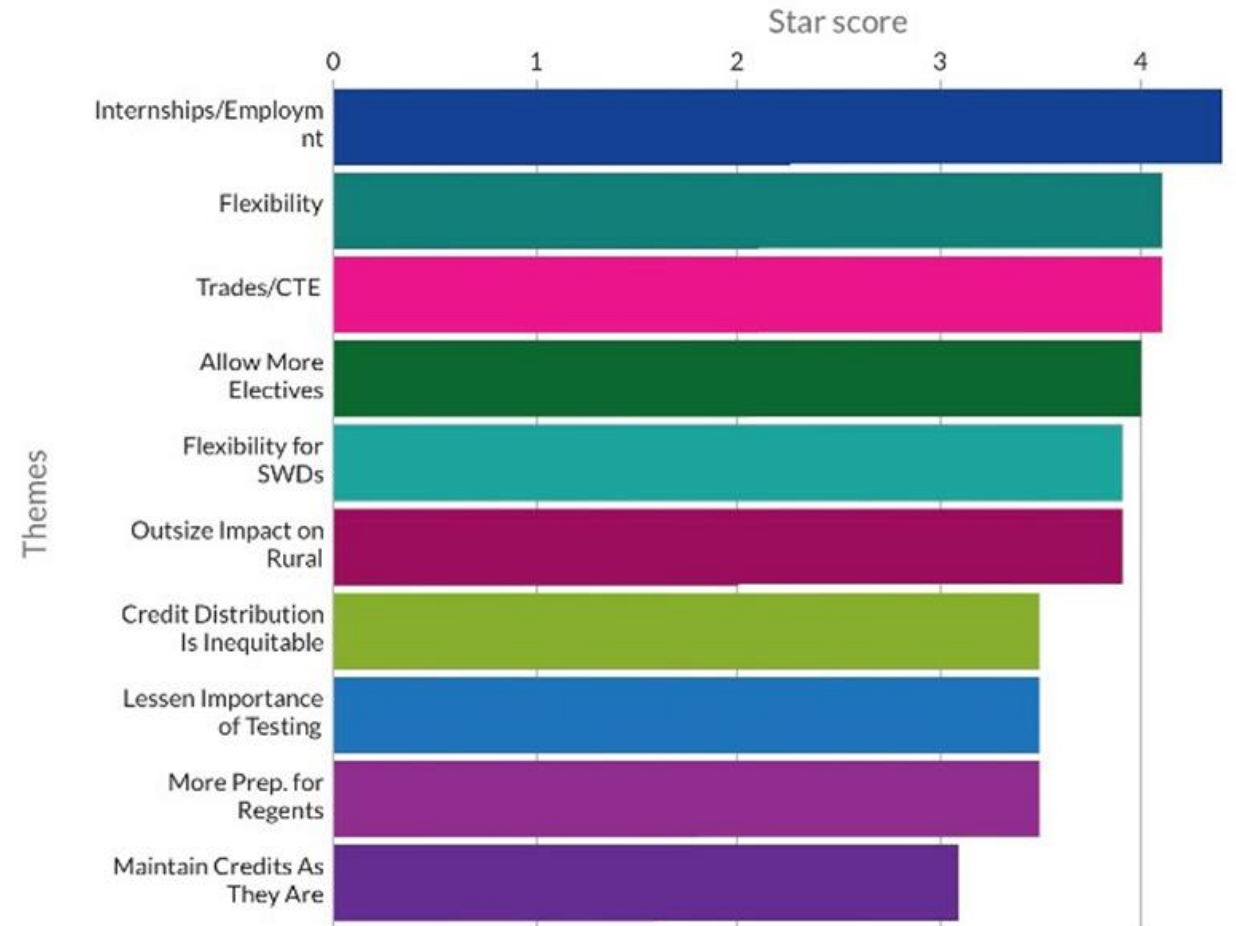
- 84 Students
- 155 Parents

1. Credit Requirements
2. Assessment Requirements
3. Graduation Rates
4. Post-Secondary Career Paths
5. Post-Secondary College Paths

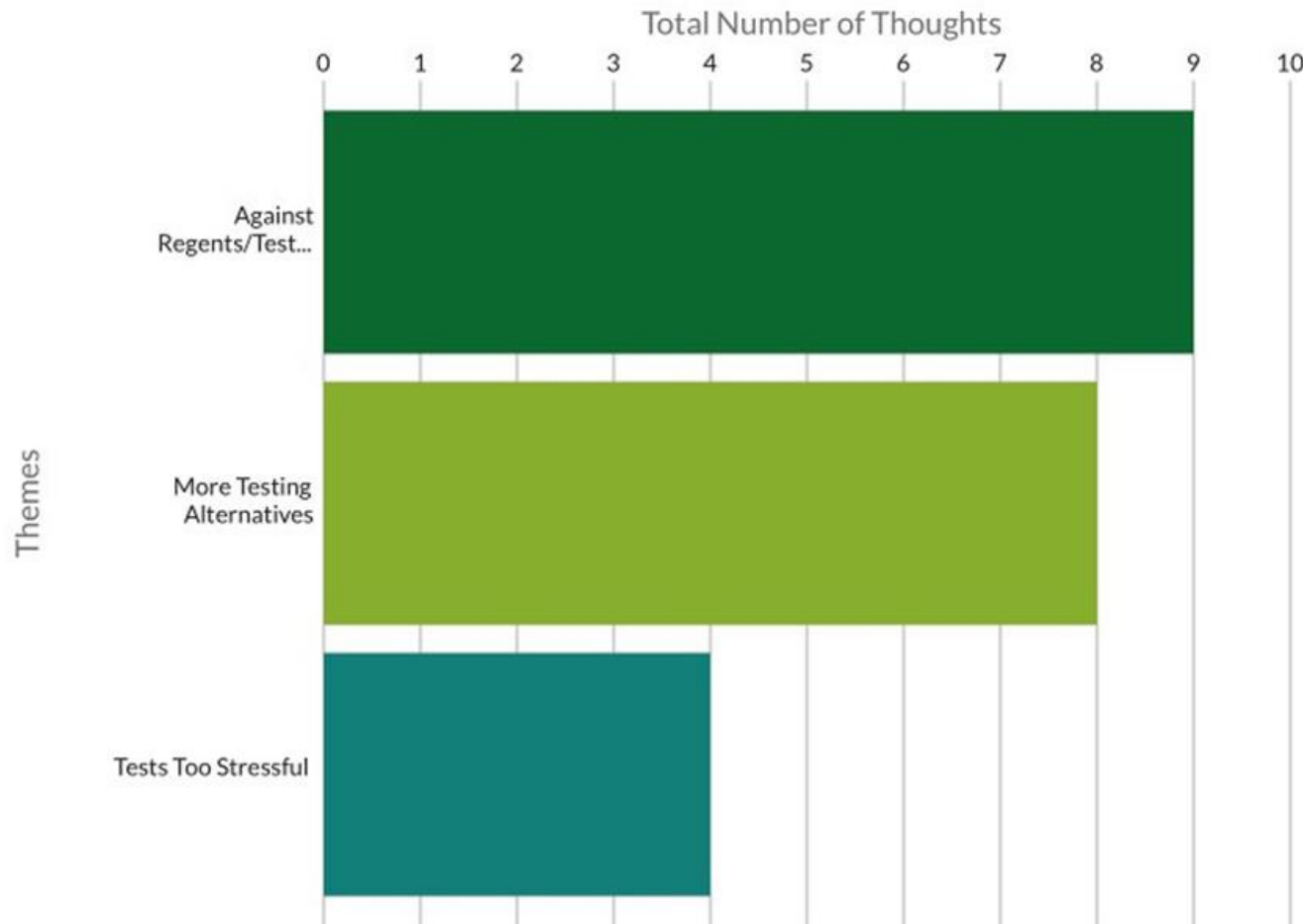
CREDIT REQUIREMENTS

- A. NYSED's Jurisdiction
- B. Credit Distribution
- C. Earning Credit

Parents' and Students' Comments: Flexibility



ASSESSMENT REQUIREMENTS



- A. ESSA Requirements
- B. NYS' Multiple Measures Approach
- C. CTE, Career Development and Occupational Studies (CDOS)
- D. World Languages, Arts, STEM

Students' comments:

- Choice among a variety of assessments

Parents' comments:

- More options for students

ASSESSMENT FLEXIBILITIES AND GRADUATION RATES

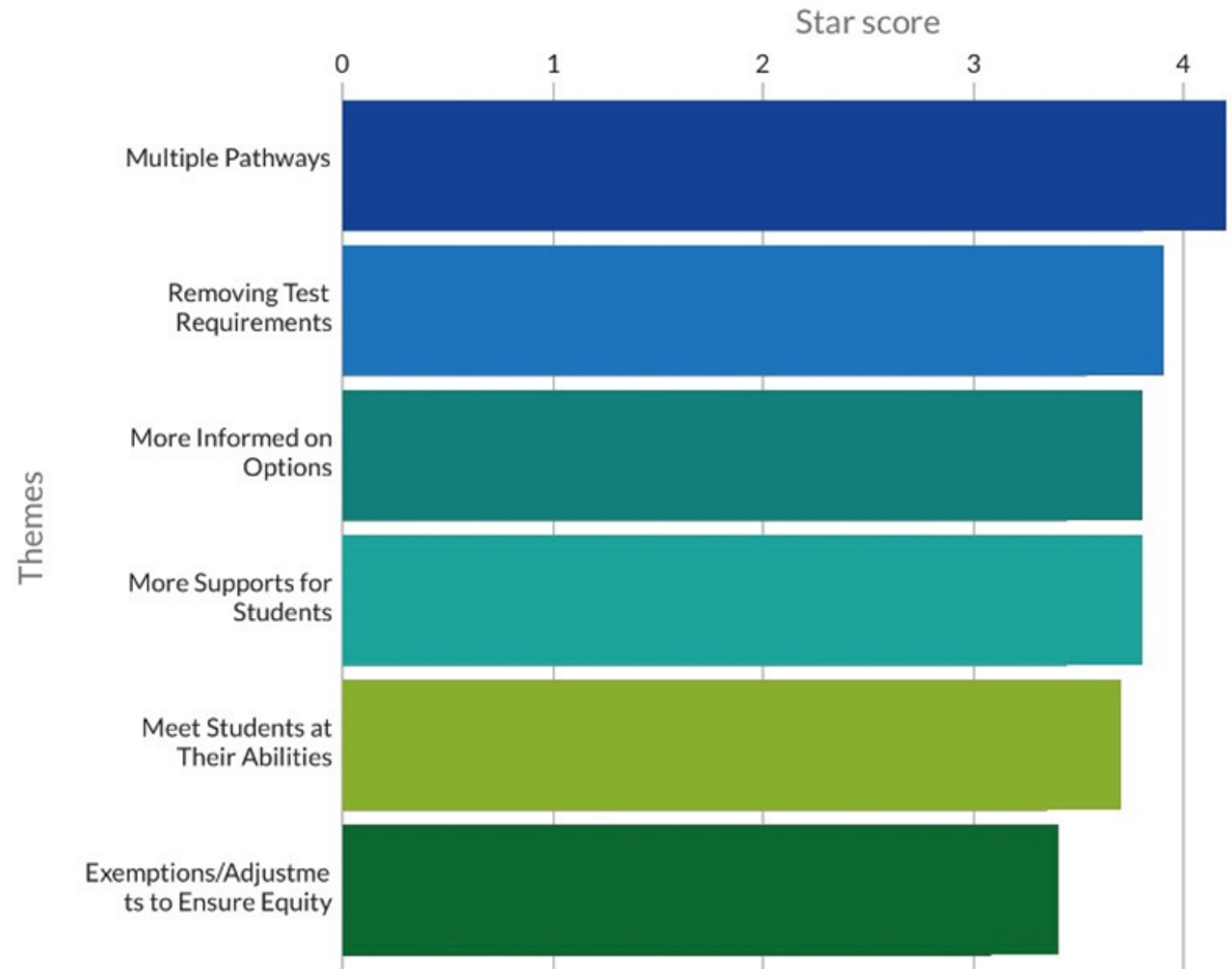
- A. Traditional Appeal for All Students
- B. Options for Students with Disabilities
- C. Exemptions and Other Alternatives
- D. Graduation Rate Trends

Students' comments:

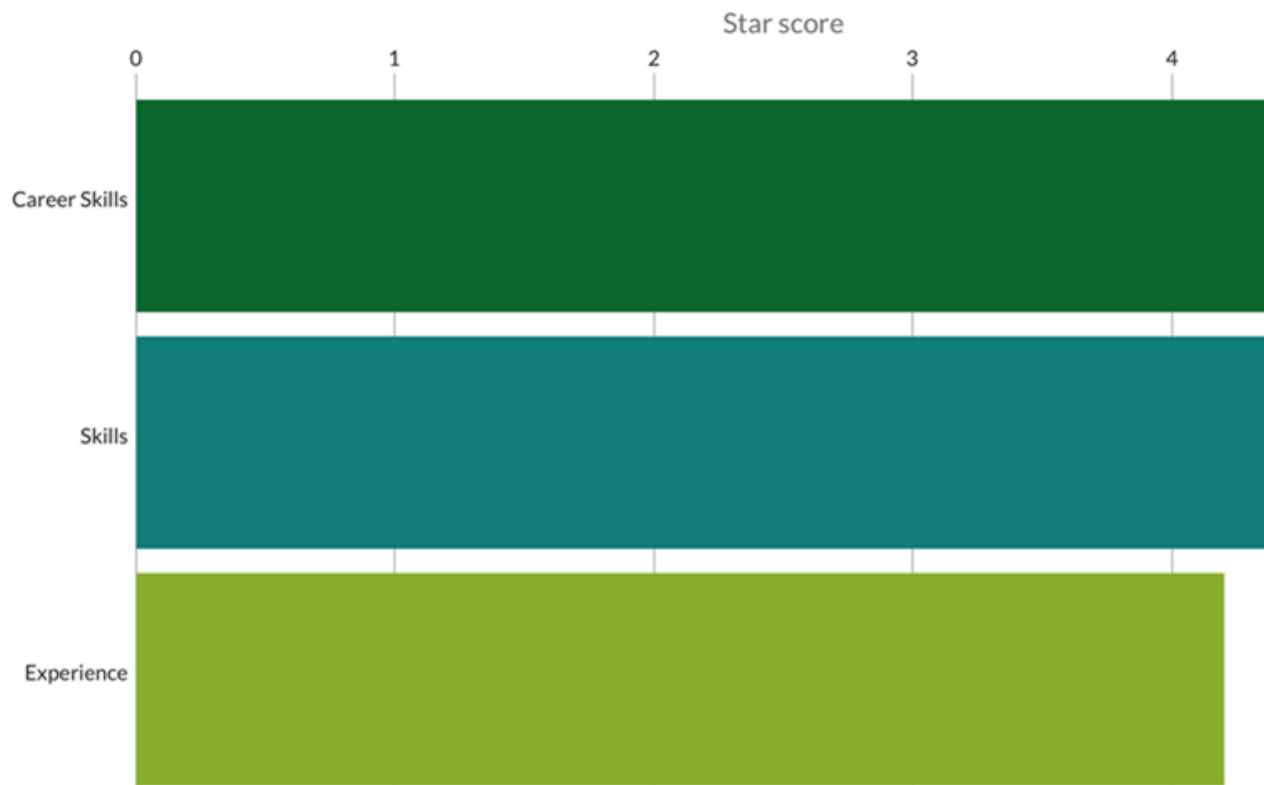
- Diverse thoughts, multiple ideas

Parents' comments

- Removing test requirements; multiple pathways; encouraging career-readiness, not just college-readiness



CAREER PATHWAYS



- A. Trends for Students Enrolling in IHEs
- B. Labor Market Trends
- C. Common Skills Lacking in Applicants
- D. Essential Skills for K-12 Students

Students' comments:

- More options for students

Parents' comments:

- Need to teach soft skills

COLLEGE PATHWAYS

- A. Dual Enrollment
- B. College Admissions
- C. Skills for College Success

Students' comments:

- Giving students more independence; more life skills

Parents' comments:

- More life skills



JULY 2023 CONVENING



July 25th- 27th



Presentation of comprehensive analysis
of qualitative data

ThoughtExchange questions
Student and parent advisories



BRC members met in small groups to begin drafting final recommendations



All4Ed worked with the steering committee to organize final recommendations

FOUR PRIORITIES



Consideration of
multiple pathways



Review of
assessment
flexibility



Understanding of
meaningful life-
ready credentials



Culturally
responsive
curriculum &
instruction



VIDEO

“Ensuring Educational Excellence and Equity: NYS Blue Ribbon Commission on Graduation Measures”

WHAT IS A PORTRAIT OF A GRADUATE?

The Portrait of a Graduate will represent our state's vision for the essential knowledge and skills that students need to thrive in and shape their future.

The Portrait of a Graduate will serve as the "north star" to guide and align systemic decisions, including graduation measures.



IDENTITY

ACCOUNTABILITY

RESPECTS OTHERS

DIGITAL, COMP. SKILL

INDEPENDENT LEARNERS

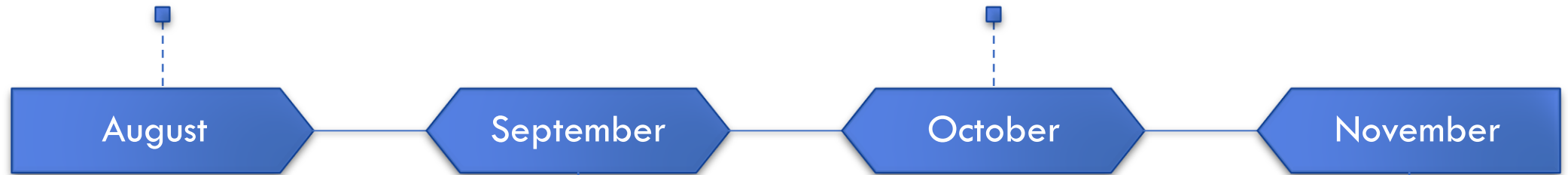
CURIOSITY

SELF-AWARENESS

BRC TIMELINE

AUGUST – NOVEMBER 2023

Steering Committee
synthesized
recommendations from
July



Finalize Report

Final Vote
Results Shared with BRC

Recommendations will be
presented to the Board
of Regents



OVERVIEW OF REPORT STRUCTURE

- Statements from Chancellor Young and Commissioner Rosa
- Executive Summary
- Background
- Blue Ribbon Commission Monthly Meetings
- Parent and Student Advisory Meetings
- Stakeholder Feedback
- Portrait of a Graduate
- Final Recommendations
- Ending Summary
- Appendices
 - A: Recommendations Survey Results
 - B: Thought Exchange Summaries
 - C: Illustrations from July BRC Convening
 - D: BRC Member's Names
 - E: NYSED Staff in Support of BRC Work

QUESTIONS?



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity