


New York State Graduation Measures Initiative

A large, stylized graphic of a graduation cap (mortarboard) is positioned on the right side of the page. The cap is composed of several overlapping, chevron-shaped layers. The top layer is a dark blue, followed by a gold layer, then a medium blue layer, and finally a darker blue layer at the bottom. The cap has a tassel hanging from the right side, also in a dark blue color. The background is black.

Recommendations from the
Blue Ribbon Commission
November 2023

Work of the Commission



Research and Feedback

- Stakeholder Feedback Sessions
- Literature and Policy Review
- Surveys and ThoughtExchange Feedback
- Parent and Student Feedback
- Blue Ribbon Commission Meetings



Four Priority Areas

- Multiple pathways leading to one high school diploma
- Assessment flexibility
- Understanding of meaningful life-ready credentials
- Culturally responsive curriculum, instruction, and assessment



Portrait of a Graduate Recommendations

What we want all students to know and be able to do upon graduation to be successful in our rapidly changing world.



12
Recommendations

Four Priorities



Consideration of
multiple pathways
leading to one
diploma



Review of
assessment
flexibility



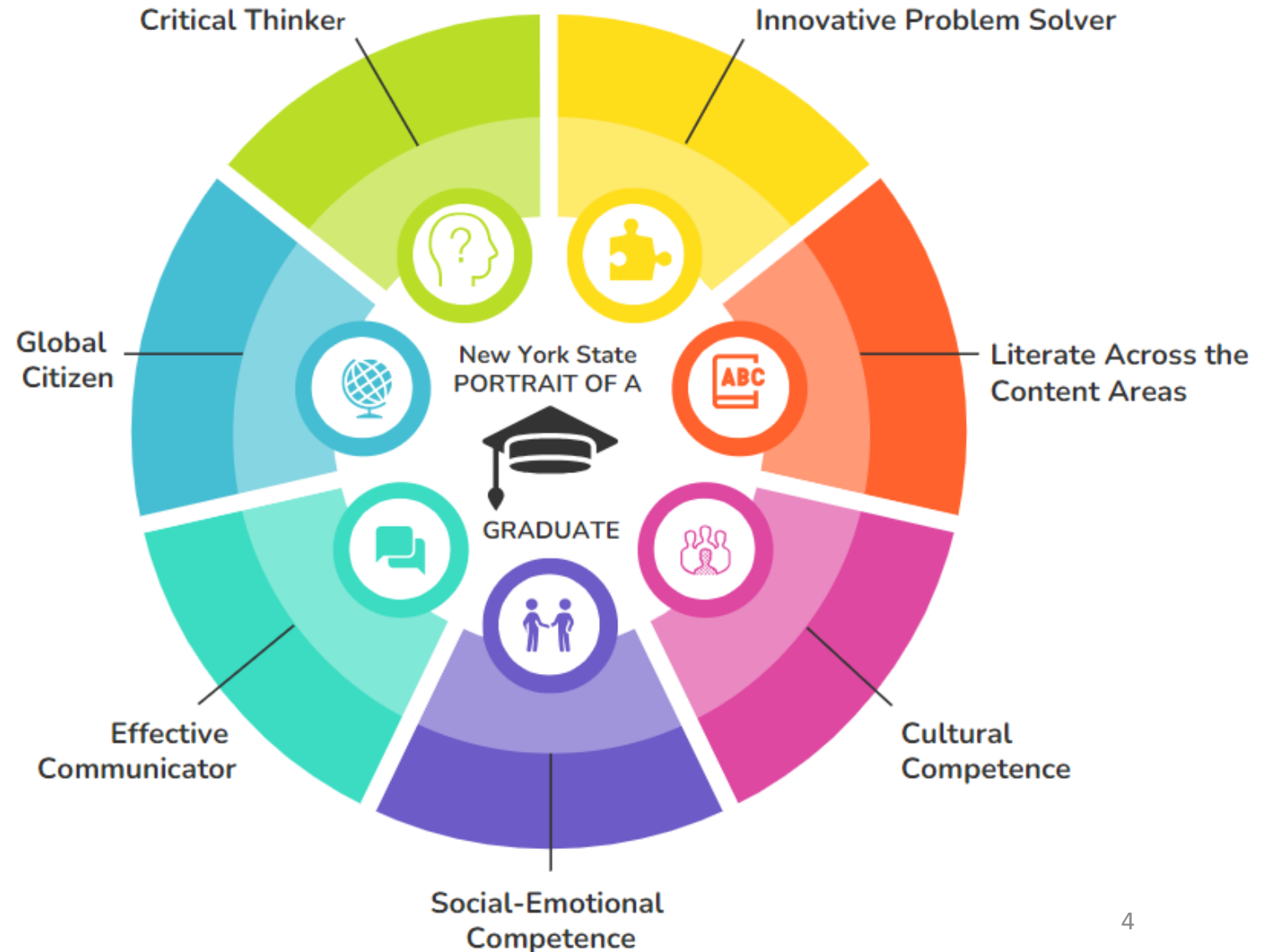
Understanding of
meaningful life-
ready credentials



Culturally responsive
curriculum,
instruction, and
assessment

Portrait of a Graduate

New York State graduates are ready for **college, careers, and civic engagement!**



Identifying the Recommendations



Developing

June Commission Meeting

July In-Person Convening



Refining

Steering Committee with support from All4Ed in July and August 2023



Voting

59 Recommendation Suggestions

37 identified by at least 75% of members as a high or medium priority

Recommendations

12 Recommendations



1 Number of Diplomas and Seals/Endorsements

Replace the three diploma types with one diploma with the option to add seals and endorsements.



2 Credit Requirements

Diploma credit requirements must include:

- civic responsibility/ethics;
- cultural competence;
- financial literacy education, including systems, personal finance, and the social-historical context;
- fine and performing arts;
- science, technology, engineering, and mathematics (STEM) credit(s); and
- writing, including writing skills for real-world scenarios.





3 Access to Career and Technical Education

Ensure access to career and technical education, including internships and work-based learning opportunities for all students across the State.

4 Reorganization of Credit Requirements

Move to a model that organizes credit requirements, including content area credit requirements into larger categories (e.g., mathematics and science courses could be included in the “STEM” category).



5 Diploma Assessment Requirements

Reduce and/or modify diploma assessment requirements to allow more assessment options.





6 Performance-Based Assessments

Create State-developed rubric(s) for any performance-based assessments allowed as an option to satisfy the diploma assessment requirements.

Options for Specific Students

- 7 Create more specific, tailored graduation requirements to address the unique circumstances of certain groups of students (e.g., non-compulsory age students, newcomer students, refugee students).
- 8 Provide exemptions from diploma assessment requirements for: students with significant cognitive disabilities; and major life events and extenuating circumstances (e.g., medical conditions, death of a family member, trauma prior to sitting for a required exam).
- 9 Pursue regulatory changes to allow the discretion to confer high school degrees posthumously.





Teacher Education

- 10 Require all NYS teacher preparation programs to provide instruction in culturally responsive-sustaining education (CR-SE) practices and pedagogy.
- 11 Require that professional development plans include culturally responsive-sustaining education practices and pedagogy.

12 NYS Learning Standards

Review and revise the NYS learning standards to:

- better align with college and career expectations and update for family and consumer sciences, health, media literacy, and climate education;
- emphasize higher-order skills and competencies (e.g., health education, communication, decision-making, time management, soft skills); and
- use a culturally responsive-sustaining education (CRSE)/diversity, equity, and inclusion (DEI) and accessibility lens in all subject areas, including history.





Additional Considerations

- Adequate funding
- Advocacy and education
- Engage higher education institutions
- Professional learning
- Evaluation of impact
- Future reevaluation

Next Steps



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Thank You!



Questions?
