

New York State Graduation Measures Initiative

Board of Regents Update • May 2024



Graduation Measures Initiative Timeline

Phase 1:

Nov 2019 – Mar 2020

Information Gathering

- Stakeholder Feedback Sessions
- Literature and Policy Review
- Surveys

Phase 2:

Oct 2022 – Nov 2023

Blue Ribbon Commission

- Parent and Student Advisory Panels
- Surveys and ThoughtExchange
- Blue Ribbon Commission Recommendations

Phase 3:

Nov 2023 – Spring 2024

Internal Work Group

- Unpack Recommendations
- Develop Implementation Framework

Phase 4:

Spring 2024 – Fall 2024

Additional Feedback/Roadmap

- Gather Additional Stakeholder Feedback
- Create and Communicate a Comprehensive Roadmap (Fall 2024)

NYS Graduation Measures Blue Ribbon Commission

Co-Chairs Vice Chancellor Finn & Regent Chin

Parent
Advisory
Committee

Steering Committee

Student
Advisory
Committee

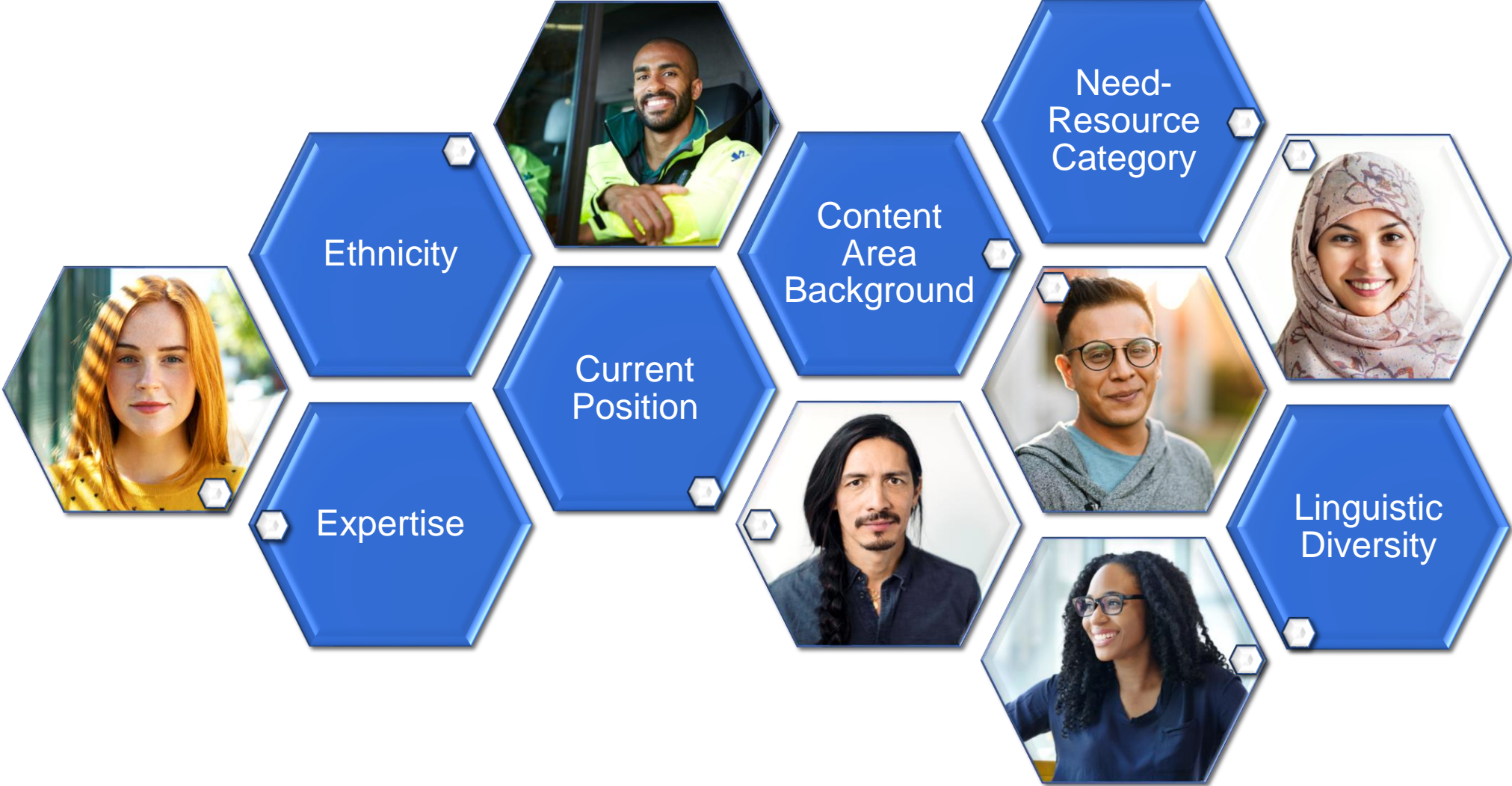
Subcommittee
Program Requirements and
Learning Experiences

Chair Vice Chancellor Finn
Regent Ferrer, member

Subcommittee
Measurements and Assessment

Chair Regent Chin
Regent Wills, member

Diversity of the Blue Ribbon Commission



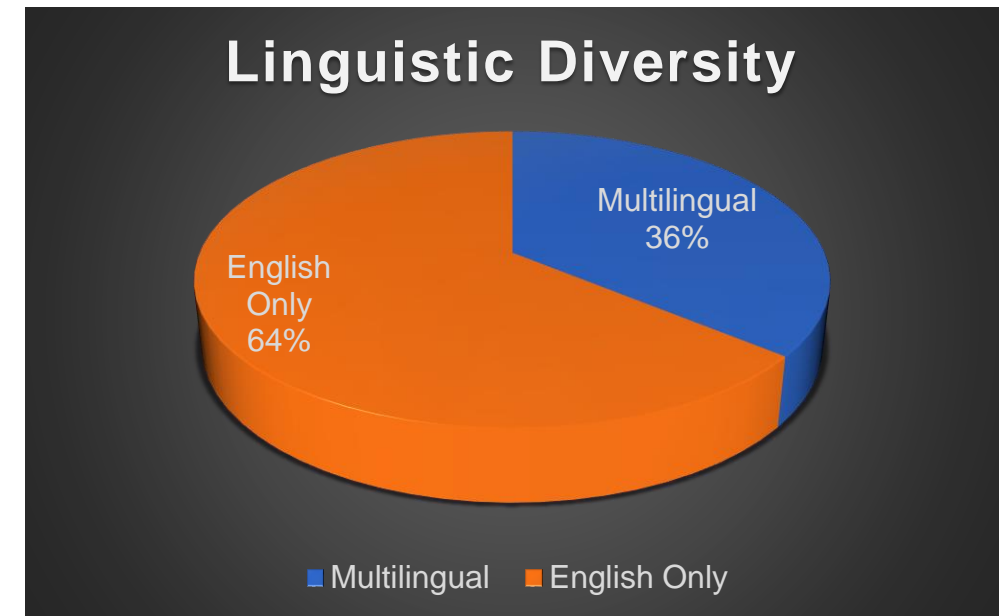
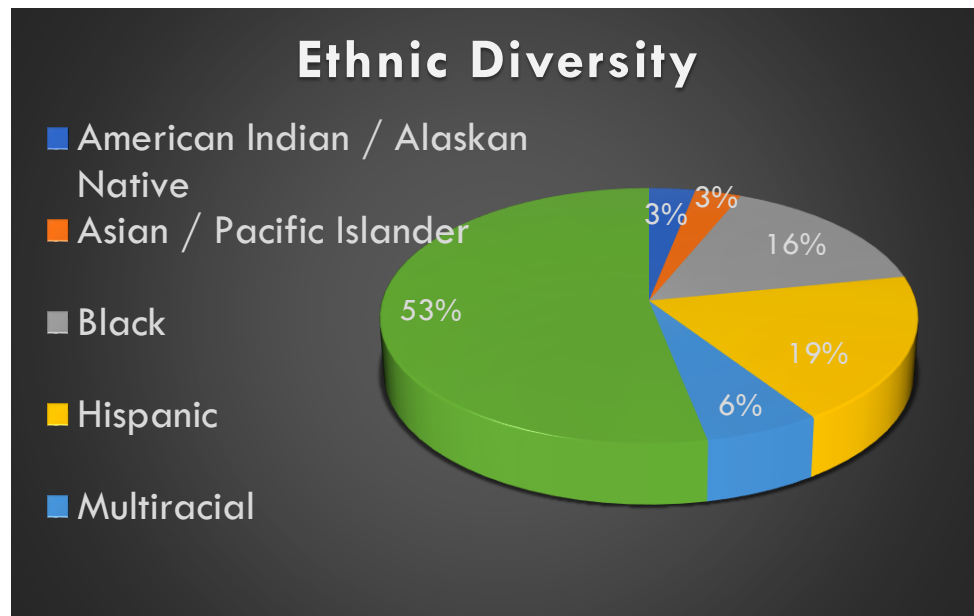
BRC Members: Expertise & Current Position

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: Ethnic and 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.



Four Priority Areas



Consideration of
multiple
pathways
leading to one
diploma



Review of
assessment
flexibility



Understanding of
meaningful life-
ready credentials



Culturally
responsive
curriculum,
instruction, and
assessment

BRC Recommendations

Assessment Requirements

1 **Number of Diplomas and Seals/ Endorsements**

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

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.



BRC Recommendations

Credit Requirements

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).

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.



BRC Recommendations

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.



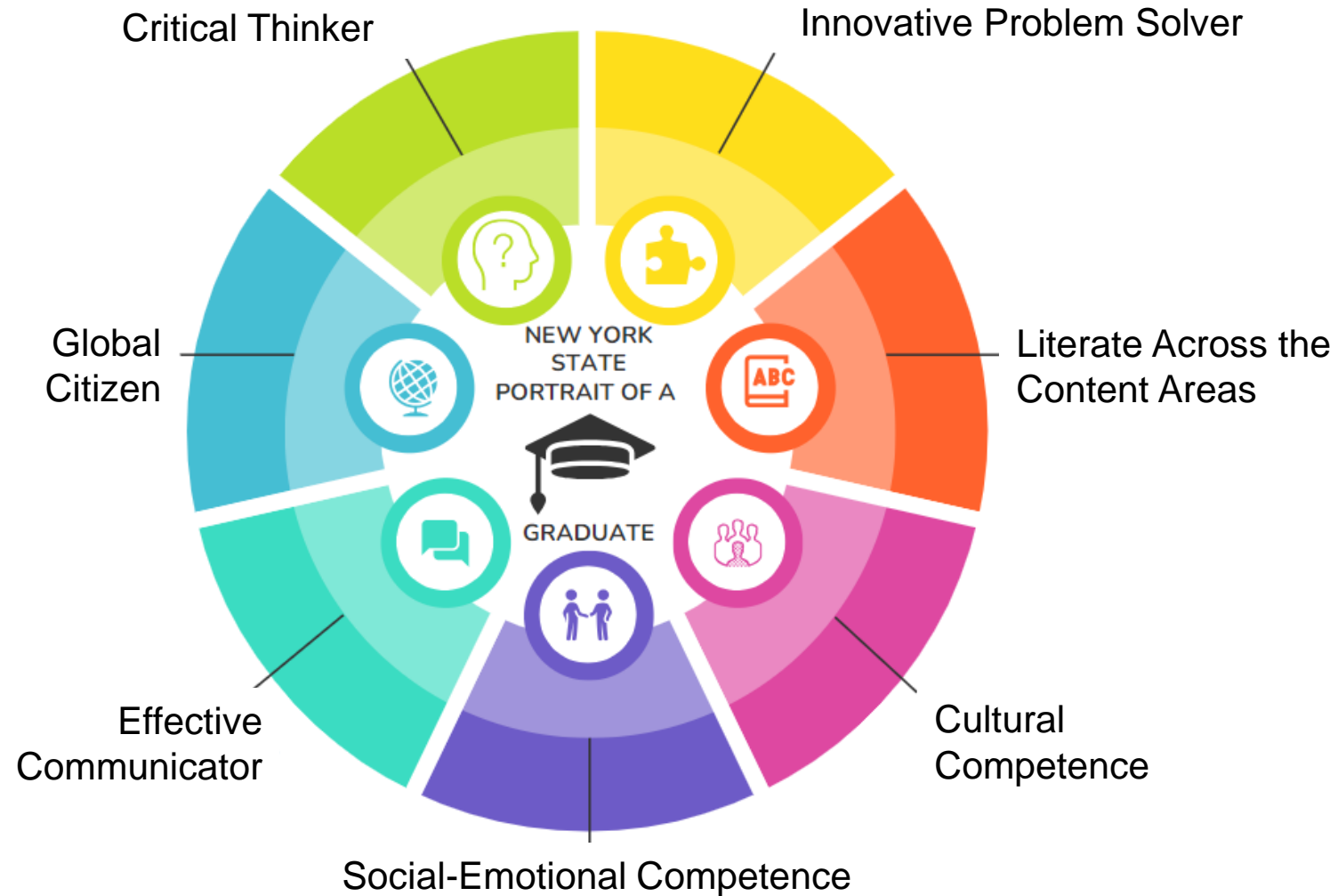
Additional BRC Recommendations

- 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 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.



Portrait of a Graduate

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



Potential Impact

Stakeholders are expecting significant change



Internal Workgroups



Understanding the Vision



Evaluating Options



Thinking from a Systems
Perspective

Forthcoming



June Board of Regents Update



Stakeholder Feedback