Opening Remarks

Chancellor Lester W. Young, Jr.

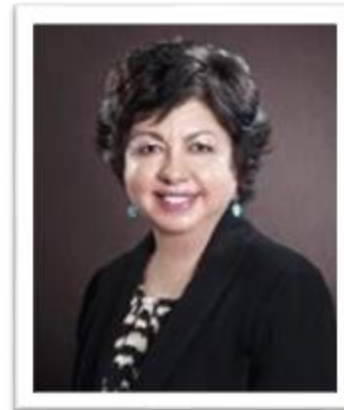**Commissioner Betty A. Rosa**

Vice Chancellor Josephine Finn

Regent Judith Chin

Regent Frances G. Wills

Regent Aramina Vega Ferrer

Agenda

- **Welcome and Overview**
  - Overview of the Blue Ribbon Commission (BRC)
    - Selection and Structure
    - Goals
  - Introductions

- **Summary of BRC Presentations and Discussion**
  - Current NYS Diploma Requirements
    - Credit requirements
    - Assessment requirements
    - Assessment flexibilities
  - Graduation Rates in NYS
  - Post-Secondary Pathways
    - Career Path
    - College Path

- **Closing Remarks**

2019: Time to Rethink the Diploma

- 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?

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

Long-Term Goal	Short-Term Goals
Develop recommendations to the Board of Regents on what **measures of learning and achievement** will best serve New York's **diverse student population** as indicators of what they know and of their readiness for **college, career, and civic life.**	• Summarize previous BRC presentations; and • Discuss recommended changes to future graduation measures and the implications of such changes for students.

Goals of the Commission

Introductions

Name

Location

What motivated you to apply for the Advisory Committee?

What Does NYSED Regulate?

Legislature/Executive determine:

- Education Law
- Funding

Board of Regents and NYSED determine:

- Program requirements
  - What is required to be taught at what level
- Graduation requirements
  - What is required to earn a diploma or exiting credential
- Learning standards
- State Assessments
  - Assessments used to satisfy ESSA requirements

Schools and districts determine:

- Course offerings
  - Curriculum
  - Instructional modality and resources
- Grading policies
- Attendance policies
- Student placement
- Additional program and graduation requirements (beyond those established by NYSED)

Credit Distribution

	Minimum Number of Credits
English	4
Social Studies *Distributed as follows: U.S. History (1) Global History and Geography (2) Participation in Government (½) Economics (½)*	4
Science *Distributed as follows: Life Science (1) Physical Science (1) Life Science or Physical Science (1)*	3
Mathematics	3
World Languages	1
Visual Art, Music, Dance, and/or Theater	1
Physical Education *(participation each semester)*	2
Health	½
Electives	3 ½
Total	**22**

Student Choice in Course Selection

In most disciplines, students choose the courses they want to take.

Required Courses

- Health (½ credit required)
- Global History and Geography (2 credits required)
- United States History (1 credit required)
- Participation in Government (½ credit required)
- Economics (½ credit required)

* Local schools and districts may create additional requirements for their students.

Earning Credit

Credit by Exam

Grade 8 Acceleration

Independent Study (Elective Credit)

Completing a Unit of Study

Participation in Performance Arts

Transfer Credit

Summer School and Make-Up Credit

Let's Discuss: Credit/Program Requirements

How do credit-based diploma requirements affect students' ability to graduate? Do you think the current credit distribution needs to be adjusted? If so, how and why?

We will discuss for 5 minutes → Take 3 minutes to enter your suggestions at the Thought Exchange link → Take 2 minutes to rate thoughts of other members → We will look at the collective thoughts
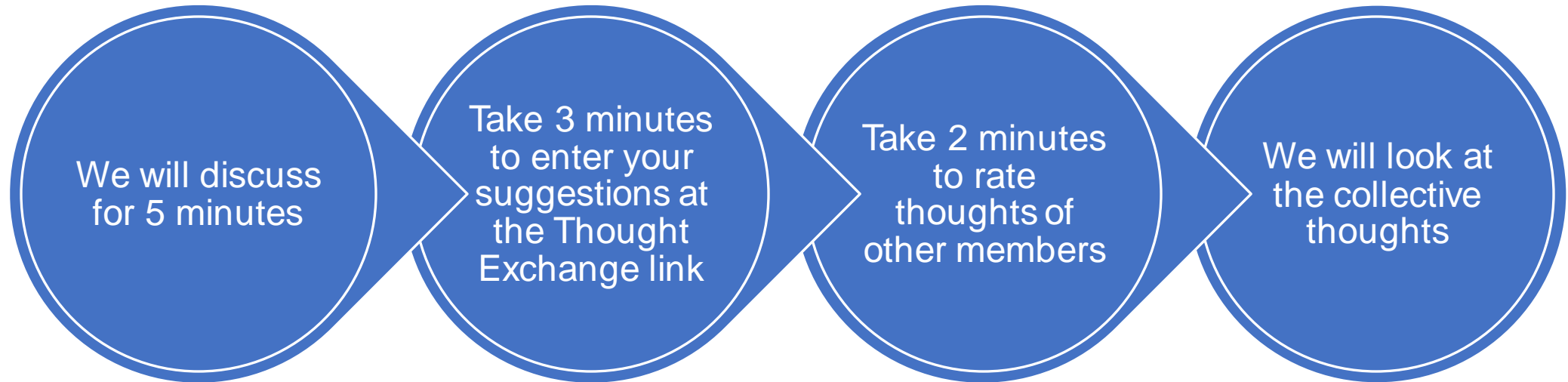
ThoughtExchange Links: Students • Parents

Assessments

Federal and State Requirements and Perspectives

NY's Assessment Strategy – Multiple Measures

ESSA Requirements

Reading/Language Arts and Math

- Each of grades 3-8
- Once in high school

Science

- Once in each grade span:
3-5, 6-9, and 10-12

New York's Assessment Strategy – Multiple Measures
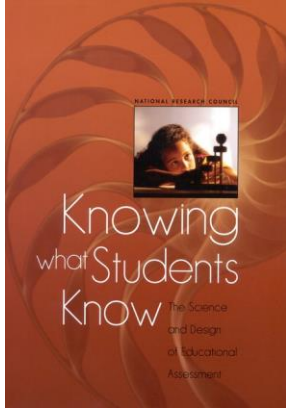
"A vision for the future is that assessments at all levels – from classroom to state – will work together in a system that is comprehensive, coherent, and continuous. In such a system, assessments would provide a variety of evidence to support educational decision making."

State Assessments

Classroom Assessments

Teacher Interactions and Observations
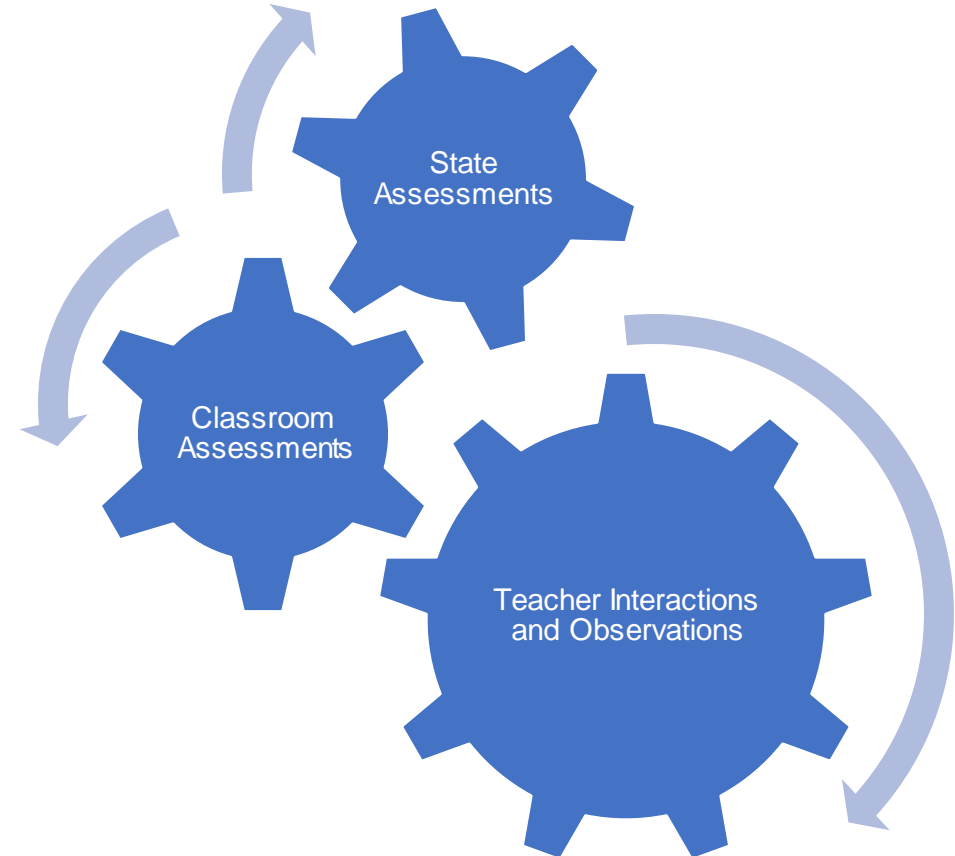
Measures of Student Learning

Multiple (+1) Pathways

4

**All students must pass
4 required assessments
(one in each discipline)**

English | Math | Science | Social Studies
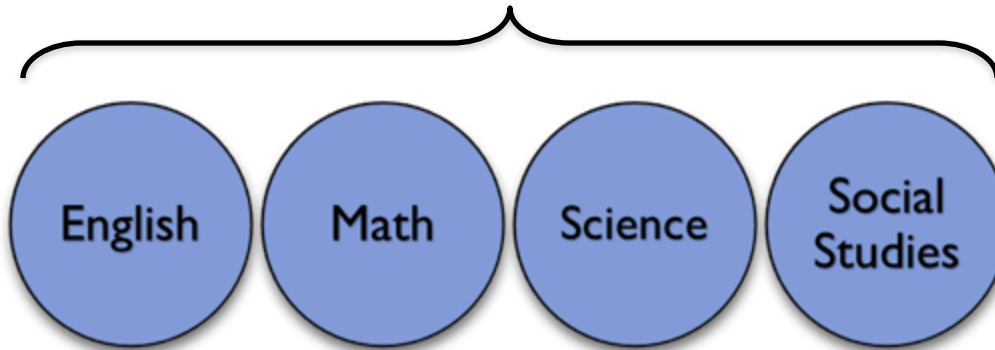
+1

Pathways

STEM

Humanities

Arts

World Languages

CTE

CDOS

Civics

Multiple Pathways

Passing one additional Regents Exam or NYSED- approved alternative

Humanities

STEM

Passing a NYSED- approved pathway assessment

Arts

World Languages

CDOS

Completing a NYSED- approved CTE program

CTE

Earning the CDOS Commencement Credential

CDOS

Earning the Seal of Civic Readiness

Civics

CTE Pathway

To earn the CTE Pathway to a diploma, students must:

- Successfully complete a NYSED-approved CTE program; and

- Earn a passing score on the program's 3-part technical assessment.

CDOS Commencement Credential: Option 1

Career Plan

Employability Profile

Demonstrated Achievement of CDOS Learning Standards

216 hours of CTE coursework and/or work-based learning experiences*

* at least 54 hours must be work-based learning experiences

Let's Discuss: Assessment Requirements/Pathways

What recommendations do you have related to future assessment requirements for graduation purposes?

We will discuss for 5 minutes → Take 3 minutes to enter your suggestions at the Thought Exchange link → Take 2 minutes to rate thoughts of other members → We will look at the collective thoughts
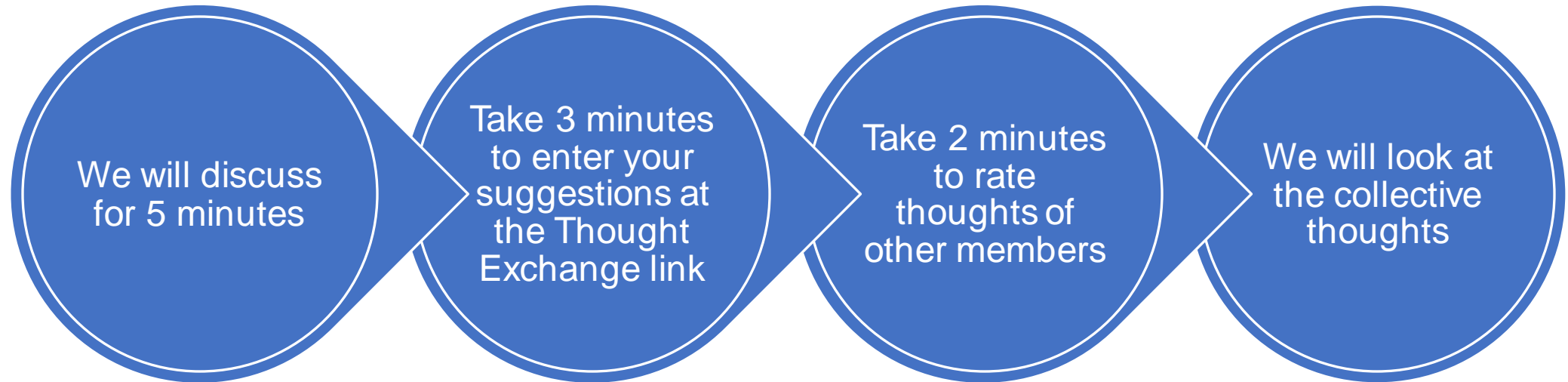
ThoughtExchange Links: Students • Parents

Traditional Appeal Options

Regents Diploma via Traditional Appeal for All Students	**Local Diploma via Traditional Appeal for All Students**	**Local Diploma via Appeal for English Language Learners**
one successfully appealed Regents exam score no more than 5 points below passing (**60-64**)	**two** successfully appealed Regents exam scores no more than 5 points below passing (**60-64**)	**one** successfully appealed **English Language Arts Regents exam** score of **55-59** may also use **one** successfully appealed Regents exam score no more than 5 points below passing (**60-64**)

Safety Net Options for Students with Disabilities

Local Diploma via Low Pass Safety Net	Local Diploma via Compensatory Safety Net
Meets assessment requirements for a local diploma by achieving a score between **55** and 64 on one or more of the required Regents exams *May* also **appeal** up to two Regents exam scores between **52-54**	Meets assessment requirements for a local diploma by compensating Regents exam scores between **45-54** (on any required Regents exam except for ELA and math) with a score of **65 or higher** on another required Regents exam

NYS ED .gov

Superintendent Determination of a Local Diploma

Eligibility requirements include:

Student with a disability currently receiving special education services through an Individualized Education Program (not applicable to 504 or declassified students)

Student participated in and passed all relevant Regents level coursework

Student actively participated in all required Regents examinations

Student earned the appropriate 22 units of diploma credit
- If the request involves English Language Arts and/or mathematics assessments, students must ALSO earn the Career Development and Occupational Studies (CDOS) Commencement Credential.

Student's parent or person in parental relation submitted a written request to the superintendent for a determination of a local diploma

Special Appeal Eligibility Criteria

Regents examination taken:

- **June 2022,**
- **August 2022,**
- **January 2023,**
- **June 2023,** or
- **August 2023**

Earned a score of **50-64** on the Regents examination that is the subject of the appeal and was taken during one of the above administrations

Passed the course
for which the appeal is being sought

Exemptions from Assessment Requirements

COVID-19

Out-of-State Transfer Students

Interstate Compact

Advanced Designation

Met the credit requirements

Earned passing score* on all required assessments (7 + 1)

- Additional exams required
  - +2 math
  - +1 science
    - 1 life, 1 physical

Completed a sequence

*Special appeals and exemptions can be applied to any diploma type.

Sequence Requirements

2 additional credits in World Languages (for a total of 3 credits) and the locally developed Checkpoint B World Languages Exam

5-unit sequence in the arts

5-unit sequence in career and technical education

Graduation Rate Over 10 Years - August
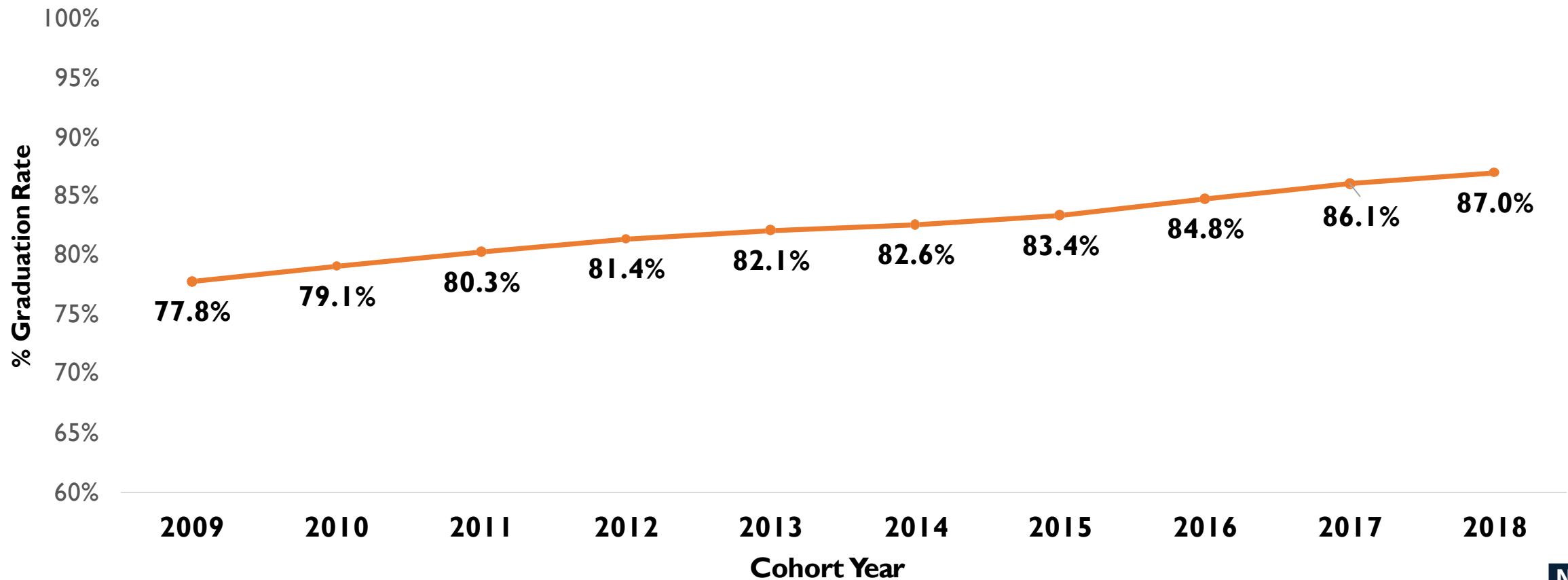
2018 Cohort 4-Year Statewide Outcomes – August
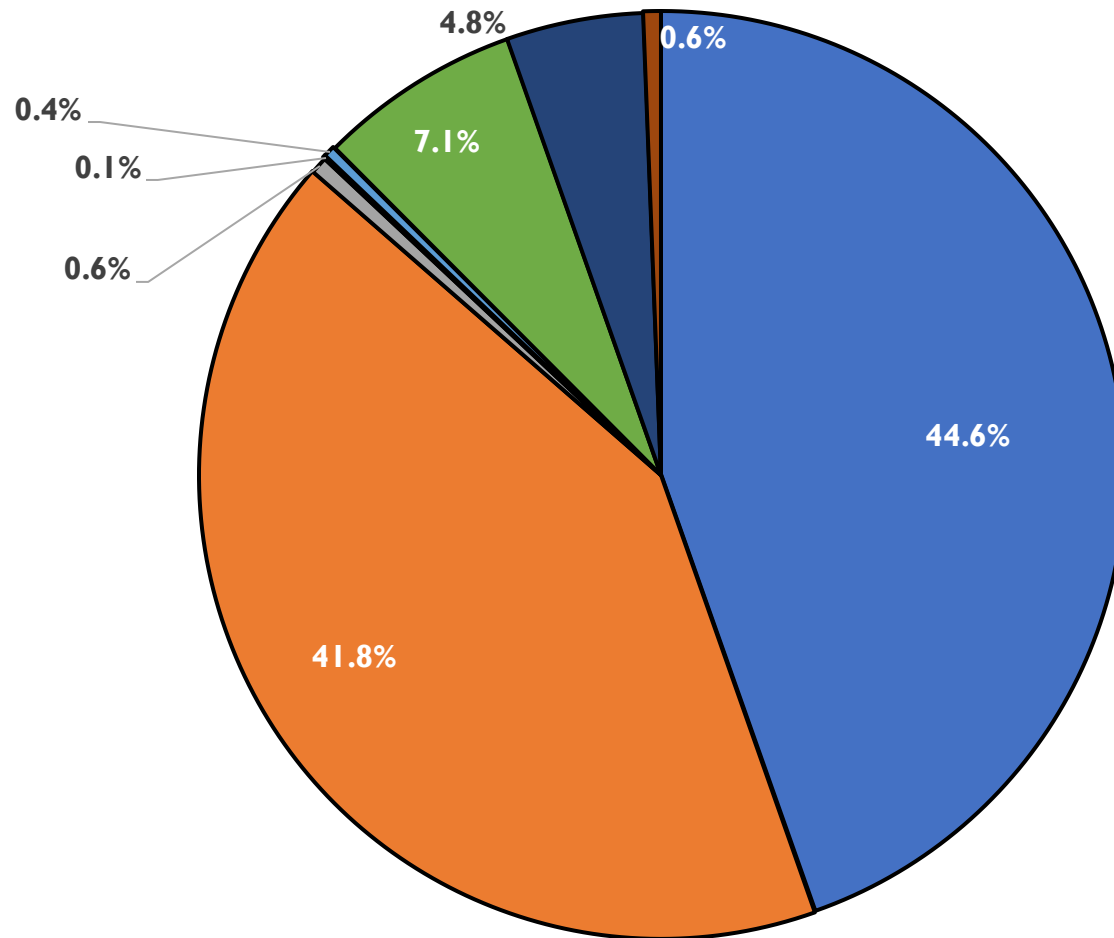
2018 Cohort Size: 202,097 students
2017 Cohort Size: 208,217 students
2016 Cohort Size: 208,449 students

Superintendents' Determination School Year 2021-22: 128 Local Diplomas Awarded (based on school year when local diploma awarded, not tied to cohort)

Legend: ▪ Regents ▪ Regents with Adv Designation ▪ Local ▪ CDOS ▪ Skills & Ach ▪ Still Enrolled ▪ Dropped Out ▪ Transferred to AHSEP

Pie chart values: 0.6%, 44.6%, 4.8%, 7.1%, 0.4%, 0.1%, 0.6%, 41.8%

NYS ED.gov

2016, 2017, and 2018 4-Year Graduation Rates By Subgroups – August

Subgroup	2016 Total Cohort	2017 Total Cohort	2018 Total Cohort
American Indian/Alaska Native	76.9%	81.5%	81.8%
Asian/Pacific Islander	91.1%	92.1%	93.2%
Black	78.1%	80.3%	81.8%
Hispanic	76.8%	80.2%	80.9%
Multiracial	83.7%	84.4%	86.2%
White	90.9%	90.4%	91.4%
All Students	84.8%	86.1%	87.0%
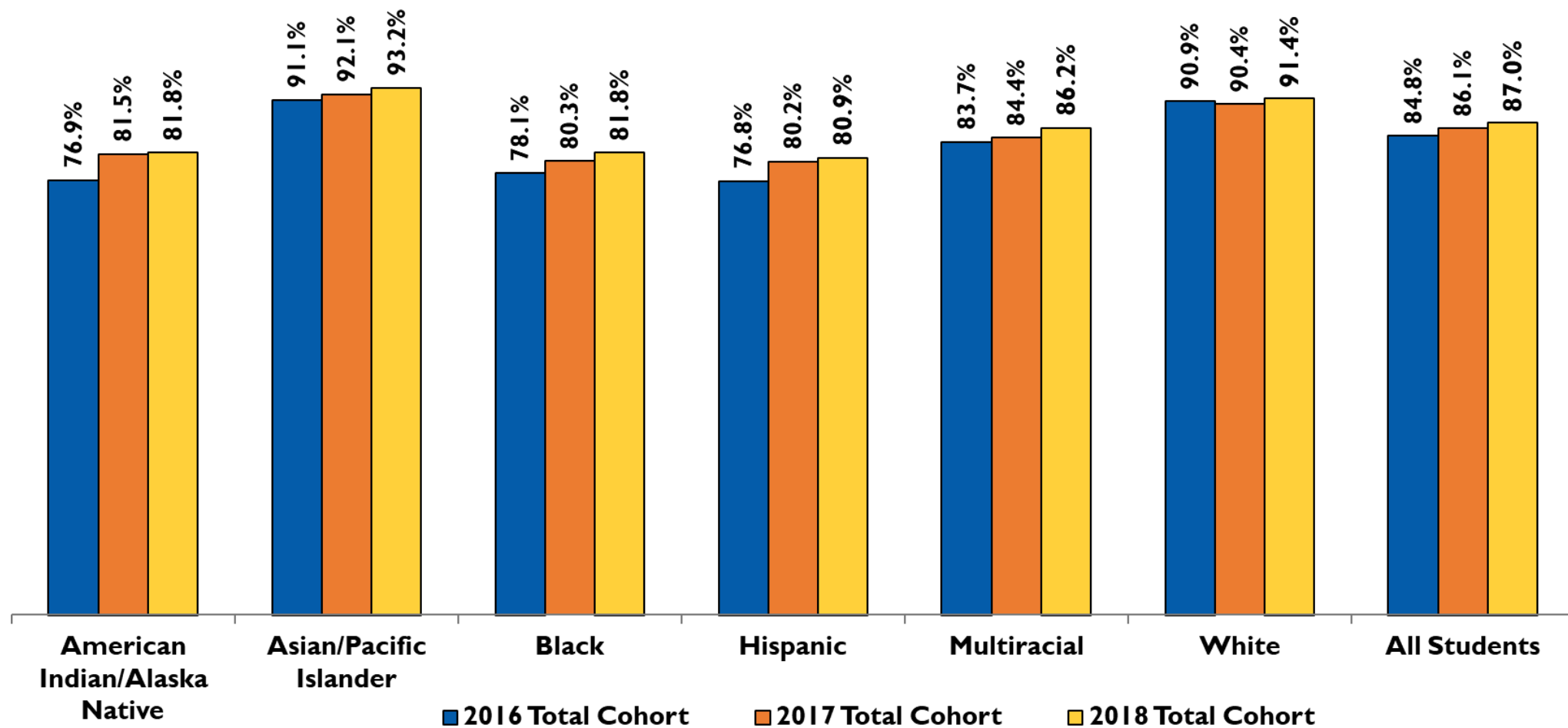
English Language Learners: 2016, 2017, and 2018 Cohorts - August

English Language Learners in Public Schools After 4 Years

	2016 Total Cohort	2017 Total Cohort	2018 Total Cohort
Total Graduates	**46.0%**	**60.5%**	**65.0%**
Local Diploma	3.0%	0.8%	1.5%
Regents Diploma	41.0%	51.9%	55.1%
Regents Diploma with Advanced Designation	2.1%	7.8%	8.4%
Still Enrolled	25.5%	21.1%	16.7%
Non-Diploma Credentials	1.1%	0.8%	1.0%
Dropped out	25.5%	16.4%	16.4%
Transferred to an Approved High School Equivalency Program	1.9%	1.1%	0.9%

Students with Disabilities: 2016, 2017, and 2018 Cohorts - August

Students with Disabilities in Public Schools After 4 Years

	2016 Total Cohort	2017 Total Cohort	2018 Total Cohort
Total Graduates	62.2%	64.5%	68.5%
Local Diploma	12.9%	6.5%	1.6%
Regents Diploma	43.6%	50.5%	58.8%
Regents Diploma with Advanced Designation	5.6%	7.5%	8.1%
Still Enrolled	25.3%	24.7%	19.8%
Non-Diploma Credentials	3.1%	2.5%	2.9%
Dropped out	8.2%	7.2%	7.9%
Transferred to an Approved High School Equivalency Program	1.2%	1.1%	0.9%
Local Diplomas Awarded Through Superintendents' Determination	School Year 2019-20	School Year 2020-21	School Year 2021-22
	290	51	128

Dropout Rates After 4 Years By Subgroup - August

2016 Cohort Size	208,449
2017 Cohort Size	208,217
2018 Cohort Size	202,097

■ 2016 Cohort as of Aug 2020   ■ 2017 Cohort as of Aug 2021   ■ 2018 Cohort as of Aug 2022
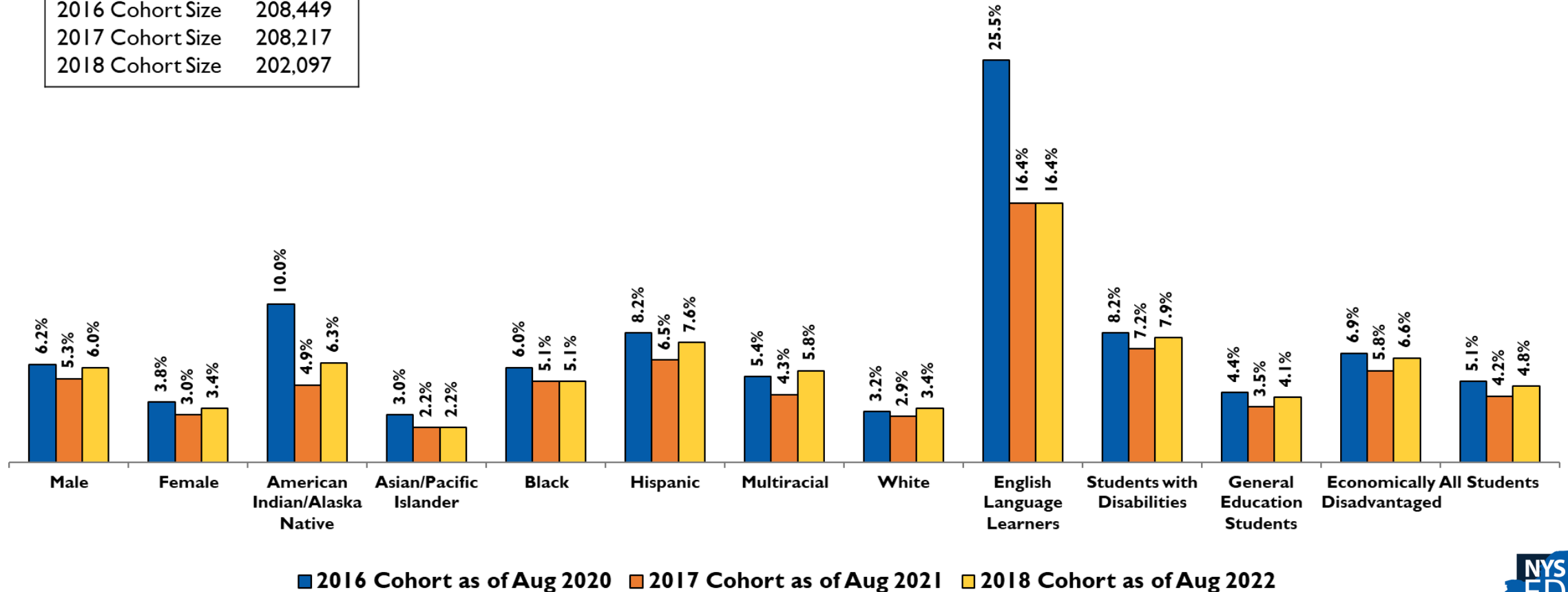
Supporting ALL Students

What recommendations do you have to ensure equitable outcomes for all students?

We will discuss for 5 minutes

Take 3 minutes to enter your suggestions at the Thought Exchange link

Take 2 minutes to rate thoughts of other members

We will look at the collective thoughts
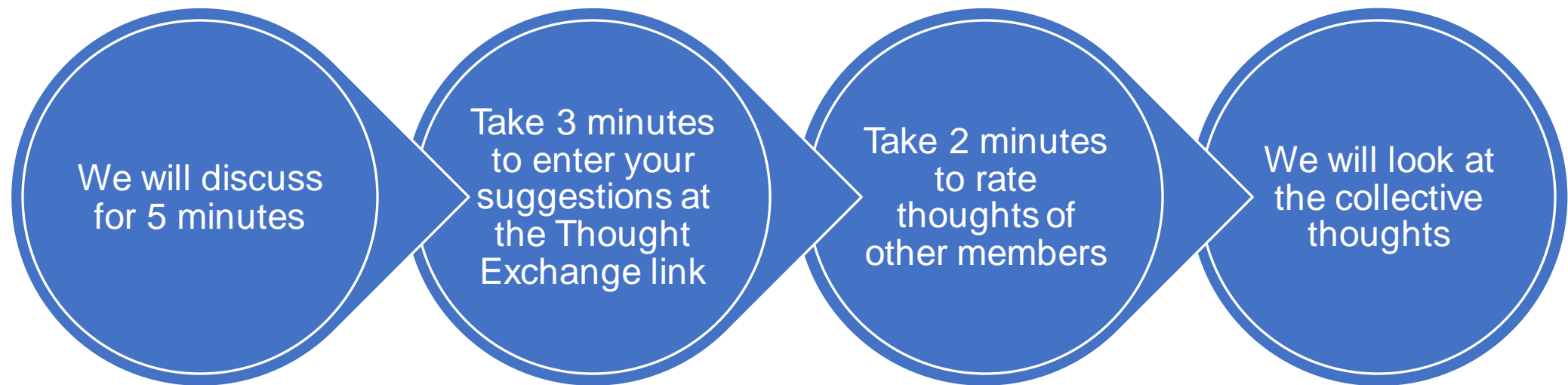
ThoughtExchange Links: Students • Parents

2021 High School Graduates Enrolled in IHEs

In 2021, 64%* of students in NYS enrolled in an Institution of Higher Education (IHE) after high school.

% of NYS High School Graduates By Who Enrolled in an IHE	
4-Year IHE	48% enrolled
2-Year IHE	16% enrolled

58% of males enrolled in an IHE

70% of females enrolled in an IHE

% of NYS High School Graduates By Race/Ethnicity Who Enrolled in an IHE
58% of American Indian/Alaska Native students
81% of Asian/Pacific Islander students
54% of Black students
53% of Hispanic students
66% of Multiracial students
70% of White students

Source: National Student Clearinghouse (NSC)

High Growth Occupations (2020-2030)

Occupational Groups with Highest Growth	Median Wage
1. Food Preparation and Serving Related	$32,730
2. Healthcare Support	$38,440
3. Transportation and Material Moving	$40,240
4. Education, Training, and Library	$65,050
5. Sales and Related	$38,980
6. Personal Care and Service	$35,790
7. Management	$140,030
8. Business and Financial Operations	$89,780
9. Healthcare Practitioners and Technical	$83,290
10. Office and Administrative Support	$48,890

Hardest to Fill Occupations

Hardest to Fill Occupations (last 30 days)

- Registered Nurse, $97,754
- Retail Sales Associate, $45,172
- Office/Administrative Assistant, $50,392
- Physician, $105,861
- Software Developer/Engineer, $125,880

Hard to Fill Positions (All industries/statewide)

- Laborer
- Administrative
- Direct Support Professional
- Registered Nurse
- Maintenance

Why Roles are Difficult to Fill

Reason (Statewide, All Industries)	%
Lack of qualified candidates	49%
Compensation	42%
Lack of applicants	23%
Shift/Schedule	17%
Applicants lack skills	16%
People aren't interested in work	16%
Nature of work	14%
Lack of experience	14%
Lack of follow-through	13%

Common **skills lacking** among job applicants and new employees

Non-Technical Skills (Statewide, All industries)	2021	2022
Self-motivation	64%	70%
Timeliness/attendance	51%	55%
Communication skills	66%	52%
Attention to detail	58%	50%
Problem-solving/critical thinking	63%	48%
Time management	44%	32%
Ability to take criticism	40%	31%
Personal awareness	34%	27%
Teamwork	31%	24%
Customer service	24%	19%
English skills/grammar	31%	19%
Leadership	28%	18%
Conflict management	33%	17%
Decision-making	27%	16%
Basic math skills	30%	15%

Common **skills lacking** among job applicants and new employees

Technical Skills (Statewide, All industries)	2021	2022
Basic computer use/computer literacy	47%	44%
Software proficiency in Excel	39%	32%
Mechanical technical / engineering	23%	19%
Email	19%	19%
Software proficiency in Word	23%	17%
Data analysis	15%	16%
Typing	19%	16%

K-12 Essential Skills Recommendations

Working Well With Others
- Communication
- Cooperation
- Collaboration
- Conflict management

Personal Leadership
- Take initiative
- Self-motivation
- Take constructive criticism

Adaptability
- Problem solving
- Critical thinking

Information Technology (IT) Literacy
- Basic computer literacy

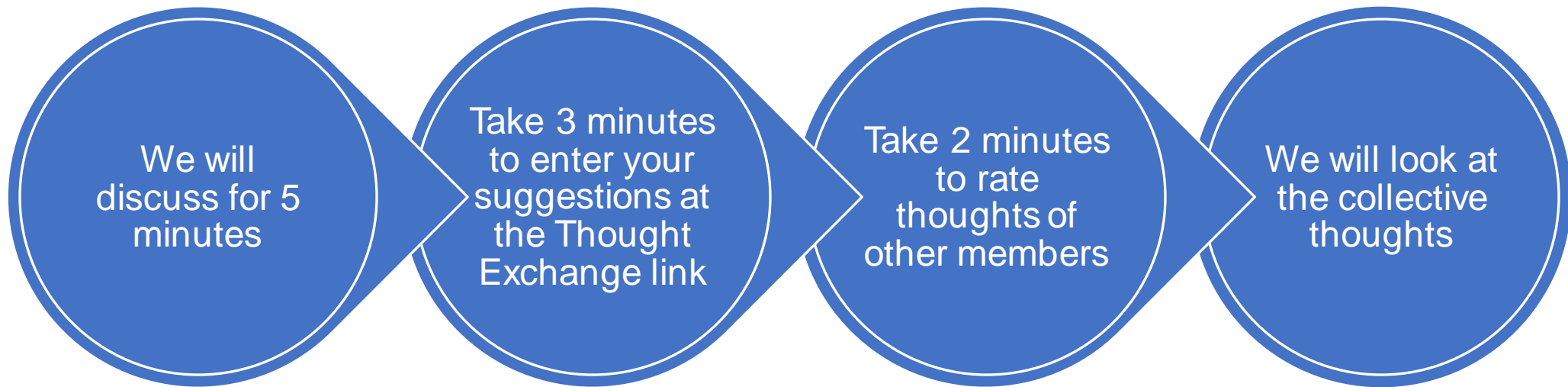**Accountability**
- Manage time
- Be organized
- Attention to detail

Let's Discuss:
Preparing Students to Enter the Workforce

How do we best prepare individuals to learn these essential skills and prepare for future employment?

We will discuss for 5 minutes

Take 3 minutes to enter your suggestions at the Thought Exchange link

Take 2 minutes to rate thoughts of other members

We will look at the collective thoughts

ThoughtExchange Links: Students • Parents

Dual Enrollment

- Partnership between Institutions of Higher Education (IHE) and high schools/districts

- Students earn high school diploma credit and the credit is transferrable to the IHE in the partnership

- Perceived as beneficial and valuable among K-12 and higher education leaders and teachers

- Positively impacts high school and college outcomes

College Admissions and Placement

- Admissions and placement processes vary from school to school

- Schools rely on multiple measures
    - GPA/Past performance strong indicator of future success

- Regents exams are a valuable source of data (SUNY, CUNY)
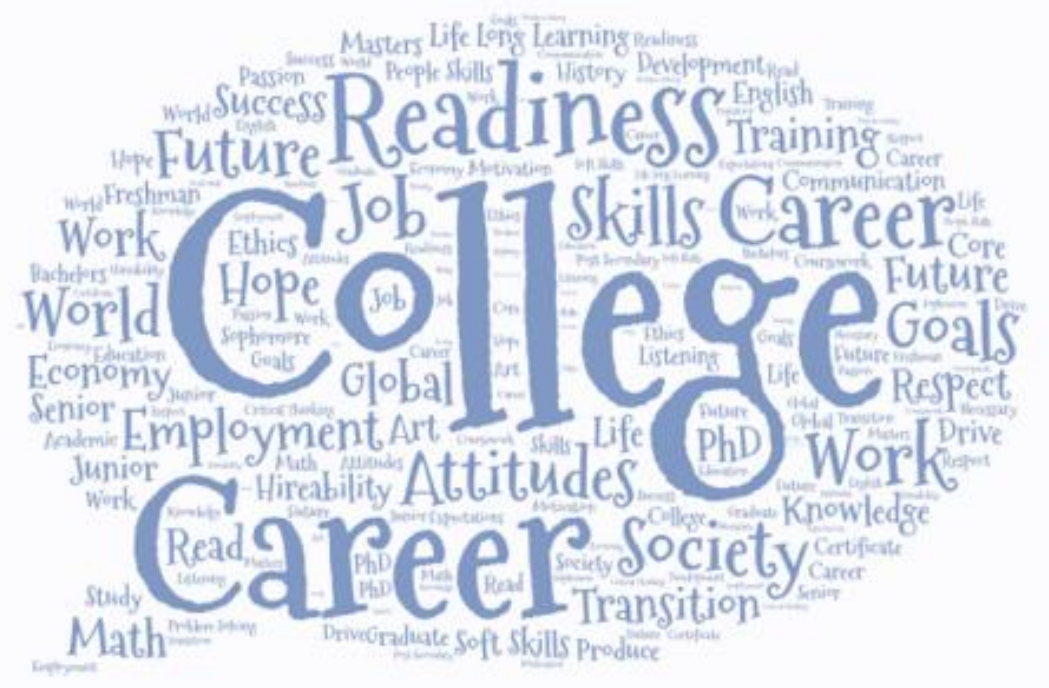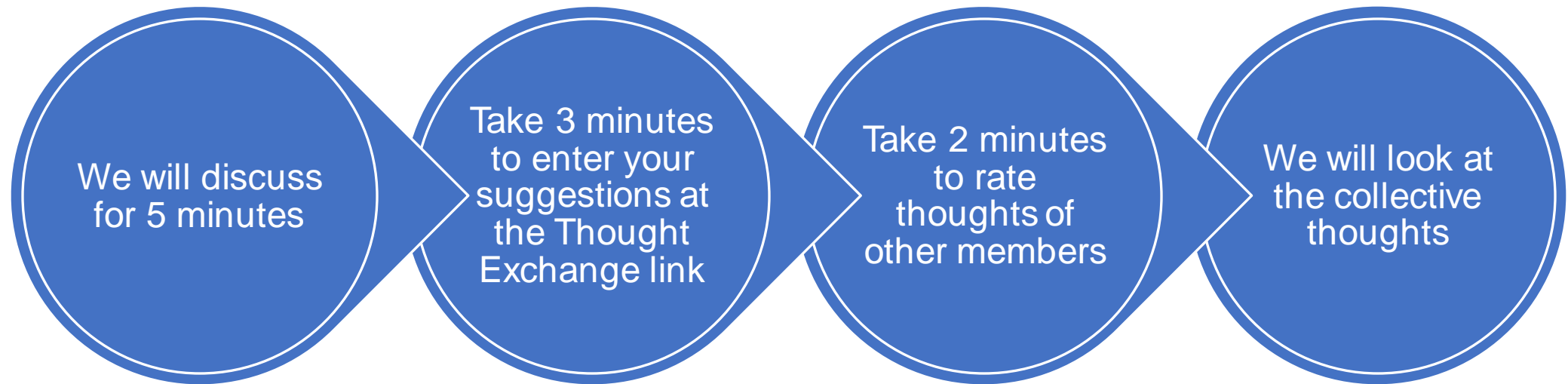
Skills for Post-Secondary Success

- Critical thinking and problem-solving skills

- Initial experiences with career exploration leading to understanding of career pathways and the knowledge, skills, and education/training needed

- Literacy
  - Computer/digital literacy and information literacy
  - Writing and editing skills

- Social-emotional skills
  - Ability to work independently and self-manage as related to time, tasks, etc. (self-motivated)
  - Ability to understand conflicting points of view

- Strong academic preparation in core subjects
  - Reading/language arts, math, history/social studies, science, and world languages

- Understanding of importance of civic engagement
  - Service to Community

Let's Discuss:
Preparing Students to Enter IHEs
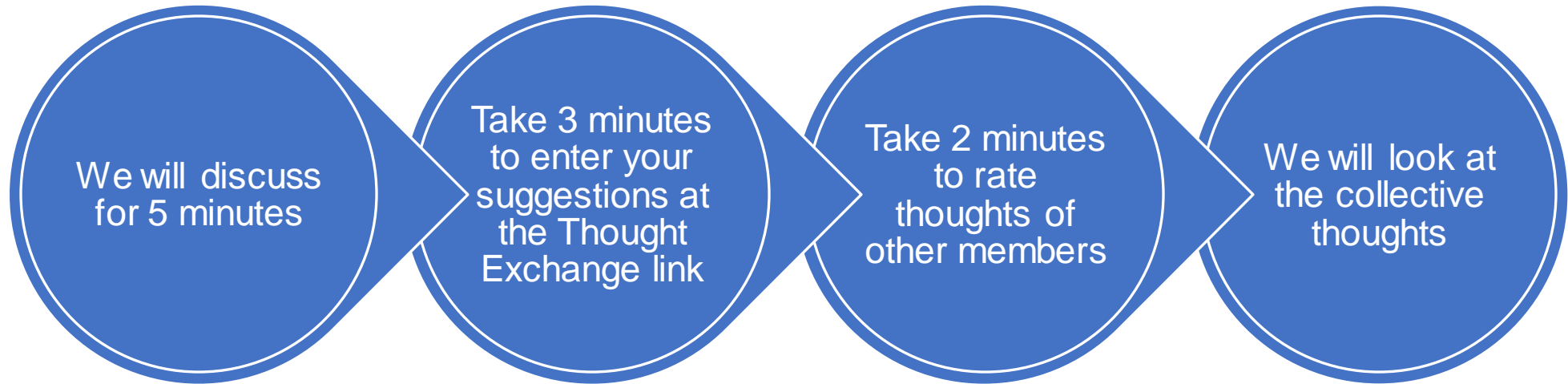
In what ways can schools effectively develop students' academic and social emotional proficiency in preparation for college?

We will discuss for 5 minutes

Take 3 minutes to enter your suggestions at the Thought Exchange link

Take 2 minutes to rate thoughts of other members

We will look at the collective thoughts

ThoughtExchange Links: Students • Parents

Let's Discuss:
Final Recommendations

Given everything you learned today, what is your number one recommendation for the Blue Ribbon Commission?

We will discuss for 5 minutes

Take 3 minutes to enter your suggestions at the Thought Exchange link

Take 2 minutes to rate thoughts of other members

We will look at the collective thoughts

ThoughtExchange Links: Students • Parents

Thank You!

GradMeasures@nysed.gov