

Welcome

Blue Ribbon Collegial Circle Members

We have been tasked with:

- Reviewing the New York State Blue Ribbon Commission on Graduation Measures.
- Highlighting key shifts and discussing their potential impacts.
- Presenting how districts are responding to and communicating these recommendations.

This slide deck will serve as a tool to organize our thoughts and capture ideas during our meetings.

Following each meeting, I will update the slides to reflect our discussions.

Over time, this deck will evolve into our final presentation.

Additionally, I created this [Padlet](#) to gather resources, share updates, and exchange ideas for district planning and communication regarding these recommendations.

**New York State Blue
Ribbon Commission on
Graduation Measures**



The NYS Blue Ribbon Commission on Graduation Measures



Overview of the Commission

- Approved by the Board of Regents in 2019; formed in 2022
- Consists of approximately 40 individuals representing various stakeholders, judicial districts, and students
- Members included educators, administrators, researchers, school counselors, professionals from business and higher education, parents, and students

Goals of the Commission

- Address inequities and ensure that New York State's graduation requirements reflect 21st-century skills and the diverse needs of all students.
- Highlight the need for a flexible and inclusive graduation framework that offers multiple pathways

Rational Behind the Recommendations

Equity in Education

- Concern that the current system perpetuates disparities in graduation rates among different demographic groups

Preparation for Modern World

- Graduates need to be prepared for both college and a dynamic labor market

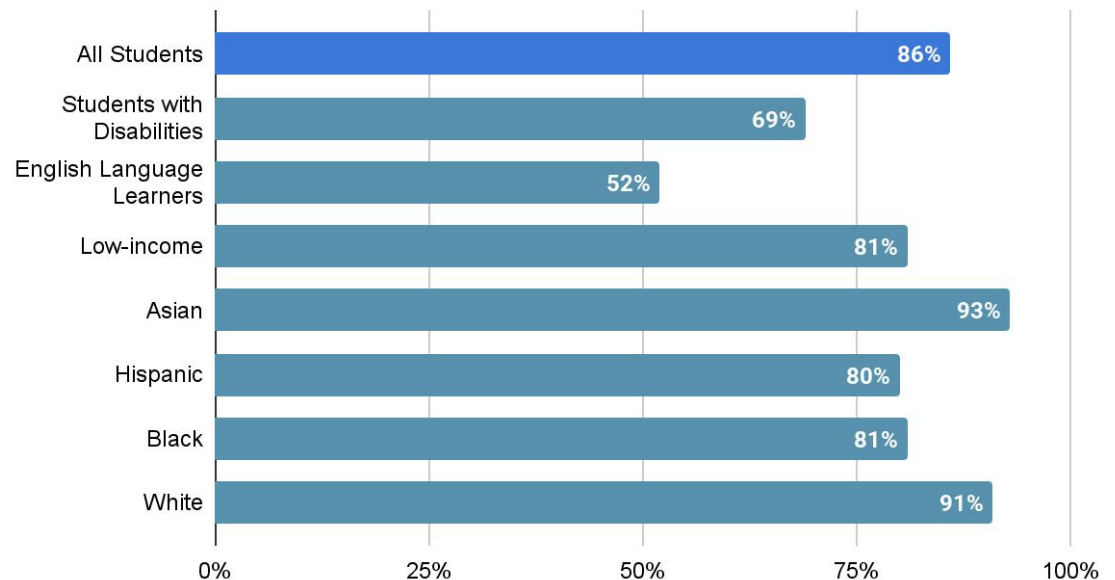
Flexibility and Multiple Pathways

- Students learn in diverse ways; pathways to graduation should reflect individual strengths and career aspirations

Global Competitiveness

- NYS students need to compete on a global scale, so graduation standards should reflect international benchmarks of student achievement

Graduation Rates in New York State (2024)



RECOMMENDATIONS

12

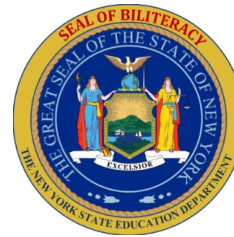
Over the course of several months, the Commission developed fifty-nine preliminary recommendations. These were ultimately fine-tuned into twelve final recommendations.

1. Replace the three diploma types with one diploma, with the option to add seals and endorsements.
2. Include civic responsibility (ethics); cultural competence; financial literacy education; fine and performing arts; science, technology, engineering, and mathematics (STEM) credit(s); and writing, including writing skills for real-world scenarios in diploma credit requirements.
3. Ensure access to career and technical education (CTE), including internships and work-based learning opportunities for all students across New York State.
4. 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. Reduce and/or modify diploma assessment requirements to allow more assessment options.
6. Create state-developed rubric(s) for any performance-based assessments allowed as an option to satisfy the diploma assessment requirements.
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.
10. Require all New York State teacher preparation programs to provide instruction in culturally responsive-sustaining education (CRSE) practices and pedagogy.
11. Require that professional development plans include culturally responsive-sustaining education practices and pedagogy.
12. Review and revise the New York State learning standards.

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
 - NYS already has endorsements such as:
 - With Honors
 - Mastery in Mathematics
 - Mastery in Science
 - NYS already has the following seals:
 - Seal of Biliteracy
 - Seal of Civic Readiness



5) Diploma Assessment Requirements

- Reduce 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

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

- Include civic responsibility (ethics); cultural competence; financial literacy education; fine and performing arts; science, technology, engineering, and mathematics (STEM) credit(s); and writing, including writing skills for real-world scenarios in diploma credit requirements.

3) Access to Career and Technical Education

- Ensure access to career and technical education (CTE), including internships and work-based learning opportunities for all students across New York State.

OPTIONS FOR SPECIFIC STUDENTS

7) Tailored Graduation Requirements

- 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) Limited Assessment Exemptions

- 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) Posthumous Degrees

- Pursue regulatory changes to allow the discretion to confer high school degrees posthumously.
 - This regulatory change has already been made: <https://bit.ly/4eWtyJc>

TRANSFORMATION - 1

PORTRAIT OF A GRADUATE

Diploma requirements will be organized based on the components of the Portrait of a Graduate.

TRANSFORMATION - 2

REDEFINE CREDITS AND EXPAND LEARNING EXPERIENCES

Expand ways for students to show evidence of proficiency of graduation requirements.

TRANSFORMATION - 3

SUNSET OF REGENTS EXAM REQUIREMENT

Students will no longer need to “pass the Regents” to graduate.

However, state assessments will still be administered.

**New York State Blue
Ribbon Commission on
Graduation Measures**

TRANSFORMATION - 4

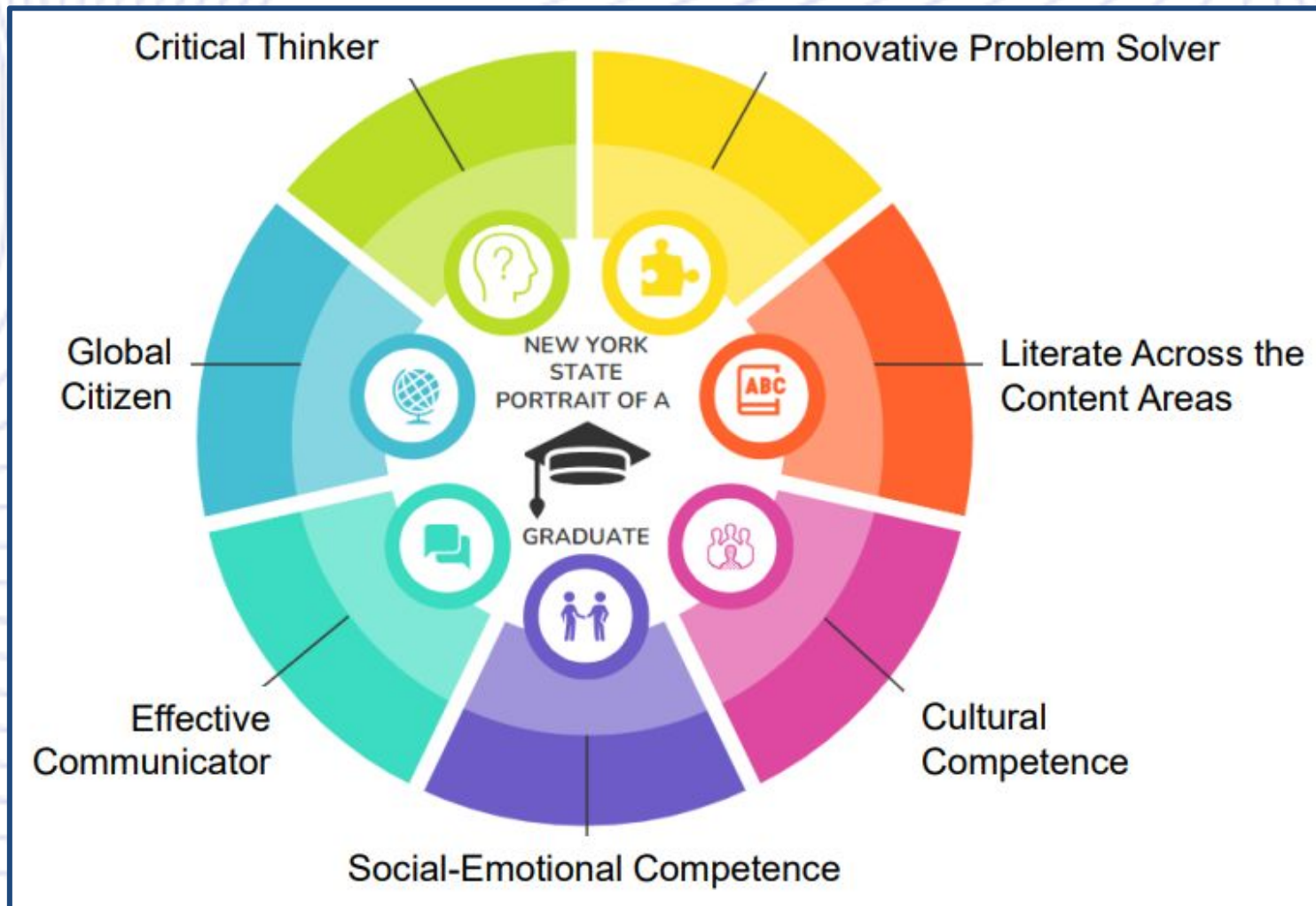
ONE DIPLOMA

Advanced designation becomes a seal.
Districts can add seals.

TRANSFORMATION - 1

PORTRAIT OF A GRADUATE

Diploma requirements will be organized based on the components of the Portrait of a Graduate.



TRANSFORMATION - 2

REDEFINE CREDITS AND EXPAND LEARNING EXPERIENCES

Expand ways for students to show evidence of proficiency of graduation requirements.

Students may provide evidence of their proficiency in the learning standards and the components of the Portrait of a Graduate in a variety of ways.



Approved Work-Based
or Service-Based
Learning Experiences



Capstone
Learning
Experiences



Early College High
School / PTECH



Earning NYS
Credentials or Seals



High School Courses



NYSED-
Approved CTE
Programs



Participation in
the Arts



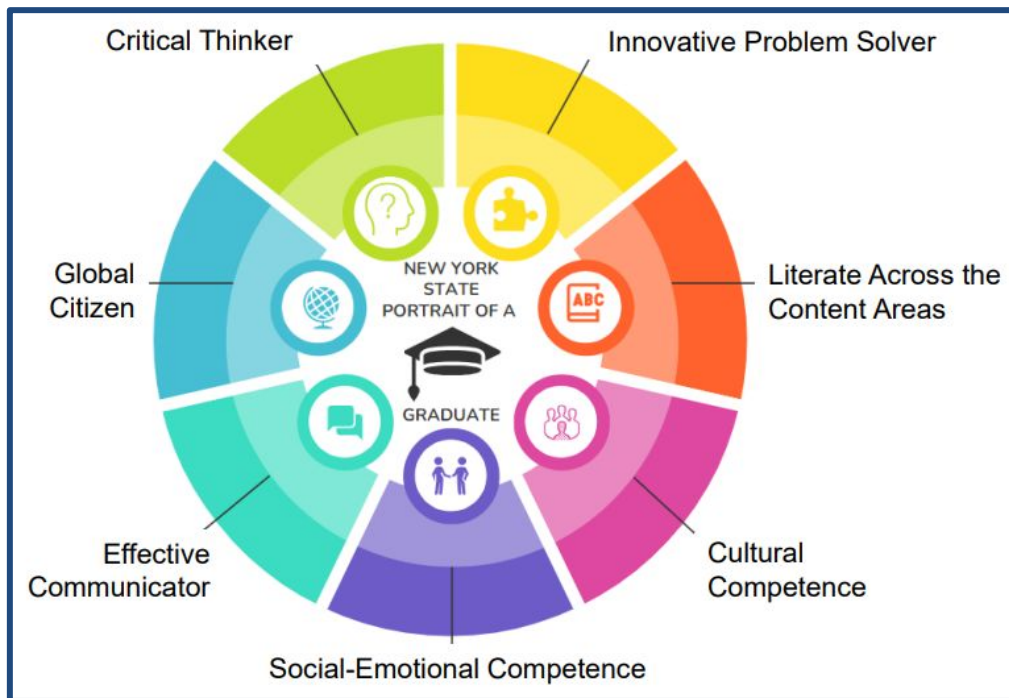
Passing
Approved
Assessments



Shift in Perspective:

What does it mean to be proficient?

How do we provide evidence that proficiency is accomplished?



Students may provide evidence of their proficiency in the learning standards and the components of the Portrait of a Graduate in a variety of ways.



Approved Work-Based or Service-Based Learning Experiences



Capstone Learning Experiences



Early College High School / PTECH



Earning NYS Credentials or Seals



High School Courses



NYSED-Approved CTE Programs



Participation in the Arts



Passing Approved Assessments



Alternative Diploma Requirements

- One diploma with seals and endorsements
- Credit requirements organized into larger categories
- Focus on Career and Technical Education (CTE) programs



CTE Pathways and Certification

Business, Technology, & Pre-Engineering

- The Career and Technical Education (CTE) Endorsement is a New York State Education Department Seal indicating that a student has completed coursework in a state-approved CTE program and the requirements for a technical endorsement.
- Below are examples of 6 CTE Pathways where students can obtain this distinction. Current requirements for a CTE pathway are as follows:
 - 3-4 course sequence (3-course minimum) in a pathway, plus a CFM (Career and Financial Management) course
 - 1 College level course
 - Teacher completed employability profile
 - Electronic portfolio (student demonstration & student work-projects)
 - Pass nationally recognized exam



CTE Pathways and Certification - Merchandising



Exam: Fashion Design Merchandising 1



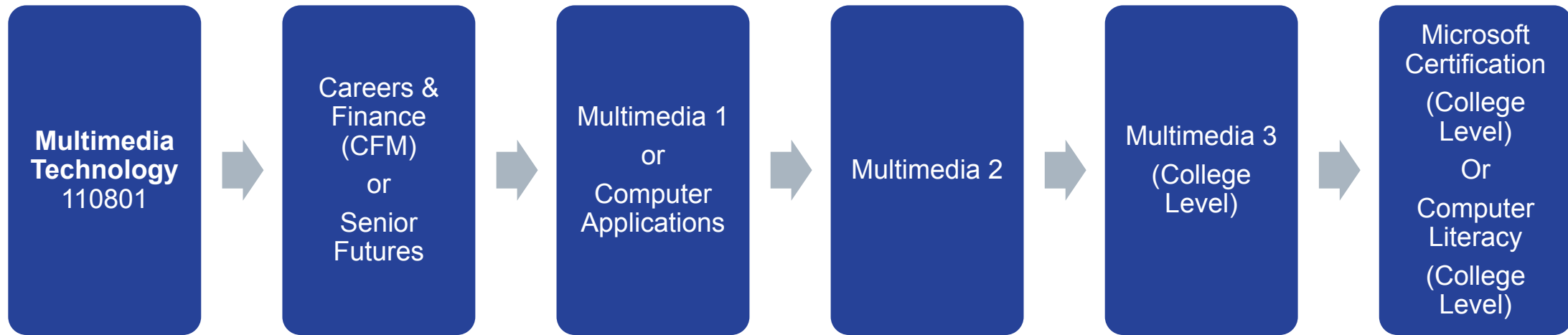
CTE Pathways and Certification - Marketing



Exam: Marketing 1



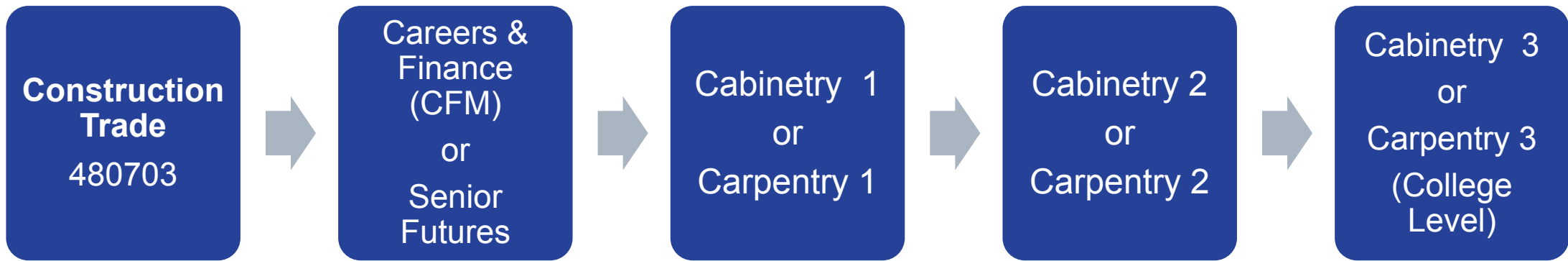
CTE Pathways and Certification - Multimedia Technology



Exam: Business Office Specialist or 3 MOS Exams (ADOBE)



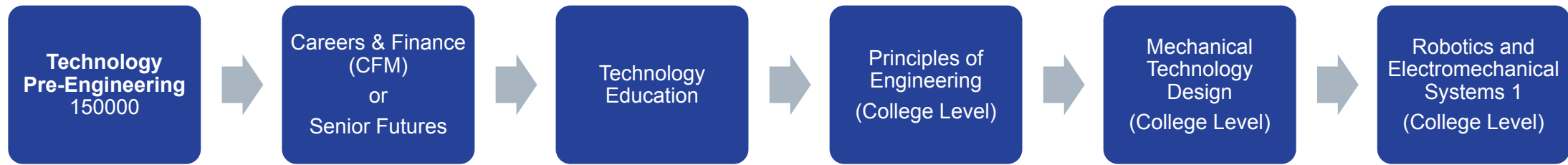
CTE Pathways and Certification – Construction Trade



Exam: Carpentry Exam – Construction Trades Foundations



CTE Pathways and Certification – Tech. Pre-Engineering

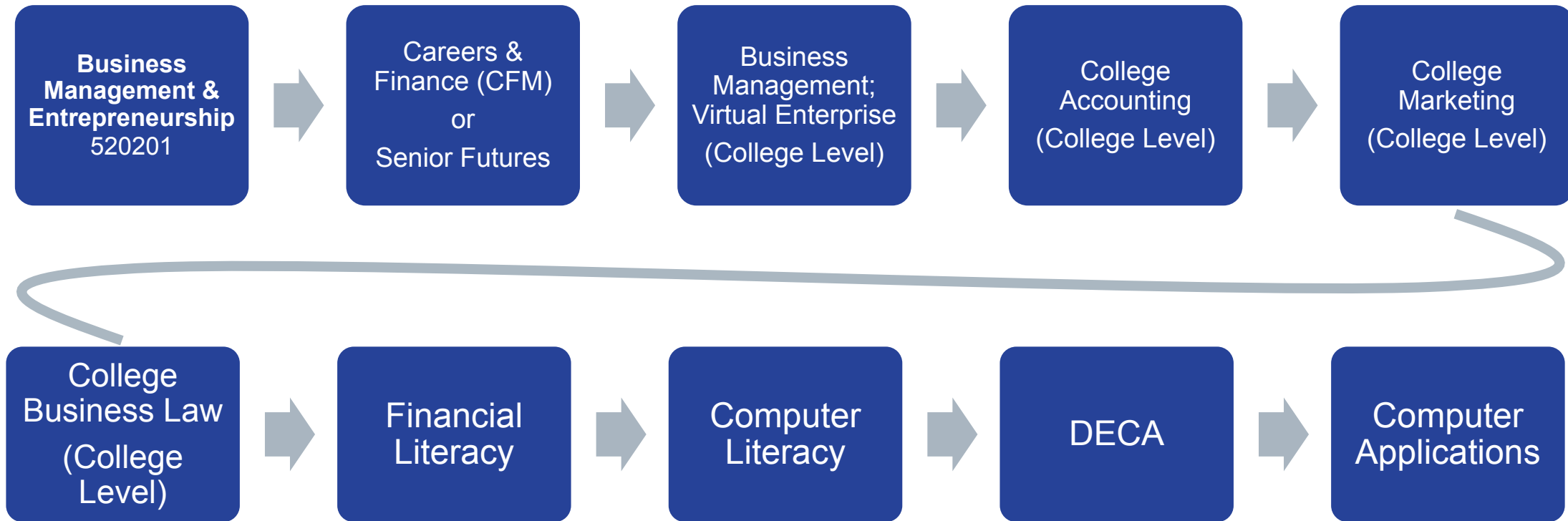


Exam: Engineering Principles 1



CTE Pathways and Certification

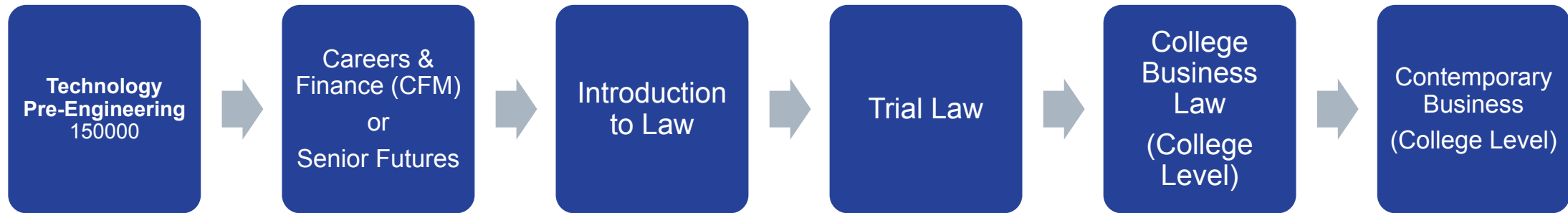
Business Management & Entrepreneurship



Exam: Business Concepts



CTE Pathways and Certification – Business Law



Exam: Law 240

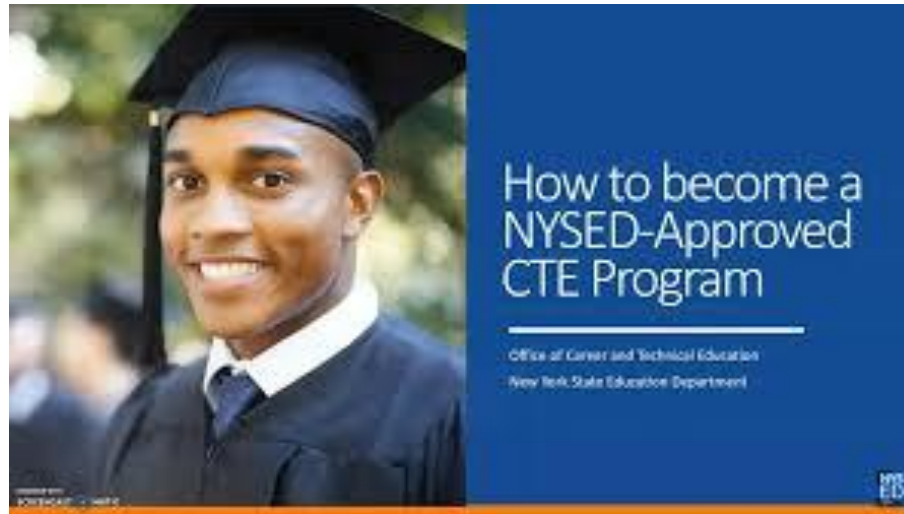


Work-Based Learning

- School-based learning focuses on academic, career, and technical preparation as part of the classroom curriculum, work site learning occurs, away from school, in a business or community organization
- Work-Based Learning Coordinator(s) funding
- System for tracing and vetting workplace opportunities



CTE Pathways



<https://www.nysed.gov/career-technical-education/guidelines-cte-program-approval>



<https://www.nysed.gov/career-technical-education/perkins>



Financial Literacy & Climate Education



Financial Literacy

- **Financial literacy** will not require a new course but will be embedded in existing courses such as Economics & Participation in Government (ECHO/PIG).

- **Resources:**

- [Next Generation Personal Finance](#)
- [Bloomberg Education](#) (new Financial Literacy Certificate)
- [Schwab Moneywise](#)
- [Consumer Financial Protection Bureau \(US Gov.\)](#)
- [Washington State Dept. of Financial Institutions](#)



Climate Education

- **Climate Education** will also be embedded into existing courses such as Earth & Space Sciences' "Weather and Climate" standards.

- **Embedded MS/HS Next Gen Science Standards capturing climate education:**

- **Earth and Space Sciences** : performance expectations such as HS-ESS3-5, which focuses on analyzing geoscience data and global climate models to forecast climate change and its impacts (ESS2-2)
- **Life Science: Biology**: Includes performance expectations related to the impact of human activities on ecosystems. (LS2.C, LS4.D, LS4-4)
- **Chemistry/Physics**: study of energy transformations and their environmental impact.
- **Connections to Engineering, Technology and Applications of Science**

TRANSFORMATION - 3

SUNSET OF REGENTS EXAM REQUIREMENT

Students will no longer need to “pass the Regents” to graduate.
However, state assessments will still be administered.

Multiple Means for Demonstrating Student Proficiency

Earned the Seal of Biliteracy

Successfully completed a locally-developed Capstone Project

Successfully completed an English Composition course



New York State graduates are effective communicators.

Successfully completed Digital Media Communications CTE Program

Passed the State Exam in English Language Arts

Completed a summer internship for the community newspaper

Exemptions for Major Life Events

This section addresses frequently asked questions related to [exemptions from diploma assessment requirements for major life events](#). Topics include [eligibility](#), [approval process](#), [application to specific diploma requirements](#), and [recording/reporting exemptions](#).

1. What constitutes a major life event?

A major life event includes any severe illness, severe medical condition, or life-altering incident that significantly impacts or prevents a student's participation in a required diploma assessment.>

Severe illnesses and severe medical conditions are acute or chronic illnesses or health conditions that carry a high risk of mortality, detrimentally impact students' quality of life and daily function, and/or are significantly burdensome in symptoms and/or treatments.

Life-altering incidents are experiences or occurrences that significantly change students' lives.

Examples of major life events include, but **are not limited to**, cancer treatment, hospitalization, an accident causing serious injury, a destructive house fire, or the death of a parent or person in parental relation.

Eligibility

2. What are the eligibility conditions for exemptions for major life events?

Students who meet the following eligibility requirements are eligible for exemptions for major life events.

- Student was enrolled in a course of study or make up program leading to a required diploma assessment;
- Student met or exceeded the expected learning outcomes for the course of study; and
- A major life event significantly impacted or prevented the student's participation in such required diploma assessment.

TRANSFORMATION - 4

ONE DIPLOMA

Advanced designation becomes a seal.

Districts can add seals.

Current Model



Three
diploma types

Advanced
designation is one



Twofold
system

Credit Requirements,
primarily earned
through units of study
Assessment
Requirements



Districts can add local requirements
and withhold diplomas from students
who do not meet those requirements.

Proposed Transformational Model



One
diploma

Advanced
designation becomes
seal or endorsement



Evidence-based
system

Multiple means for
demonstrating student
proficiency
Eliminates assessment
requirements



Districts must confer diplomas to
students who satisfy the State's
requirements.

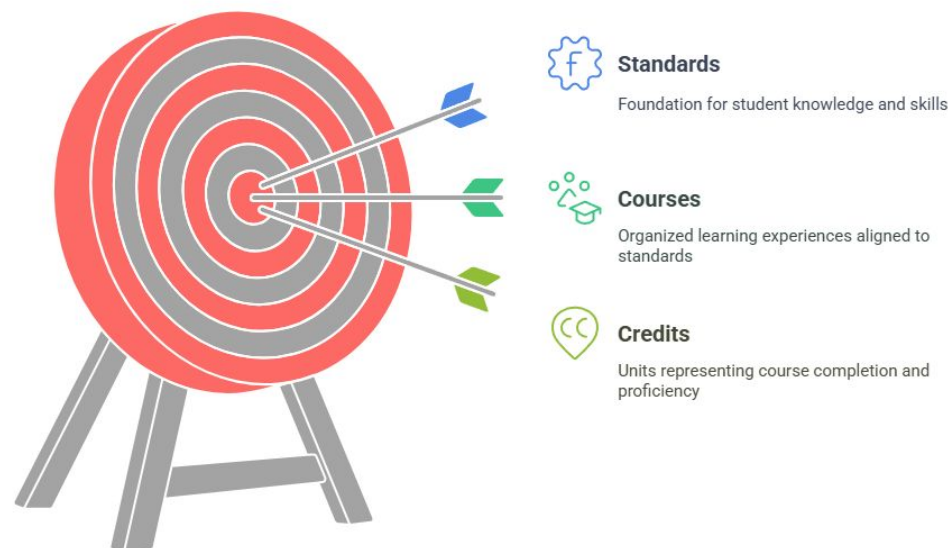
STANDARDS, COURSES , AND CREDITS

To better understand the Portrait of the Graduate you need to understand the definitions of standards, courses, and credit:

Standards: statements that define what students should know and be able to do at specific grade levels or upon completion of a program. They set clear expectations for learning. Standards provide the foundation for the knowledge and skills outlined in a Portrait of a Graduate. The portrait reflects the application of those standards in a broader, more holistic way.

Courses: organized learning experiences designed to help students acquire specific knowledge and skills that are aligned to or that go beyond specific state standards. They are typically taught by a teacher or instructor and follow a district defined curriculum.

Credits: are units that signify successful completion of a course or learning experience aligned with state standards or advanced programs such as AP or IB. Earning credit indicates that a student has demonstrated proficiency in required learning targets and may count toward graduation requirements, diploma seals, or other district-recognized achievements.



PHASES OF IMPLEMENTATION

PHASE 1 - Installation

2025-2027



Portrait of a Graduate

Release Portrait of a Graduate rubrics with guidance



Learning Expectations

- Release prioritized, reformatted learning standards with guidance
- Require instruction in financial literacy and climate education (effective SY 26-27)
- Release details on new credit requirement (cohort phase-in)



Support Networks

- NYSED will continue workgroups and advisory panels
- Continue communication channels to disseminate and support changes to future diploma requirements



One Diploma

Move to one diploma for all students



Diploma Assessments

- Sunset diploma assessment requirements for all students
- Redefine seals and endorsements, including to allow district-developed assessments



Learning Expectations

- Redefine credit to expand ways students earn credit
- Students entering grade 9 in 2027, and beyond, are required to earn one CTE credit, which could include financial literacy



Support Networks

- Guidance to support innovation as districts move to implement POG and prioritized learning standards
- Professional learning opportunities
- Regional learning networks

PHASE 3 - Full Implementation

2029+



Cohort Phase-In

- New system will be phased in beginning with students who enter grade 9 in 2029-2030 (Cohort 2029)



New Statewide Transcript

- New statewide transcript requirements
- Transcript will document proficiency in both Portrait of a Graduate and prioritized learning standards



Support Networks

Highlight and disseminate best practices as districts implement the Portrait of a Graduate and prioritized learning standards

Support administration of new assessments aligned to prioritized learning standards

Support new transcript requirements

COHORT YEARS

Current Grade in 2024-25	Graduating Class	Diploma Requirements
Grades 10-12	2025, 2026, 2027	- Current diploma requirements leading to one of three diplomas (Local, Regents or Advanced Regents) - An eligible student may request an exemption due to major life events
Grades 7-9	2028, 2029, 2030	- One diploma, advanced designation seal of distinction available - Current credit requirements - Diploma assessment requirements decoupled by fall of 2027
Grades 5-6	2031, 2032	- One diploma, redefined seals and endorsements including advanced designation seal - New credit requirements - Sunset diploma assessment requirements
Grades K-4	2033, 2034, 2035, 2036	- One diploma, redefined seals and endorsements including advanced designation seal - Statewide transcript required - Proficiency in both learning standards and the Portrait of the Graduate required



Regents Exams

What do they measure?

Do they reflect the coursework?

Should they count towards district quantitative measures?

What is the likelihood that our students will continue on the traditional Regents academic pathway?

Alternative Pathways

Do they only apply to those students who do not pass a course ending in a Regents?

CTE Pathways?

Microcredentials, Certification Programs...?

District Seals?

District Impact

How are we communicating information?

Committee Formation?

How do you foresee these changes impacting your district?

Financial Literacy & Climate

How will each district meet these requirements?

Economics?

Earth and Space Sciences/Biology?