

# NYS Blue Ribbon Commission on Graduation Measures

(excerpt from November 13, 2023 NYSED information report)

The recommendations in this report reflect the work and best thinking of the Commission. While the Department supported the Commission throughout the process, Department staff intentionally and transparently did not provide suggestions or opinions in order to preserve the integrity of the final recommendations. After the recommendations are presented to the Regents, the Department will begin its work to develop proposed guidance, programmatic, and regulatory changes to address the goals and priorities of the Regents related to this initiative.

Over the course of several months, Commission members developed, and ultimately advanced, fifty-nine preliminary recommendations aligned with the four priority areas. Next, Commission members voted electronically on the preliminary recommendations by assigning a rating of “high priority,” “medium priority,” “low priority,” or “do not support.” Thirty-seven preliminary recommendations were identified by at least seventy-five percent (75%) of members as a high or medium priority for them. **Those thirty-seven recommendations were then combined into the following twelve 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.**