Rethinking New York’s Graduation Measures

NYSED asked:

• How do we want our students to demonstrate their knowledge and skills?
• What measures could serve as indicators of readiness?

Stakeholders mentioned:

• **Performance-based assessments**, including portfolios, presentations, and projects
• Experiential and work-based learning
• Multiple measures

Benefits include:

• Incorporating real-world problems and tasks
• Authentic opportunities to apply learning
• Promoting deeper learning and higher-order thinking skills
• Preparing students for college and the workplace
New York’s Statewide Assessment Strategy

From classroom level observation and interaction with students, to statewide assessments, New York values a wide range of assessments and the evidence they provide of student learning progress.

A full picture of student achievement is best seen when these multiple measures are reviewed together.
What is Performance-Based Assessment?

Performance-based assessment requires students to demonstrate or apply their knowledge, skills, and strategies by creating a response or product or doing a task.

Students’ responses or performances are typically judged against standards or criteria in a checklist or rubric focusing on the stages of skill development and what a student can do.
From PAN to PLAN

In June 2022, we changed the project’s name to:

Performance-Based Learning & Assessment Networks (PLAN) Pilot

... to reflect its purpose as a learner-centered initiative.

- Adding the word “Learning” conveys the vision that participating schools will undertake a holistic transition in instruction and learning.
In support of the Grad Measures initiative, the PLAN Pilot will look at how performance-based learning and assessment approaches can be implemented in a diverse range of schools – urban & rural, large & small, with different student demographics; and how to support schools in making that transition.
PLAN Pilot Networks

Diverse networks in different regions of NYS will be supported in implementing:

✓ Engaging and supportive, student-centered school culture;
✓ High-quality, inquiry- and performance-driven instructional practices;
✓ Student voice and choice in teaching, learning, and assessment;
✓ Family and community engagement in student learning;
✓ Authentic measures of student readiness for college, career, and civic success;
✓ Assessment literacy throughout the school community.
# PLAN Pilot: Phases of Work

## NYSED Planning Phase
- **Fall 2021 – Fall 2022**
- NYSED begins to communicate the pilot opportunity and connect with partners, advisors, funders, etc., to prepare for pilot implementation.

## Exploratory Phase
- **Fall 2022 – Fall 2023**
- Interested schools and educators explore performance models and approaches via webinars and other NYSED-led activities.

## Installation Phase
- **Fall 2023 – Fall 2024**
- Pilot Schools are selected to form Pilot Networks in various regions across the state.
- Educators in Pilot Schools begin engaging in extensive professional development and mentoring experiences.

## Initial Implementation
- **Fall 2024 – Fall 2025**
- Pilot Schools begin to see shifts in curriculum as educators in some courses or grade levels begin to implement performance approaches in their classrooms.

## Expanded Implementation
- **Fall 2025 – Fall 2026**
- Pilot School Educators begin to implement performance approaches with more autonomy.
- The number of courses culminating in a performance-based assessment increases within Pilot Schools.

## Scaling Strategy Phase
- **Fall 2026 – Spring 2027**
- Pilot Schools continue toward full implementation of performance models (whole-school).
- Evaluator publishes report of findings and policy recommendations.
PLAN Advisor Workgroups

PLAN Advisors:
❖ reflect the diversity of New York State’s school community;
❖ provide project staff with advice on pilot design and implementation.

Initial Workgroups are discussing the following topics:

- Professional Learning
- School Readiness
- Assessment Technical Advisory

Throughout the process, information will be exchanged with experts from model network organizations and a panel of NYS education stakeholder organizations.
PLAN is beginning with 3 types of professional learning experiences to build foundational knowledge of performance-based learning and assessment (PBLA) statewide during the early phases of work.
PLAN Pilot
Webinar Series

Goals:

• **Provide information on PBLA** –
  Each webinar builds on the prior one, to lay out the key features of PBLA from different perspectives and for diverse audiences

• **Highlight voices of experts** –
  Each webinar features expert guest speakers or a panel drawn from New York’s education community, so the audience learns from those who know PBLA best

• **Encourage further learning** –
  Each webinar is accompanied by additional resources published on the PLAN Pilot website, for continued, self-guided learning

**What is Performance-Based Learning and Assessment?**
Webinar 1 | October 2022
with Dr. Linda Darling-Hammond

**PBLA in Practice**
Webinar 2 | December 2022
with NYS educators

**Leading PBLA**
Webinar 3 | March 2023
with NYS school leaders
Graduation Measures
Blue Ribbon Commission

Update
NYS Graduation Measures
Blue Ribbon Commission
Co-Chairs Vice Chancellor Finn & Regent Chin

Subcommittee
Program Requirements and Learning Experiences
Chair Vice Chancellor Finn
Regent Ferrer, member

Subcommittee
Measurements and Assessment
Chair Regent Chin
Regent Wills, member
Goals for the Blue Ribbon Commission on Graduation Measures

**Short Term**
- Understand current diploma requirements and various obstacles students across the state face; and
- Generate ThoughtExchange questions, to maintain stakeholder feedback throughout the process.

**Long Term**
Develop recommendations to 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*. 
Summary of BRC Meetings Dec-March

December
- Current graduation requirements

January
- Presentation of Graduation Requirements and Measures report
- Portrait of a Graduate / 21st Century Skills

February
- Workforce Trends

March
- Transition from High School to College
Portrait of a Graduate - Samples

Profile of a Virginia Graduate

In Virginia, the Life Ready Individual Will During His or Her K-12 Experience:

- Achieve and apply appropriate academic and technical knowledge
- Content Knowledge
- Align knowledge, skills, and personal interests with career opportunities
- Career Planning
- Workforce Skills
- Attain and demonstrate productive workplace skills, qualities, and behaviors
- Community and Civic Responsibility
- Build connections and value for interactions with diverse communities

Profile of the South Carolina Graduate

WORLD-CLASS KNOWLEDGE

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

WORLD-CLASS SKILLS

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

© SCASA Superintendents’ Roundtable
Common **skills lacking** among job applicants and new employees

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

<table>
<thead>
<tr>
<th>Technical Skills</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic computer use/computer literacy</td>
<td>47%</td>
<td>44%</td>
</tr>
<tr>
<td>Software proficiency in Excel</td>
<td>39%</td>
<td>32%</td>
</tr>
<tr>
<td>Mechanical technical / engineering</td>
<td>23%</td>
<td>19%</td>
</tr>
<tr>
<td>Email</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Software proficiency in Word</td>
<td>23%</td>
<td>17%</td>
</tr>
<tr>
<td>Data analysis</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td>Typing</td>
<td>19%</td>
<td>16%</td>
</tr>
</tbody>
</table>
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
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
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
ThoughtExchange
What are the skills and abilities most needed by NY State graduates to be successful in their chosen post-secondary path?

Critical thinking and problem solving. It’s important that workers can evaluate what they think and hear and that they have the ability to solve problems.

Graves need to be able to communicate effectively, collaborate with others and think critically about relevant issues. So that they are able to see differing view points, solve difficult problems and function as a productive member of society.

Problem Solving/ Critical Thinking/ Strong writing/comprehension and disciplined work ethic. In any given career path, problem solving, ability to think critically are foremost in personal and professional success.
What opportunities, experiences, and courses should be available to students in High School that align with their needs, dreams, and career exploration? Which of those should be mandatory?

A course called or similar to Career & Financial Management. High schoolers need to learn about how to budget, taxes and salaries as well as career options and what is required for those careers. Some schools have AVID classes.

**Personal Finance**  This will carry forward into everyone's life, and students should have a working knowledge of debt, investing and spending.

**Financial literacy should be required.**  Students need to understand finances, taxes, inflation, credit, etc to be successful adults.
Foundational skills, like initiative, time management, and collaboration, are shown to prepare students for school, college, career, civic engagement, and life, and are priorities of the business world. How can these skills be fostered and encouraged in K-12 education?

Internships, apprenticeships, work-based learning opportunities  Applying learning empowers students to be leaders and better understand that their learning matters and is relevant

More real world curriculum. Less emphasis on standardized testing. How a student does on a Regents exam has no real world applicability. Students always ask, "when am I going to use this?" and it seems to be getting inherently more difficult to answer.

These skills are often not taught, as regents are the main focus. I would like to see alternative, hands-on real world graduation pathways. The current Regents pathway is not preparing our students for life after high school, especially if they are not attending college.
Parent and Student Advisories

- 155 Parent Applicants (20 parents per session)
- 84 Student Applicants (10 students per session)
- Representative from across the state
- Facilitated by steering committee members
- Meetings are taking place between April 3rd and May 22nd
School Visits

- innovative practices
- leaders in student engagement and deeper learning
- break the mold of traditional high school experience
- schools that serve marginalized populations
- project-based learning, apprenticeships with industry partners, early college high school, etc.
Coming Soon!

Performance-Based Learning and Assessment

PBLA Student Voices

PLAN Pilot Webinar 4 | Spring 2023
Next Steps

In 2023...

- Run Pilot School Application Process
- Set Up Mini-TACs to Support Pilot Schools

www.nysed.gov/plan-pilot
July 2023 Convening

July 25th- 27th

Presentation of comprehensive analysis of qualitative data

ThoughtExchange questions
Student and Parent Advisories

BRC members will meet in their respective committees and begin mapping out final recommendations
Questions