

New York State
EDUCATION DEPARTMENT

Performance-Based Learning and Assessment Networks Pilot
Blue Ribbon Commission on Graduation Measures

Update to the Board of Regents
April 2023

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:

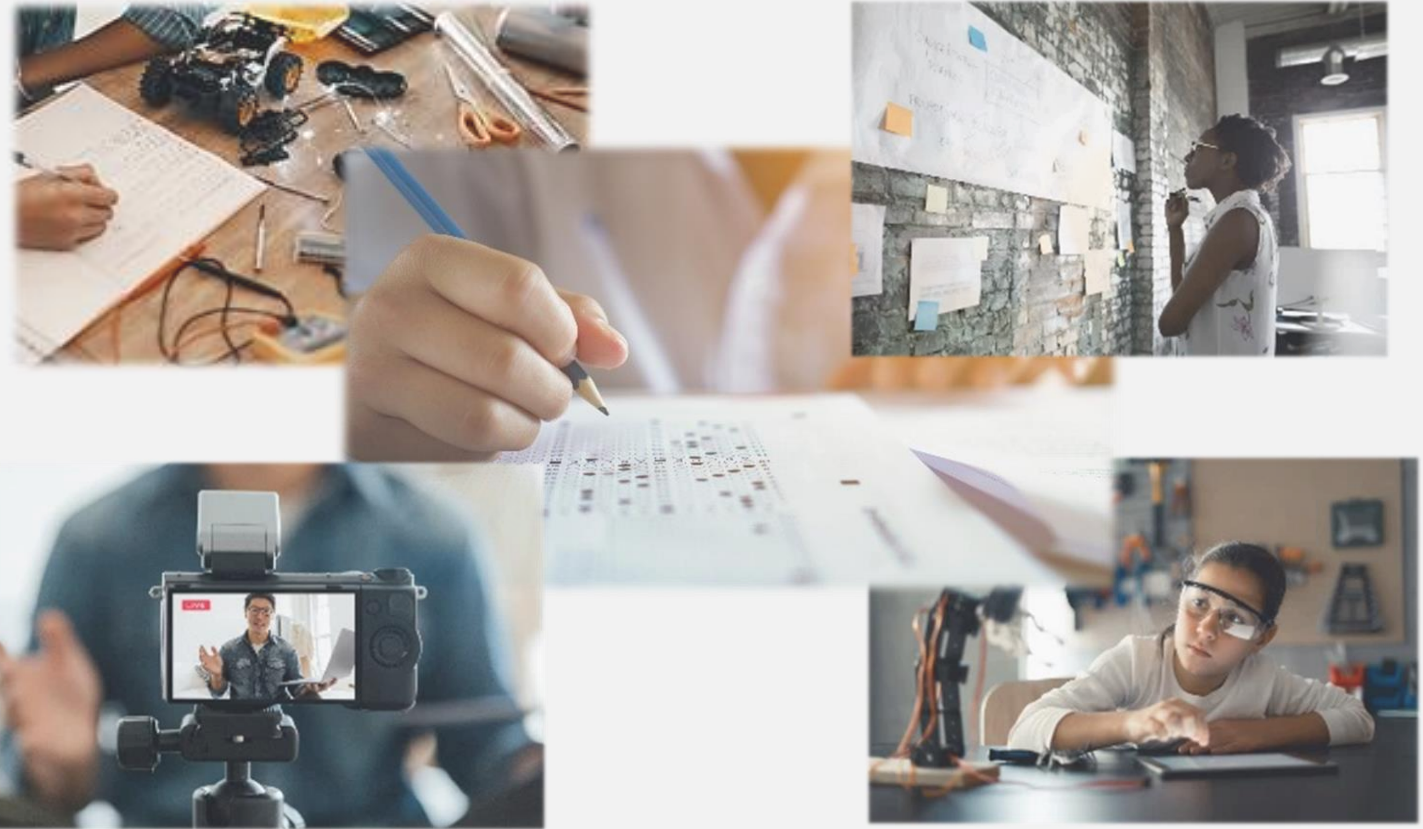
- ***Performance-based assessments***, including portfolios, presentations, and projects
- Experiential and work-based learning
- Multiple measures

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.



Research Design

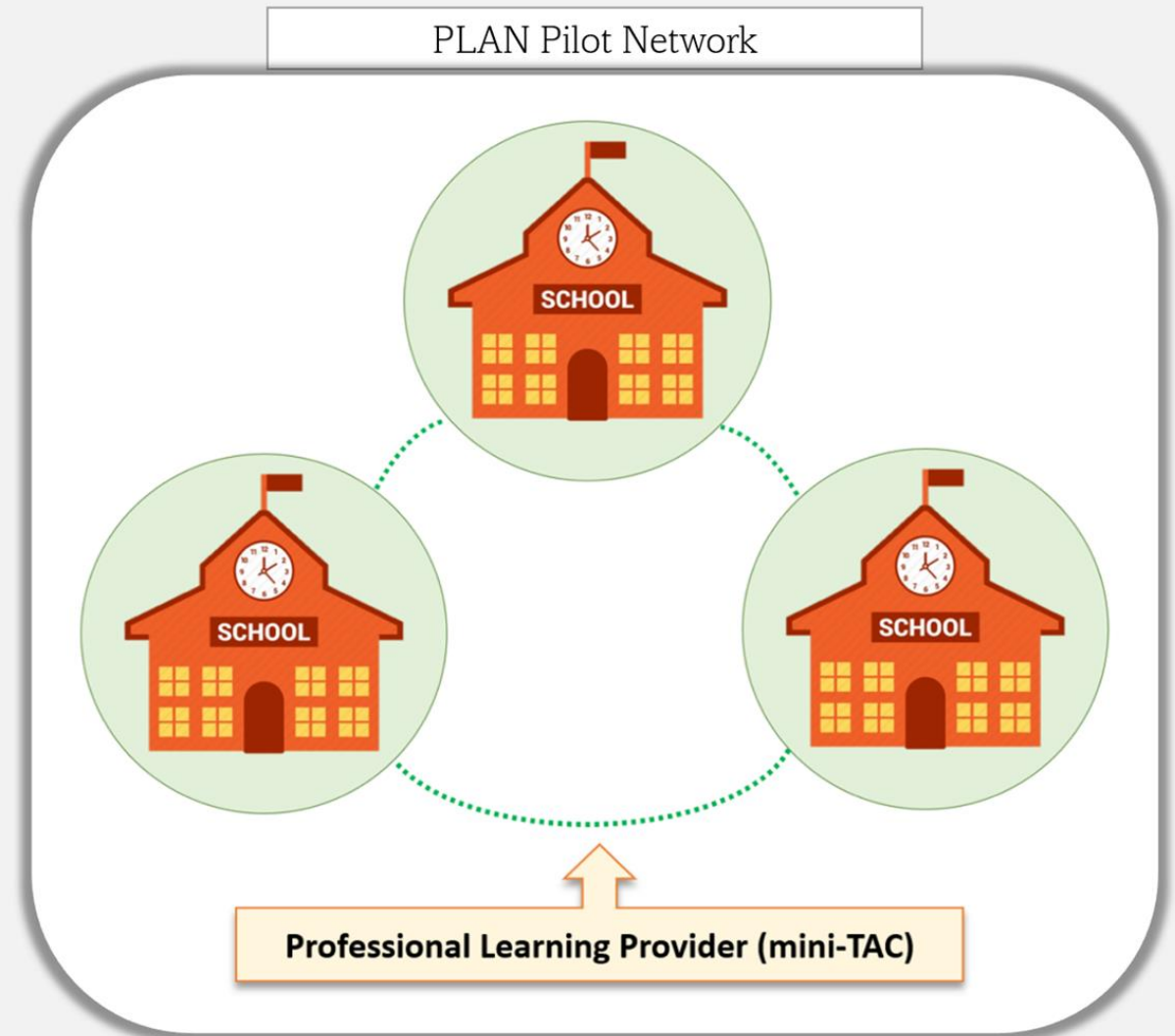
In support of the **Grad Measures initiative**, the PLAN Pilot will look at how performance-based learning and assessment approaches can be **implemented in a diverse range of schools** – urban & rural, large & small, with different student demographics; and **how to support schools** in making that 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	Exploratory Phase for Schools / Districts / BOCES	Installation Phase for Pilot Schools	Initial Implementation for Pilot Schools	Expanded Implementation for Pilot Schools	Scaling Strategy Phase for PLAN Pilot Program
Fall 2021 – Fall 2022	Fall 2022 – Fall 2023	Fall 2023 – Fall 2024	Fall 2024 – Fall 2025	Fall 2025 – Fall 2026	Fall 2026 – Spring 2027
<ul style="list-style-type: none"> • NYSED begins to communicate the pilot opportunity and connect with partners, advisors, funders, etc., to prepare for pilot implementation. 	<ul style="list-style-type: none"> • Interested schools and educators explore performance models and approaches via webinars and other NYSED-led activities. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Pilot Schools begin to see shifts in curriculum as educators in some courses or grade levels begin to implement performance approaches in their classrooms. • Pilot Networks increase use of practical learning experiences. • School Districts prepare for long-term shifts for sustainability (e.g., budgets). 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Pilot Schools continue toward full implementation of performance models (whole-school). • Evaluator publishes report of findings and policy recommendations.



PLAN Pilot Advisory 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 Professional Learning – Exploratory Phase

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



Launching Regional & Statewide
Communities of Practice (CoPs)



Supporting Local
Professional Learning Communities (PLCs)

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



Performance-Based Learning and Assessment PBLA in Practice

Webinar 2 | December 2022

with NYS educators



Performance-Based Learning and Assessment 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

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

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

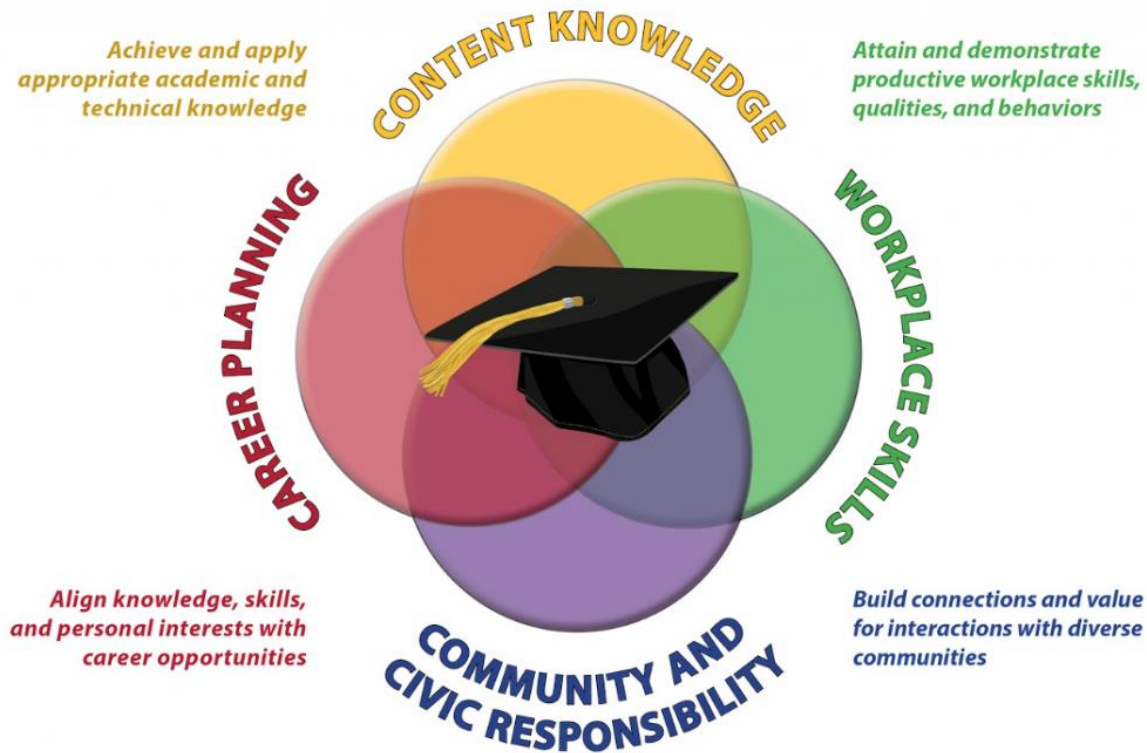
- Transition from High School to College



Portrait of a Graduate - Samples

Profile of a Virginia Graduate

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



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
Adopted by: SC State Board of Education, SC Department of Education, SC Education Oversight Committee, SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC School Boards Association, TransformSC Schools and Districts.

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

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

ThoughtExchange



ThoughtExchange Summary December

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 4.6 ★★★★★ (24 👤)

graduates 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 4.5 ★★★★★ (25 👤)

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. 4.5 ★★★★★ (24 👤)

ThoughtExchange Summary January

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.

4.4  (29 )
Ranked #1 of 2300

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

4.4  (29 )
Ranked #2 of 2300

Financial literacy should be required. Students need to understand finances, taxes, inflation, credit, etc to be successful adults.

4.4  (28 )
Ranked #3 of 2300

ThoughtExchange Summary February

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

4.2  (33 )
Ranked #1 of 757

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.

4.2  (33 )
Ranked #2 of 757

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.

4.2  (31 )
Ranked #3 of 757

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

Program Description



PLAN Pilot Networks



Advisory Workgroups



Resources & Guidance



NOVEMBER 16, 2022
PLAN Pilot Webinar 2: PBLA in P

SEPTEMBER 26, 2022
Webinar with Dr. Linda Darling-
Performance-Based Learning &

AUGUST 26, 2022
Department Awards Over \$29 M
Innovative, Equitable Approach
Learning

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RELATED PROGRAMS:

STATE ASSESSMENT

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



New York State
EDUCATION DEPARTMENT
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