

A pair of hands is shown from the front, cupping a glowing globe of the Earth. The globe is illuminated from the right, showing the continents of Africa and Europe in a golden-brown hue against a dark, starry background. The hands are positioned centrally, with the fingers slightly curled around the globe. The overall scene is set against a dark, almost black background with scattered, faint white stars and a soft, warm glow emanating from the right side, suggesting a celestial or cosmic theme.

NY Inspires

A Plan to Transform Education
in New York State

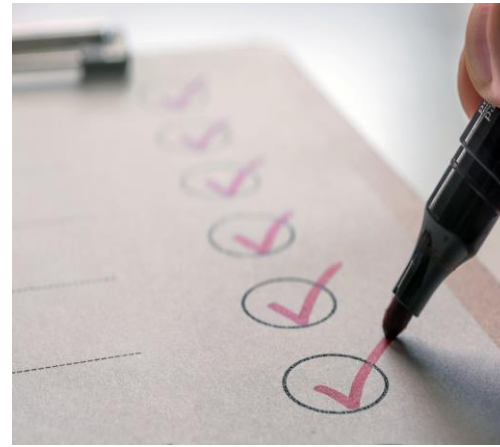
Four Transformations



Adopt a NYS
Portrait of a
Graduate



Redefine Credits and
Learning
Experiences



Sunset
Diploma Assessment
Requirements



Move to One NYS
High School
Diploma

Stakeholder Feedback

- 86 BRC Ambassador Forums with over 3,300 participants from across New York State
 - Student Forums
 - Public Forums
 - Educator Forums
- Public ThoughtExchange with over 2,700 participants

Over
9,800
thoughts

Over
110,000
ratings



Adopting a NYS Portrait of a Graduate Stakeholder Feedback: Challenges

“Making sure the educators ... are trained to develop these skills and dispositions in age-appropriate ways. If we simply have these goals but don't help educators actualize them, nothing will change for students.”



Identify the challenges related to adopting a NYS Portrait of a Graduate.

Challenges Identified by Stakeholders

- Implementation logistics
- Ensuring consistency and equity
- Measuring competencies
- Professional learning opportunities
- Financial and resource constraints

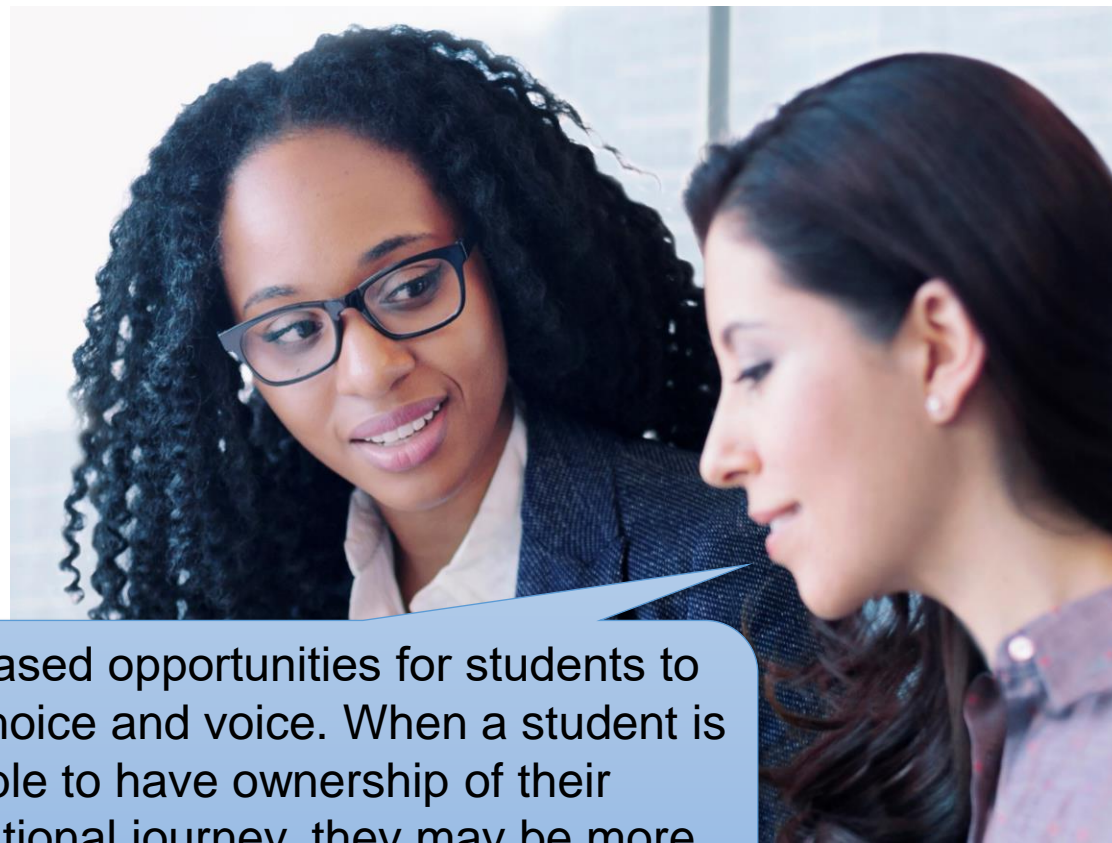
Adopting a NYS Portrait of a Graduate

Stakeholder Feedback: Opportunities

Identify the opportunities related to adopting a NYS Portrait of a Graduate.

Opportunities Identified by Stakeholders

- Increased flexibility and student choice
- Multiple pathways to graduation
- Holistic, well-rounded education
- Real-world, career readiness
- Equitable, inclusive system



“Increased opportunities for students to have choice and voice. When a student is able to have ownership of their educational journey, they may be more successful.”

Redefining Credit and Learning Experiences

Stakeholder Feedback: Challenges



“You need to work with each child individually to see the ways they can best earn credit and demonstrate their learning. There is a challenge in capacity with resources and staff for example.”

Identify the challenges related to redefining credit.

Challenges Identified by Stakeholders

- Equity across districts
- Standardization of assessments
- Funding and resources
- Professional learning opportunities
- Monitoring student progress

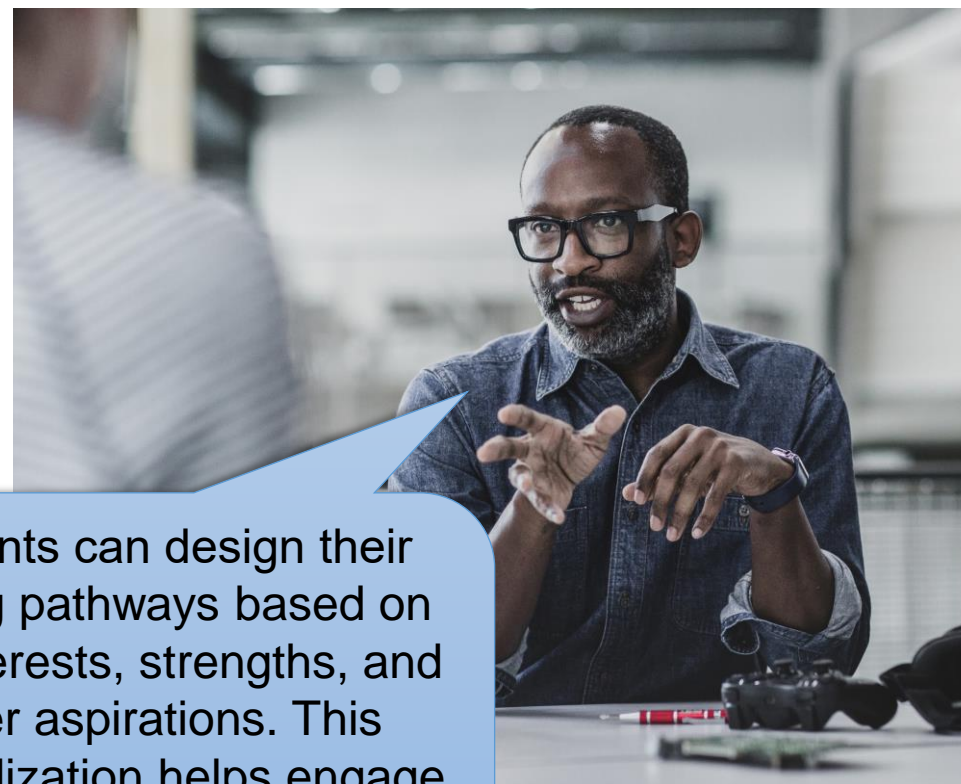
Redefining Credit and Learning Experiences

Stakeholder Feedback: Opportunities

Identify the opportunities related to redefining credit.

Opportunities Identified by Stakeholders

- Personalized learning pathways
- Increased student engagement
- Real-world application
- Equitable access to education
- Flexible credit attainment

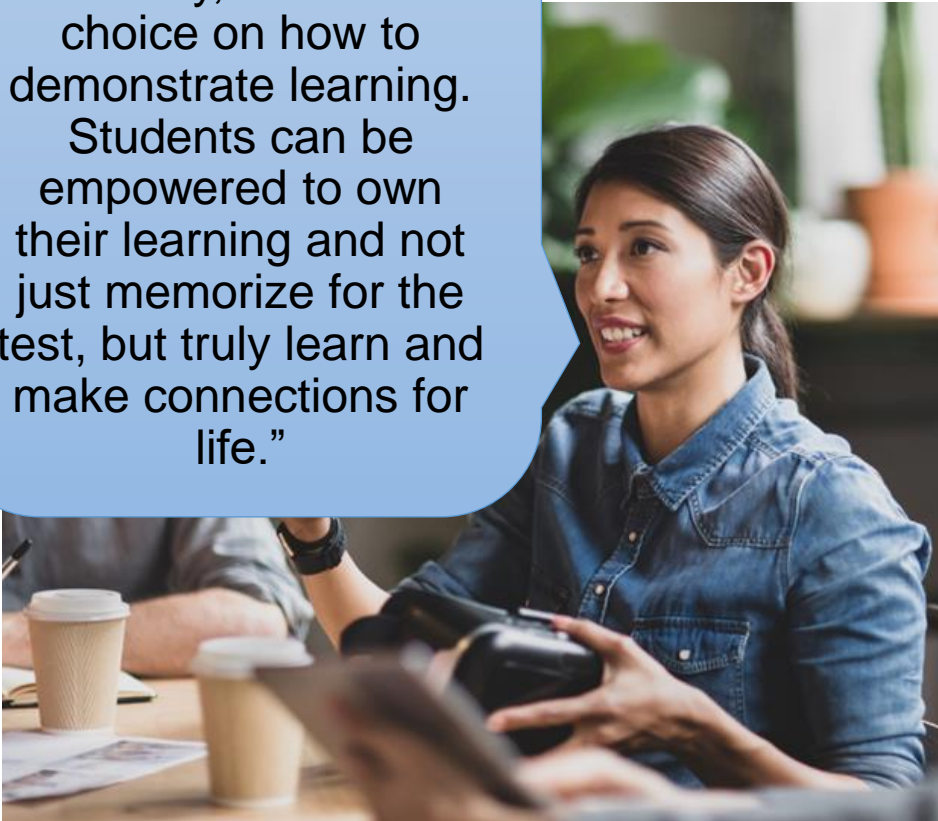


“Students can design their learning pathways based on their interests, strengths, and career aspirations. This personalization helps engage students and motivates them to learn.”

Redefining Credit and Learning Experiences

Educator Feedback

“Capstone projects, flexibility, voice and choice on how to demonstrate learning. Students can be empowered to own their learning and not just memorize for the test, but truly learn and make connections for life.”



In addition to courses and assessments, what other learning experiences could students use to demonstrate proficiency in the learning standards and the components of the NYS Portrait of a Graduate?

Learning Experiences Identified by Educators

- Internships and work-based learning
- Capstone projects
- Portfolios
- Community service
- Project-based learning

Sunsetting Diploma Assessment Requirements

Stakeholder Feedback: Challenges



“Ensuring that students across the state will have the same opportunities to demonstrate proficiency in a variety of ways.”

Identify the challenges related to sunseting the diploma assessment requirements.

Challenges Identified by Stakeholders

- Equity and consistency
- Implementation and training
- Student progress monitoring
- Accountability and rigor
- Communication and clarity

Sunsetting Diploma Assessment Requirements

Stakeholder Feedback: Opportunities

Identify the opportunities related to sunseting the diploma assessment requirements.

Opportunities Identified by Stakeholders

- Supports all students
- Multiple pathways to demonstrate student proficiency
- Emphasis on skills, real-world readiness
- Reduction of test-related stress and anxiety

“Provides students with new ways to demonstrate proficiency aligned to their interests, learning style, and the content.

Assessments should measure more than what students know, they must measure what students can do with what they know.”



Moving to One Diploma

Stakeholder Feedback: Challenges



Identify the challenges related to moving to one New York State high school diploma.

Challenges Identified by Stakeholders

- Implementation and resources
- Communication and understanding
- Equity and access
- Maintaining standards
- Transition and adaptation

Moving to One Diploma

Stakeholder Feedback: Opportunities

Identify the opportunities related to moving to one New York State high school diploma.

Opportunities Identified by Stakeholders

- Equity and inclusion
- Increased access to post-graduate opportunities
- Reduced student stress
- Personalized learning

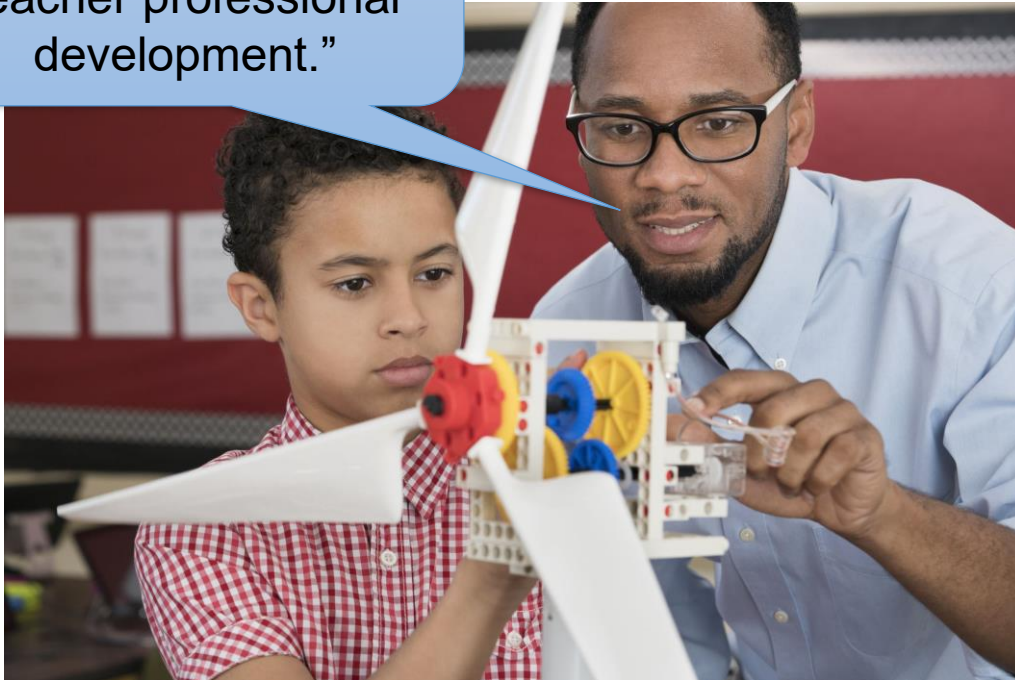


“Equity for all students.
No more stigmas.
Everyone earns the
same diploma and
chooses the competency
areas they want to earn
a seal in.”

Fiscal Implications

Educator Feedback

“Districts will need money and time for teacher professional development.”



What financial implications do we need to consider as we move forward?

Fiscal Implications Identified by Educators

- Professional learning opportunities
- Staffing
- Curriculum
- Resource allocation

Theory of Change

If

We take a holistic approach to education that:

- adopts a NYS Portrait of a Graduate;
- redefines credits and expands learning opportunities;
- sunsets separate diploma assessment requirements; and
- moves to one NYS high school diploma.

Then

Our students will be equipped with the knowledge, skills and dispositions needed to thrive in an increasingly complex and interconnected world.

As Shown By

Our students’:

- proficiency in the New York State Learning Standards and the Portrait of a Graduate components;
- engagement in interdisciplinary, project-based, real-world learning, including career and technical education;
- multiple means of providing evidence of mastery; and
- preparedness for future pathways.





NY Inspires: A Plan to Transform Education

- Accomplishes the four transformations
- Phased approach
- Provides time for stakeholder feedback
- Provides time for planning, professional learning opportunities, and communication

Phased Approach



Planning Year
(Fall 2024 – Summer 2025)



Phase 1: Installation
(Fall 2025 – Summer 2027)



Phase 2: Initial Implementation
(Fall 2027 – Summer 2029)



Phase 3: Full Implementation and Scaling Up
(Fall 2029+)

Planning for Success

Planning Year: Fall 2024 - Summer 2025



Exemptions for Major Life Events

- Exemptions from diploma assessment requirements for major life events



Portrait of a Graduate

- Release definitions for each Portrait of a Graduate Component
- Adopt a NYS Portrait of a Graduate



Support Networks

- NYSED will establish workgroups and advisory committees
- Build communication channels to disseminate and support changes to future diploma requirements

1

Installation

Fall 2025 - Summer 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

Fiscal Implications: Phase 1

Phase 1: ~\$4.2M

- Staffing
- Standards Prioritization and Reformatting
- Portrait of a Graduate Rubrics and Guidance
- Professional Learning
- Implementation Resources





2

Initial Implementation

Fall 2027-Summer 2029



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

Fiscal Implications: Phase 2

Phase 2: ~\$4.8M

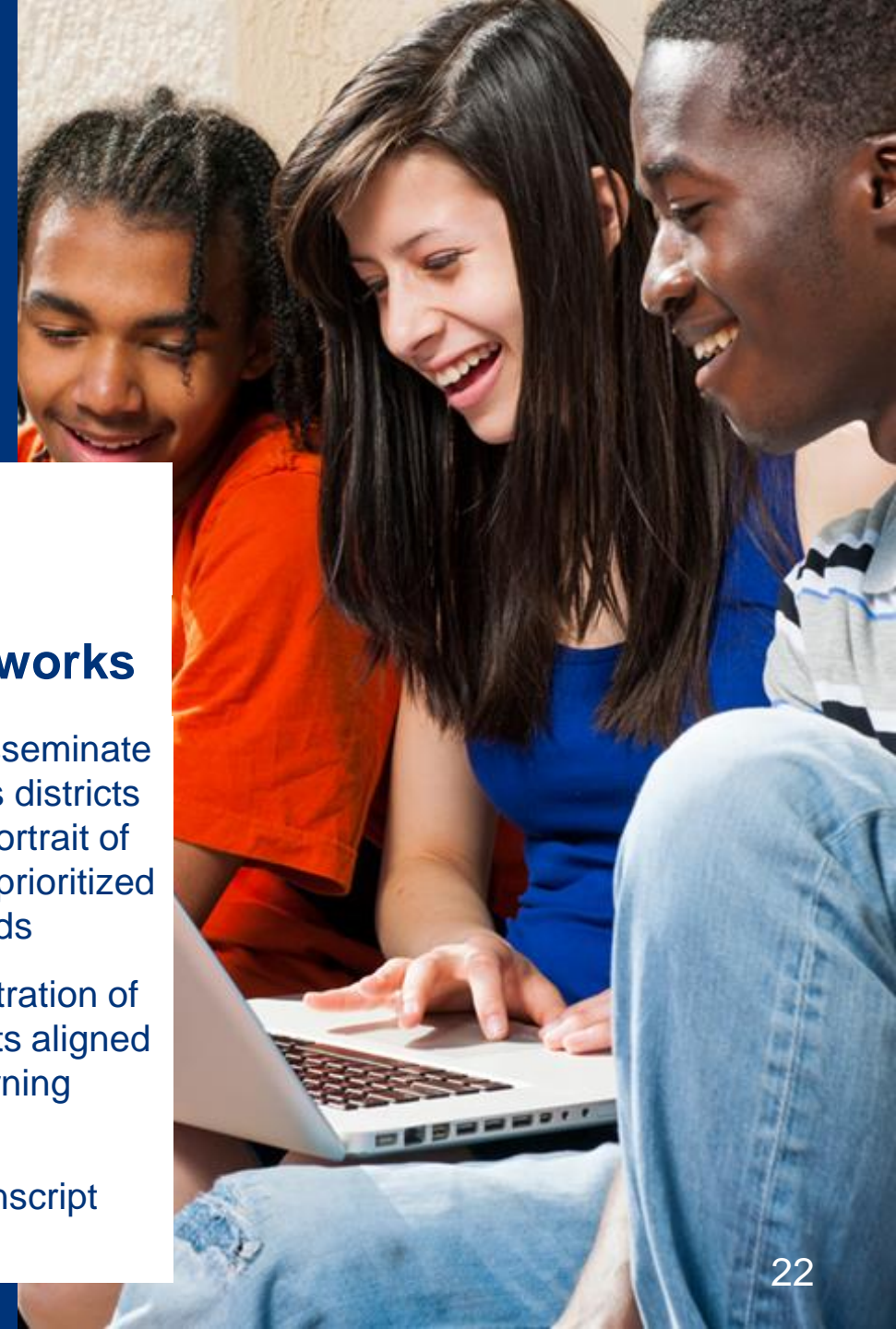
- Professional Learning Opportunities
- Regional Learning Networks
- Expert and Educator Panels
- Assessment Redevelopment



3

Full Implementation and Scaling Up

Fall 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

Fiscal Implications: Phase 3

Phase 3: ~\$2.5M

- Statewide Transcript
- Develop and Sustain Administration of New Assessments Aligned to Prioritized Learning Standards



Diploma Requirements by Cohort

Cohort 2023 and prior

- Current diploma requirements* leading to one of three diplomas (Local, Regents, or Regents with Advanced Designation)
- * *Eligible students may request an exemption due to major life events*

Cohorts 2024 - 2026

- One diploma, advanced designation as a seal of distinction
- Current credit requirements
- Diploma assessment requirements decoupled by Fall 2027

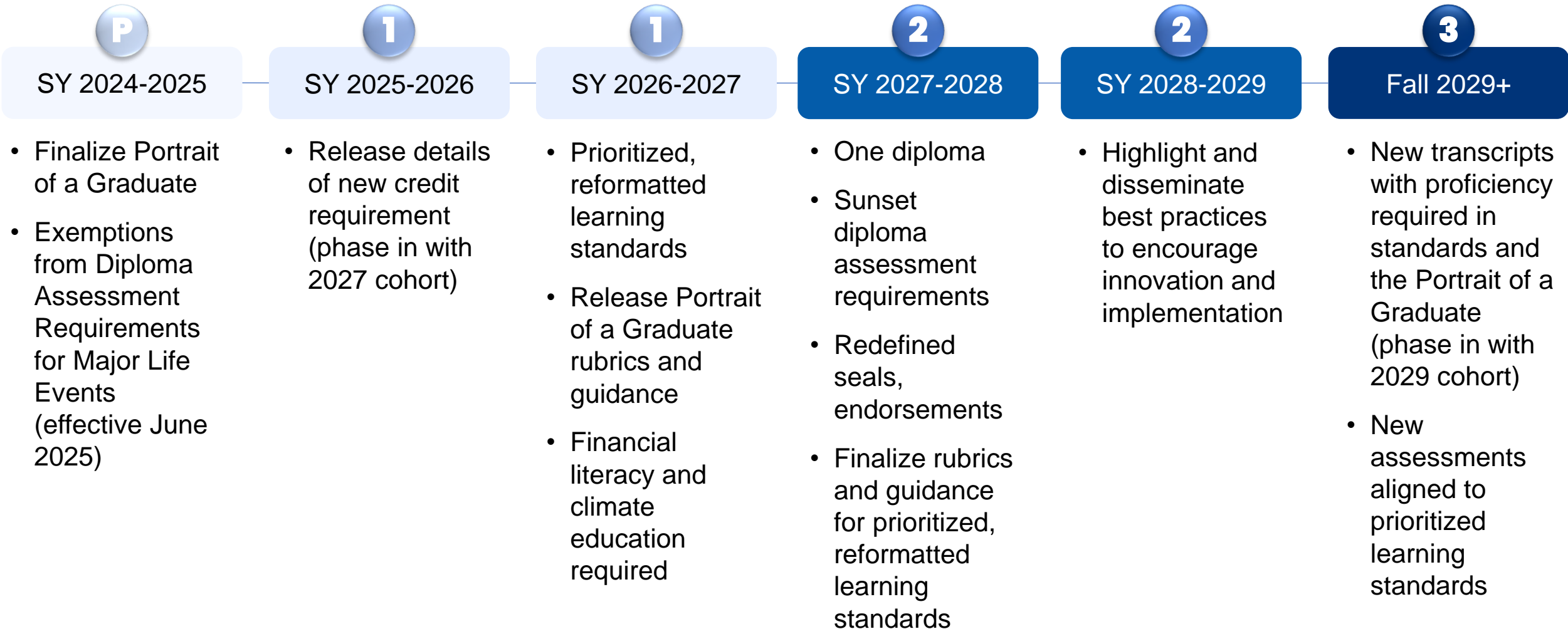
Cohorts 2027 - 2028

- One diploma, redefined seals and endorsements including advanced designation
- New credit requirement
- Sunset diploma assessment requirements

Cohort 2029+

- One diploma, redefined seals and endorsements including advanced designation
- Statewide transcript required
- Proficiency in both learning standards and the Portrait of a Graduate required

Overall Timeline



Additional Recommendations



Teacher Education

- In Spring 2025, amendments to require culturally responsive-sustaining education practices and pedagogy in teacher preparation programs and professional learning plans will be advanced to the Board of Regents for consideration.



Common Themes in Stakeholder Feedback



Communication



Equity and Access



Support

Shared Responsibility





New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Thank You!