Regents Reform Agenda
A Call for Transformational Leadership

NYSSBA State Issues Conference
March 12, 2012
Our Challenge: Graduating *All* Students College & Career Read

New York's 4-year high school graduation rate is 73.4% for All Students. However, the gaps are disturbing.

### June 2010 Graduation Rate

<table>
<thead>
<tr>
<th>Graduation under Current Requirements</th>
<th>Calculated College and Career Ready*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>% Graduating</strong></td>
<td><strong>% Graduating</strong></td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>73.4</td>
</tr>
<tr>
<td>American Indian</td>
<td>59.1</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>82.6</td>
</tr>
<tr>
<td>Black</td>
<td>57.7</td>
</tr>
<tr>
<td>Hispanic</td>
<td>57.3</td>
</tr>
<tr>
<td>White</td>
<td>84.1</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>40.3</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>44.1</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>36.7</td>
</tr>
<tr>
<td>American Indian</td>
<td>21.4</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>56.4</td>
</tr>
<tr>
<td>Black</td>
<td>12.8</td>
</tr>
<tr>
<td>Hispanic</td>
<td>14.9</td>
</tr>
<tr>
<td>White</td>
<td>50.6</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>6.1</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>4.7</td>
</tr>
</tbody>
</table>

*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services
College Instructors and Employers Say Graduates Are Not Prepared for College and Work

Average estimated proportions of recent high school graduates who are not prepared

Higher Education Has Never Mattered More

Unemployment Rate By Degree: 2010

- No HS Diploma: 14.9%
- HS Diploma: 10.3%
- Some College, No Degree: 9.2%
- Associate: 7.0%
- Bachelors: 5.4%
- Masters: 4.0%
- Doctorate: 2.4%
- Professional Degree: 1.9%

Median Annual Earnings by Educational Degree: 2010

- No HS Diploma: $23,088
- HS Diploma: $32,552
- Some College, No Degree: $37,024
- Associate: $39,884
- Bachelors: $53,976
- Masters: $66,144
- Doctorate: $80,600
- Professional Degree: $83,720

Education pays in higher overall earnings and lower unemployment rates.

### Why Do We Need To Change?

**7 of the Top 10 Fastest-Growing Occupations Require a Post-Secondary Degree**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Title</th>
<th>Education or training level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Biomedical engineers</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>2</td>
<td>Network systems analysts</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>3</td>
<td>Home health aides</td>
<td>Short-term on-the-job training</td>
</tr>
<tr>
<td>4</td>
<td>Personal and home care aides</td>
<td>Short-term on-the-job training</td>
</tr>
<tr>
<td>5</td>
<td>Financial examiners</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>6</td>
<td>Medical scientists</td>
<td>Doctoral degree</td>
</tr>
<tr>
<td>7</td>
<td>Physician assistants</td>
<td>Master’s degree</td>
</tr>
<tr>
<td>8</td>
<td>Skin care specialists</td>
<td>Postsecondary vocational award</td>
</tr>
<tr>
<td>9</td>
<td>Biochemists and biophysicists</td>
<td>Doctoral degree</td>
</tr>
<tr>
<td>10</td>
<td>Athletic trainers</td>
<td>Bachelor's degree</td>
</tr>
</tbody>
</table>

Regents Reform Agenda

- Implementing **Common Core standards and developing curriculum and assessments** aligned to these standards to prepare students for success in college and the workplace

- Building **instructional data systems** that measure student success and inform teachers and principals how they can improve their practice in real time

- Recruiting, developing, retaining, and rewarding **effective teachers and principals**

- Turning around the lowest-achieving schools
What is the Work?
Implementing the Common Core

Instructional Shifts Demanded by the Core

6 Shifts in ELA/Literacy
Balancing Informational and Literary Text
Building Knowledge in the Disciplines
Staircase of Complexity
Text-based Answers
Writing from Sources
Academic Vocabulary

6 Shifts in Mathematics
Focus
Coherence
Fluency
Deep Understanding
Applications
Dual Intensity
What is the Work?
Implementing Data Driven Instruction

"Tito ate one-fourth of a cheese pizza, three-eighths of a pepperoni pizza and one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza and the other half of the mushroom pizza. Tito says he ate more pizza. Luis says they ate the same amount. Who is correct? Show your mathematical thinking..."
What is the Work?
Driving Teacher Effectiveness
What is the Work?
Providing for strong teaching and learning with limited resource

Impact of Caps on Local and State Revenues for School Districts
(in millions)

School District Expenditures (2005-06 vs 2009-10)

Utilizing Limited Resources

• Communicate with your Schools and Community
  ➢ About the shifts in instruction required by the Common Core
  ➢ About the policy implications for implementation
  ➢ About how this year’s budget will begin to reflect the changes required by the shifts

• Reorganize resources
  ➢ For college and career ready student opportunities
  ➢ For professional development for all staff

• Leverage regional approaches and technology
  ➢ Using existing flexibilities for student learning opportunities
  ➢ Utilizing BOCES
State Aid to Schools

Regents 2012-13 Proposal

• Recommends an increase for education of $805 million, approximately 4%, aligned with the growth in personal income

• Directs 73% of the increase in General Support for Public Schools to high-need school districts with limited ability to raise revenues under the tax cap

• Enhances transparency and simplifies school funding by (1) incorporating the GEA into the school aid base, and (2) eliminating GEA moving forward so there is only one formula

• Makes tough — but fair — choices in reining in the growth of expense-based aids:
  ➢ Controls out-year growth in BOCES Aid and Transportation Aid by focusing resources towards high-need districts
  ➢ Recommends ways to moderate future Building Aid growth without affecting allocations for existing projects

The cap on future State aid and local revenues requires a multi-year approach with a realistic Foundation Aid that allows districts to plan 5-years ahead
Regents 2012-13 State Aid Proposal

<table>
<thead>
<tr>
<th>Program</th>
<th>2011-12 School Year</th>
<th>Regents 2012-13 Request</th>
<th>Regents Change from Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Purpose Aid</td>
<td>$12,991</td>
<td>$13,482</td>
<td>$491</td>
</tr>
<tr>
<td>• Adjusted Foundation Aid</td>
<td>$12,573</td>
<td>$12,949</td>
<td>$376</td>
</tr>
<tr>
<td>• Early Childhood Education/UPK</td>
<td>$388</td>
<td>$441</td>
<td>$53</td>
</tr>
<tr>
<td>• New Formula High Tax Aid</td>
<td>$0</td>
<td>$58</td>
<td>$58</td>
</tr>
<tr>
<td>• Charter School Transition Aid</td>
<td>$27</td>
<td>$31</td>
<td>$4</td>
</tr>
<tr>
<td>• Reorg. Incentive Operating Aid</td>
<td>$3</td>
<td>$3</td>
<td>$0</td>
</tr>
<tr>
<td>Support for Students with Disabilities</td>
<td>$792</td>
<td>$861</td>
<td>$69</td>
</tr>
<tr>
<td>BOCES/Career and Technical Ed</td>
<td>$917</td>
<td>$940</td>
<td>$23</td>
</tr>
<tr>
<td>Instructional Materials Aids</td>
<td>$281</td>
<td>$289</td>
<td>$8</td>
</tr>
<tr>
<td>Expense-Based Aids</td>
<td>$4,236</td>
<td>$4,397</td>
<td>$161</td>
</tr>
<tr>
<td><strong>Computerized Aids Subtotal</strong></td>
<td><strong>$19,217</strong></td>
<td><strong>$19,969</strong></td>
<td><strong>$752</strong></td>
</tr>
<tr>
<td>All Other Aids</td>
<td>$284</td>
<td>$287</td>
<td>$3</td>
</tr>
<tr>
<td><strong>Total GSPS</strong></td>
<td><strong>$19,501</strong></td>
<td><strong>$20,256</strong></td>
<td><strong>$755</strong></td>
</tr>
<tr>
<td>Competitive Grants</td>
<td>$0</td>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>$19,501</strong></td>
<td><strong>$20,306</strong></td>
<td><strong>$805</strong></td>
</tr>
</tbody>
</table>

*General Support for Public Schools

All amounts in millions

www.engageNY.org
## Mandate Relief

### Recent Regents Mandate Relief Efforts
- Repealed school facility report card
- Repealed school bus idling reports
- Provided flexibility with bus driver safety training
- Repealed requirements for vision screenings for hyperopia
- Provided additional certification flexibility with regard to assignment of teachers in school districts and BOCES to provide for more cost-effective operations

### Regents Proposals Adopted in 2011 Mandate Relief Legislation
- Biennial (instead of annual) preschool census
- School bus planning based on actual ridership
- Regional transportation pilot projects
- Claims auditing flexibility
- Shared superintendents for small districts
Regents Seek to Provide Even More Mandate Relief

2012 Regents Mandate Relief Proposals

- The Regents 2012-2013 State Aid Proposal includes mandate relief recommendations
- In February, the Department transmitted to the legislature an enhanced mandate relief bill that would reduce even more unnecessary requirements and burdens on school districts, including:
  - Eliminates requiring duplicate fingerprints for school bus drivers by allowing DMV to forward a copy of criminal history and fingerprints to SED.
  - Eliminates a requirement for back-lit school bus signs
  - Allows BOCES to coordinate contracts for telecommunication and technology services
  - Expand district and BOCES authority to purchase goods and services under a GSA contract and authorize the piggybacking of transportation contracts.
  - Exempts districts from “Smart Growth Impact Statements”
  - Eliminates the 5-year BOCES special education space requirement plans
  - Authorizes the Commissioner to establish regional rates for billing for costs of special education services
  - Streamlines requirements, consistent with federal law, for transition planning of students who have reached the age of 18
The Regents are developing a legislative proposal that would:

- Help BOCES increase the effective and efficient delivery of educational services
- Authorize BOCES to provide broader range of services and to provide services to entities other than component school districts
- Create new pathways to regional high schools
Tenured Teacher Hearings

Fully functioning system is essential for reform

The 3020-a system is broken – it takes too long and costs too much – and needs to be fixed

- SED’s 2011 legislative proposal (A.6225 – Nolan/S.4629 – Flanagan) would make programmatic and fiscal reforms to:
  - Realize cost-savings by aligning incentives
  - Control costs by authorizing the Commissioner to:
    - Disqualify hearing officers who do not meet timelines
    - Establish maximum rates for arbitrators and limit study hours that can be claimed
  - Reduce the length of time to resolve cases
  - Result in a net savings to school districts
NCLB Waiver

An Opportunity for NY to:

- Incorporate student growth measures
- Utilize new diagnostic tools to measure schools’ performance and coordinate use of funds
- Assist the lowest performing five percent of the schools in the state to implement whole school reform models
- Identify districts with the lowest subgroup performance (e.g. students with disabilities, English language learners, low income) and focus 5% to 15% of their Title I and II funds on improving subgroup performance
- Identify Reward schools and provide them with new flexibility

To Receive Flexibility, NY must:

- Set College- and Career-Ready Standards for All Students
- Develop Systems of Differentiated Recognition and Accountability (including the use of student growth to help identify schools for support and intervention)
- Support Effective Teaching and Leadership (including the use of multiple, valid measures that significantly factor student growth into teacher and principal evaluations)
- Reduce Duplication and Unnecessary Burden
Thank You.

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