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Our Students. Their Moment.

# Regents Reform Agenda

A Call for Transformational Leadership

**NYSSBA State Issues Conference**

**March 12, 2012**



# Our Challenge: Graduating *All* Students College & Career Ready

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

## June 2010 Graduation Rate

### Graduation under Current Requirements

|                            | % Graduating |
|----------------------------|--------------|
| <b>All Students</b>        | 73.4         |
| American Indian            | 59.1         |
| Asian/Pacific Islander     | 82.6         |
| Black                      | 57.7         |
| Hispanic                   | 57.3         |
| White                      | 84.1         |
| English Language Learners  | 40.3         |
| Students with Disabilities | 44.1         |

### Calculated College and Career Ready\*

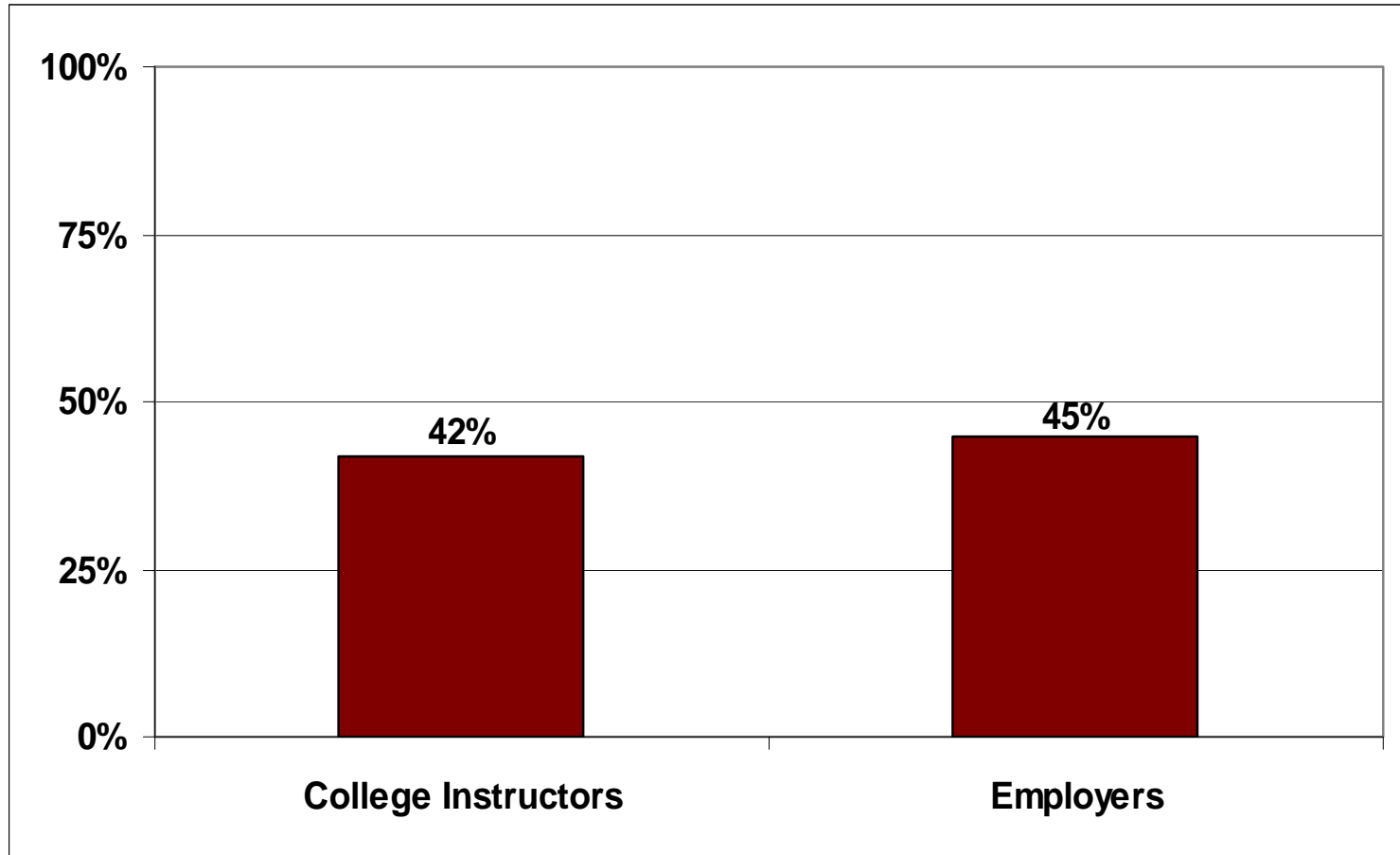
|                            | % Graduating |
|----------------------------|--------------|
| <b>All Students</b>        | 36.7         |
| American Indian            | 21.4         |
| Asian/Pacific Islander     | 56.4         |
| Black                      | 12.8         |
| Hispanic                   | 14.9         |
| White                      | 50.6         |
| English Language Learners  | 6.1          |
| Students with Disabilities | 4.7          |

\*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

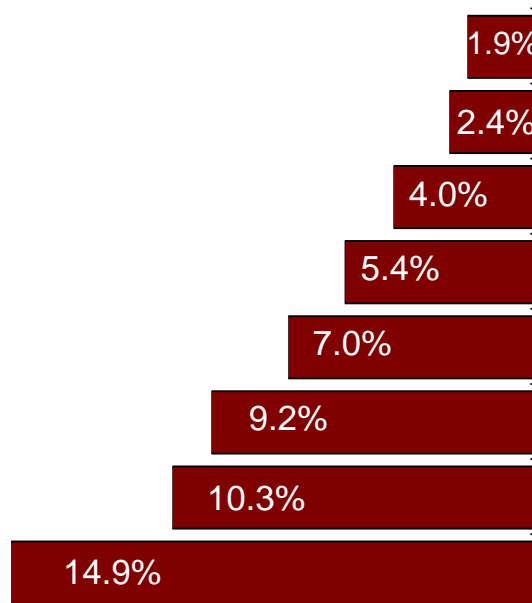
Average estimated proportions of recent high school graduates who are not prepared



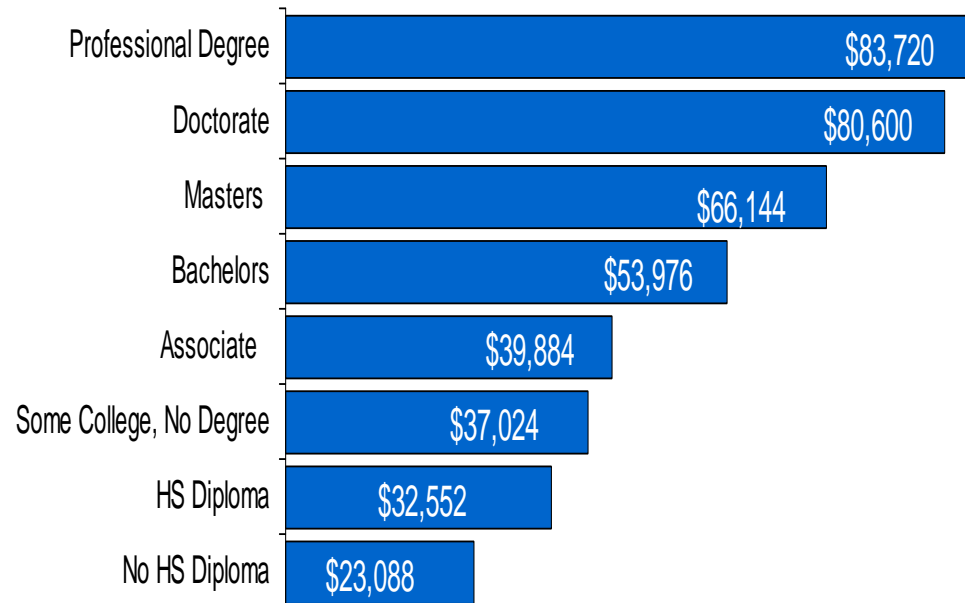
Source: Peter D. Hart Research Associates/Public Opinion Strategies, *Rising to the Challenge: Are High School Graduates Prepared for College and Work?* prepared for Achieve, Inc., 2005.

# Higher Education Has Never Mattered More

Unemployment Rate By Degree: 2010



Median Annual Earnings by Educational Degree: 2010



Education pays in higher overall earnings and lower unemployment rates.

SOURCE: 2010 Bureau of Labor Statistics, Current Population Survey

# Why Do We Need To Change?

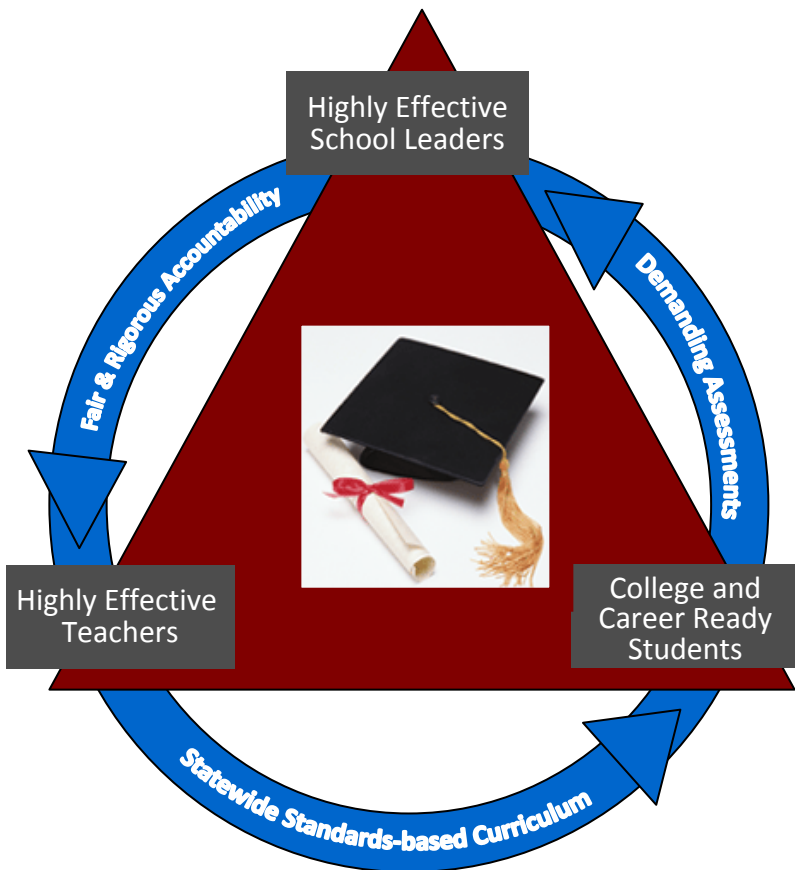
7 of the Top 10 Fastest-Growing Occupations Require a Post-Secondary Degree

| <b>Education or training level for fastest growing occupations, 2008 to 2018</b> |                               |                                    |
|--|-------------------------------|------------------------------------|
| <b>Rank</b>  | <b>Title</b>                  | <b>Education or training level</b> |
| 1  | Biomedical engineers          | Bachelor's degree                  |
| 2  | Network systems analysts      | Bachelor's degree                  |
| 3  | Home health aides             | Short-term on-the-job training     |
| 4  | Personal and home care aides  | Short-term on-the-job training     |
| 5  | Financial examiners           | Bachelor's degree                  |
| 6  | Medical scientists            | Doctoral degree                    |
| 7  | Physician assistants          | Master's degree                    |
| 8  | Skin care specialists         | Postsecondary vocational award     |
| 9  | Biochemists and biophysicists | Doctoral degree                    |
| 10   | Athletic trainers             | Bachelor's degree                  |

Source: Employment Projections Program, U.S. Department of Labor, U.S. Bureau of Labor Statistics

# Regents Reform Agenda

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- 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

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### 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*

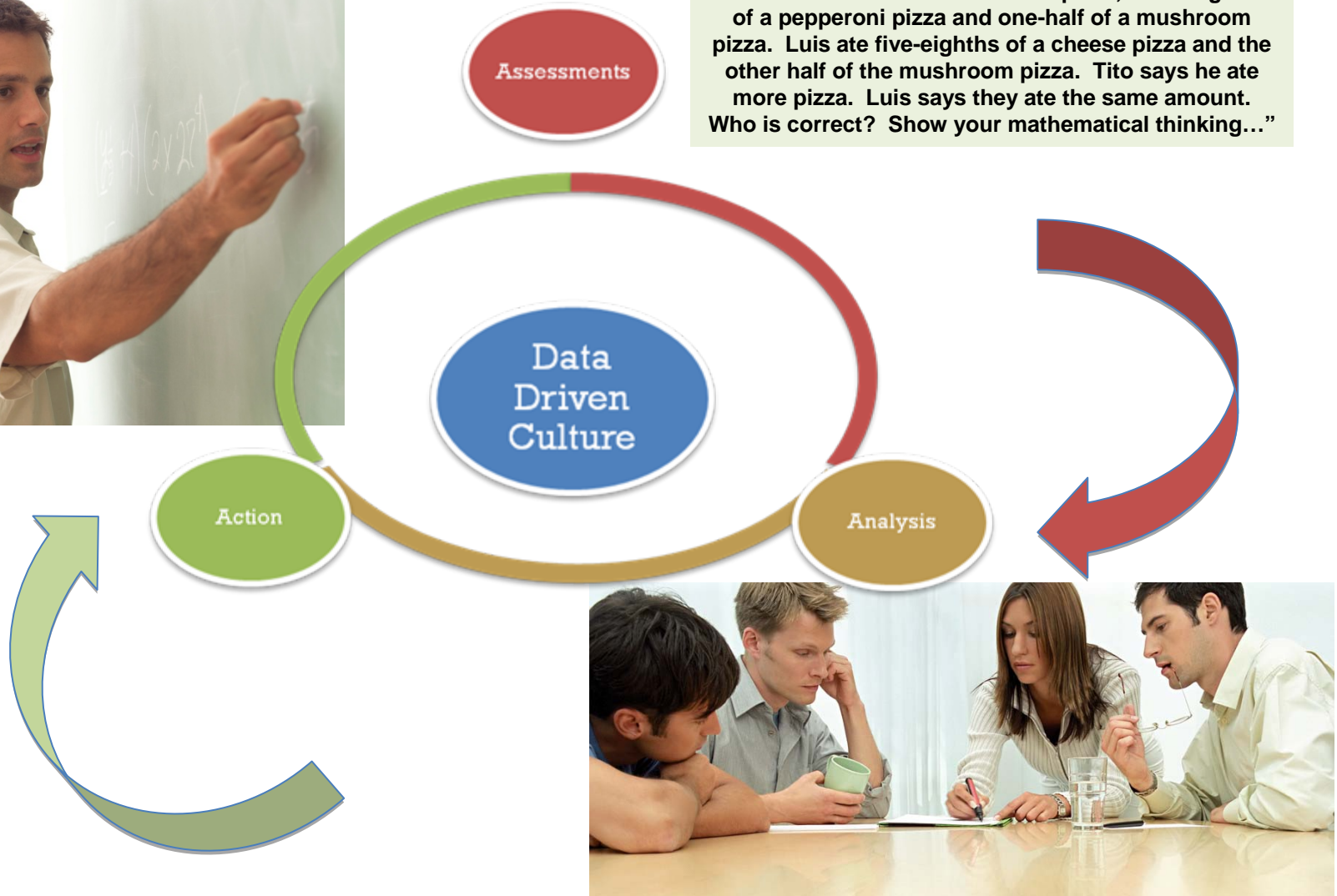
**Focus**  
**Coherence**  
**Fluency**  
**Deep Understanding**  
**Applications**  
**Dual Intensity**

# 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...”

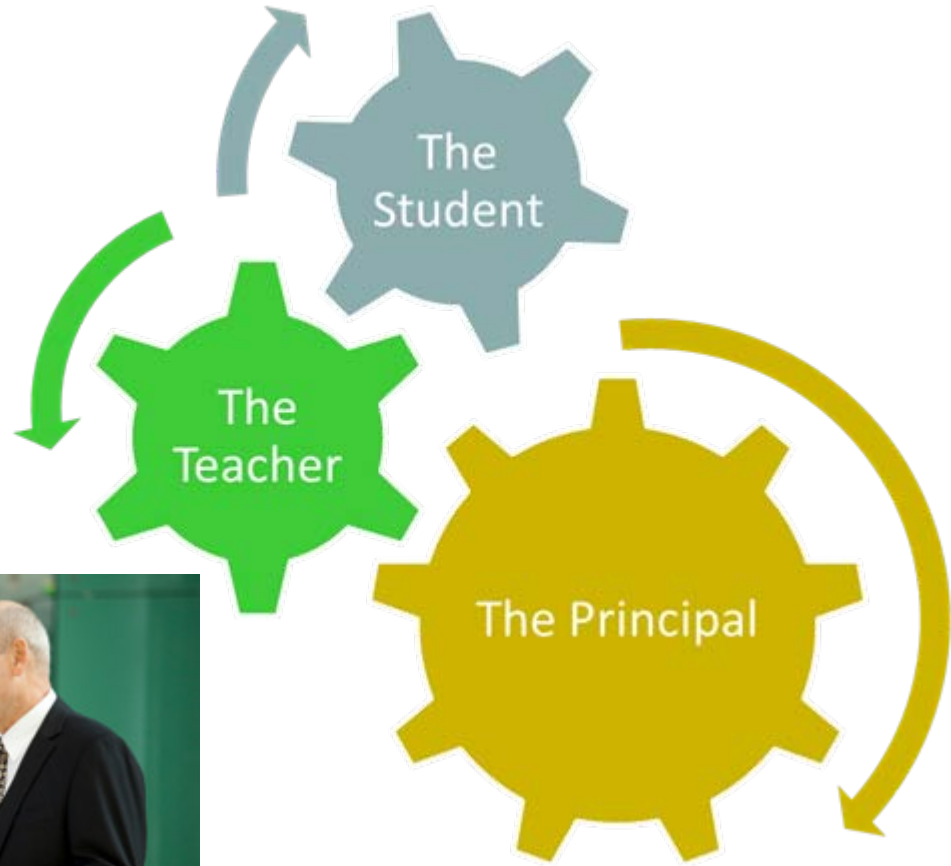




# What is the Work?

## Driving Teacher Effectiveness

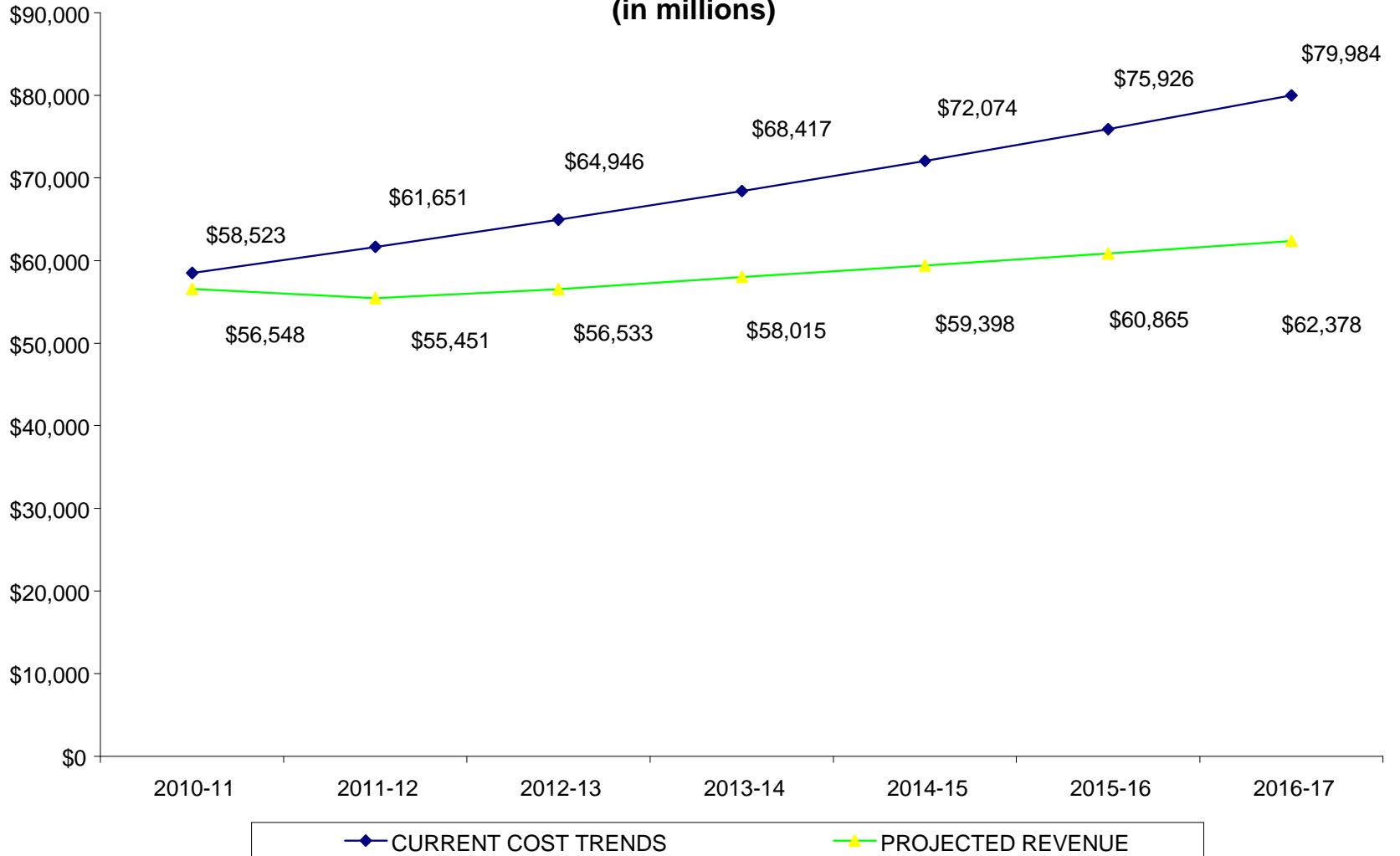
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# What is the Work?

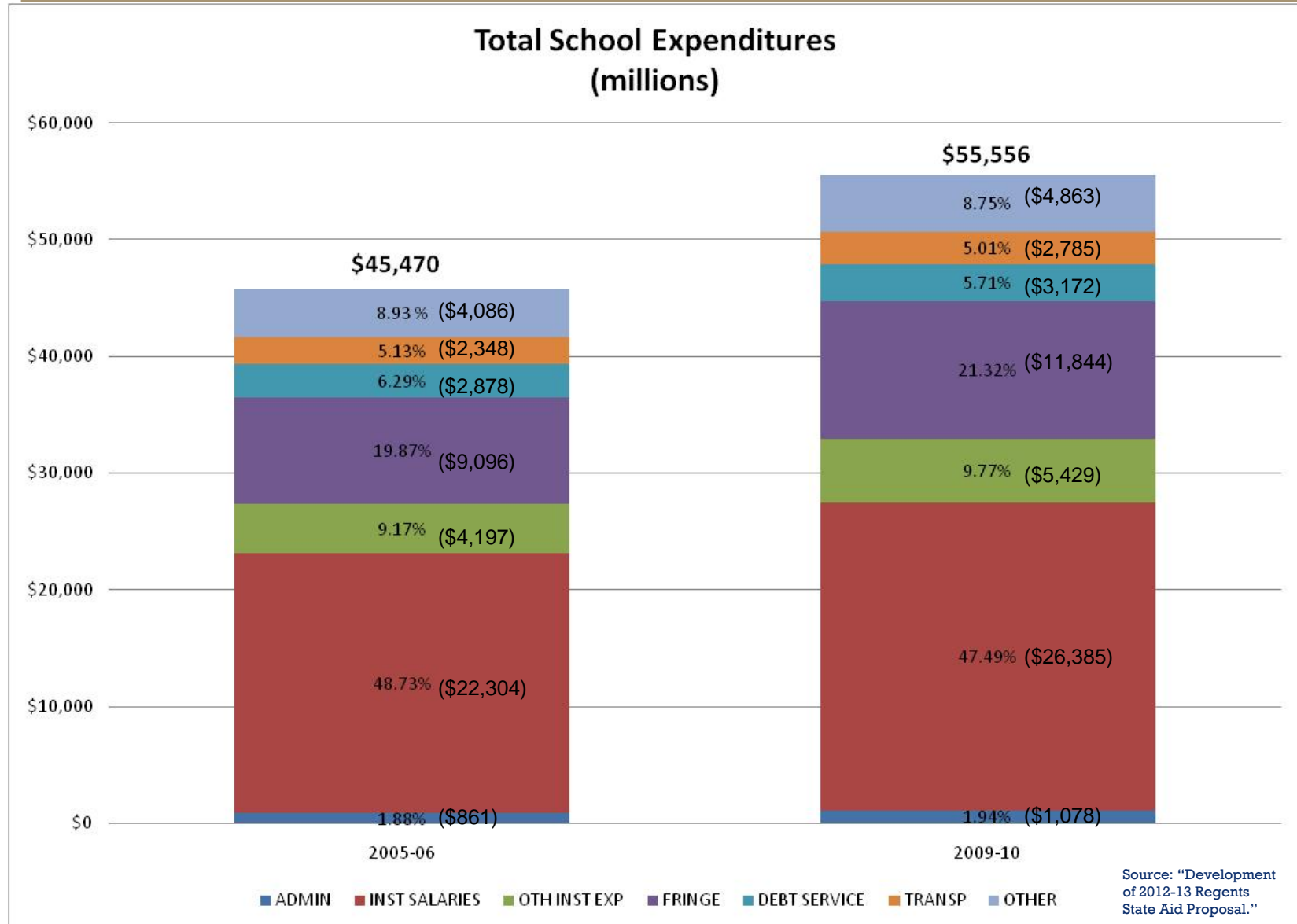
## Providing for strong teaching and learning with limited resources

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



Source: New York State Board of Regents Item. "Development of 2012-13 Regents State Aid Proposal."

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



# Utilizing Limited Resources

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- 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

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

\*General Support for Public Schools

All amounts in millions

# Mandate Relief

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## 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



# BOCES As Regional Leaders

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## BOCES as Regional Educational Leaders *and* Regionalization

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

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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

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## 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

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Thank You.

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