



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

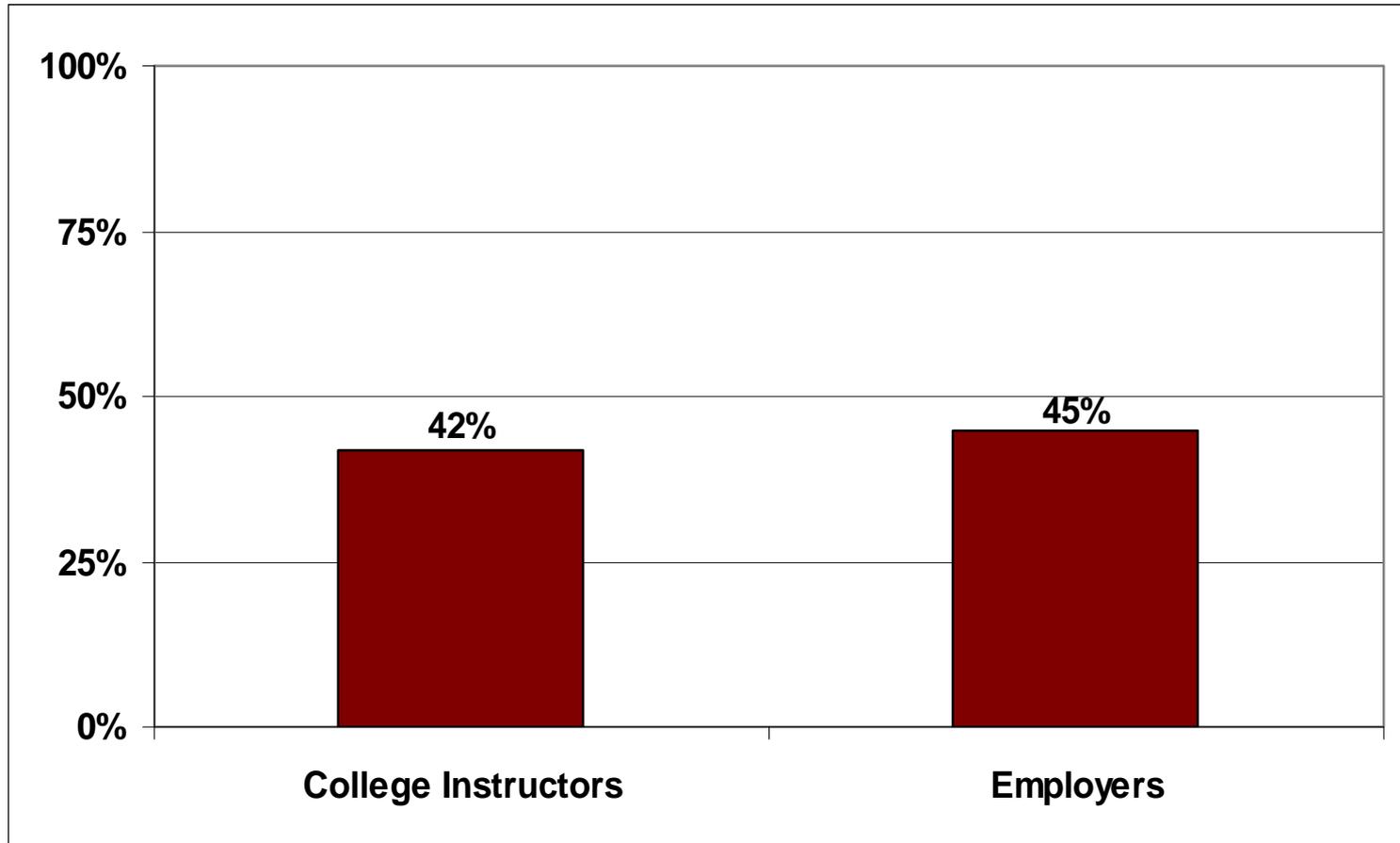
\*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services

# College Instructors and Employers Say Graduates Are Not Prepared for College and Work

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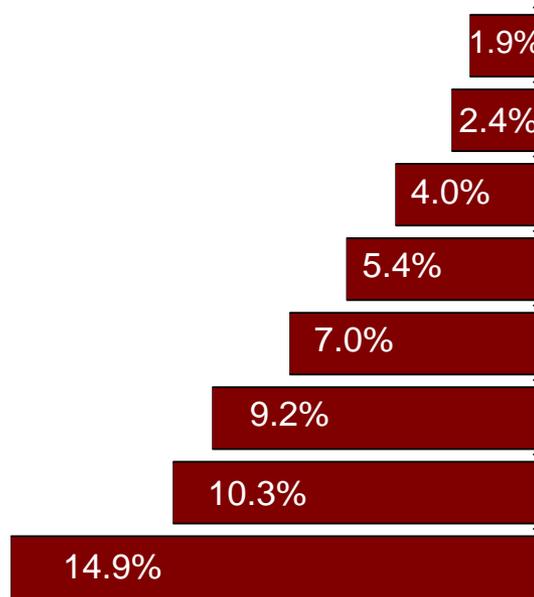
Average estimated proportions of recent high school graduates who are not prepared



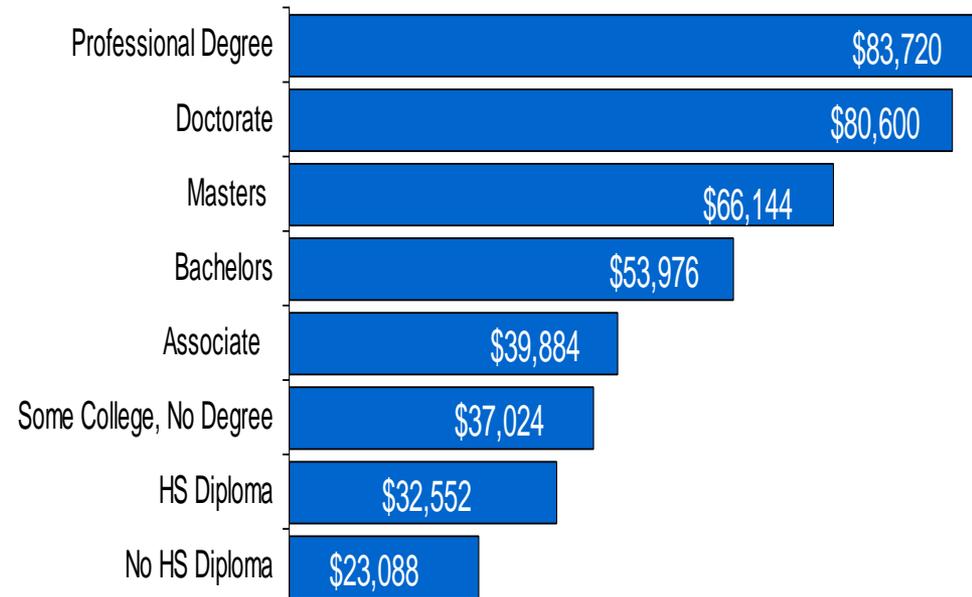
Source: Peter D. Hart Research Associates/Public Opinion Strategies, *Rising to the Challenge: Are High School Graduates Prepared for College and Work?* prepared for Achieve, Inc., 2005.

# 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?

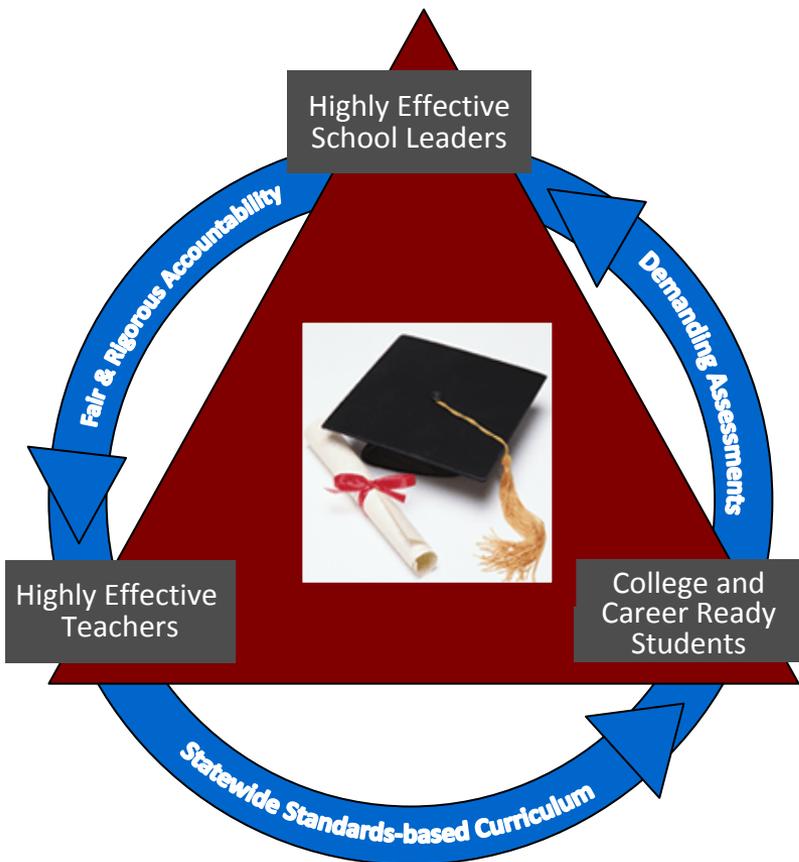
7 of the Top 10 Fastest-Growing Occupations Require a Post-Secondary Degree

<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

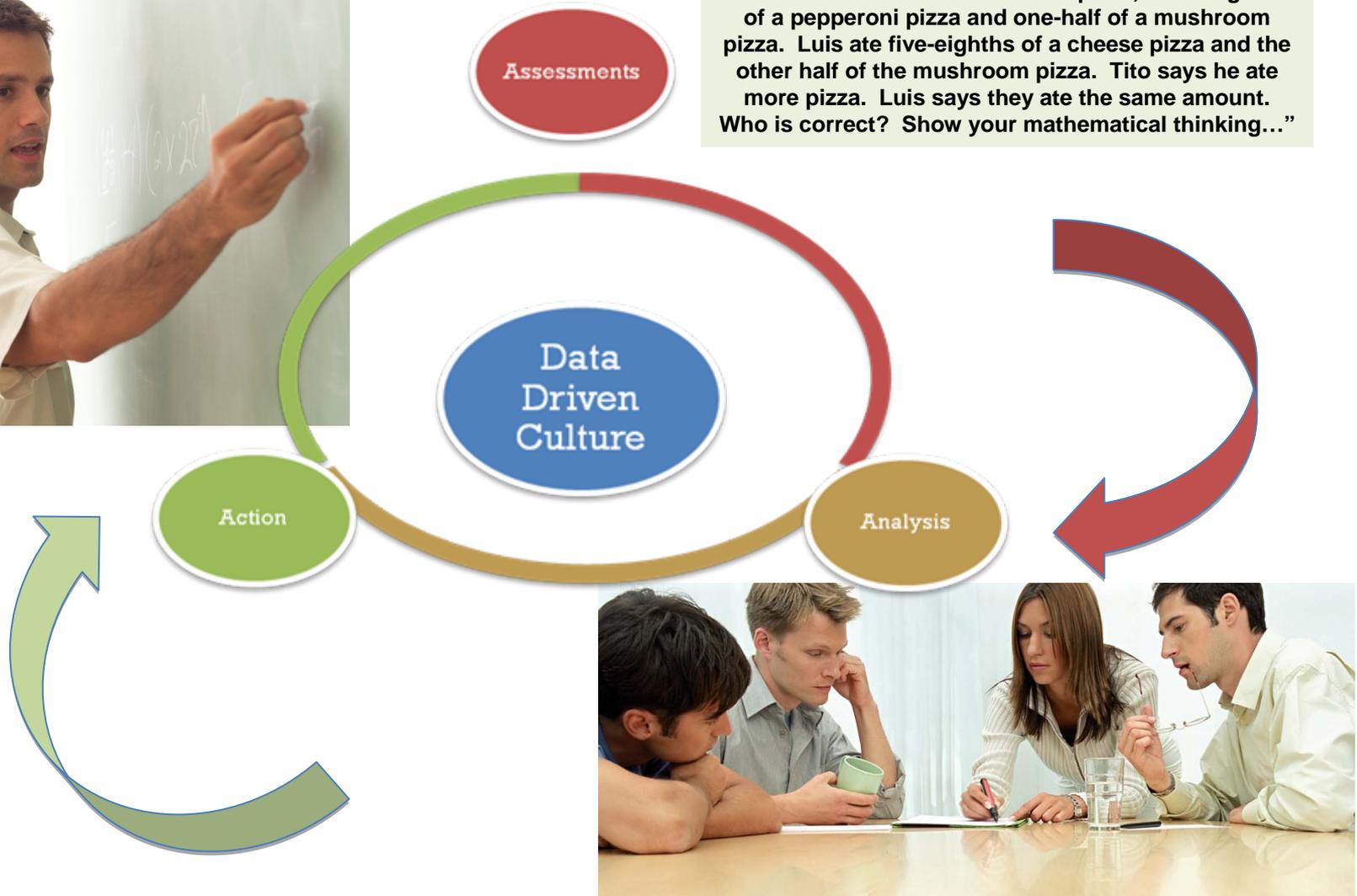
Focus  
Coherence  
Fluency  
Deep Understanding  
Applications  
Dual Intensity

# What is the Work?

## Implementing Data Driven Instruction



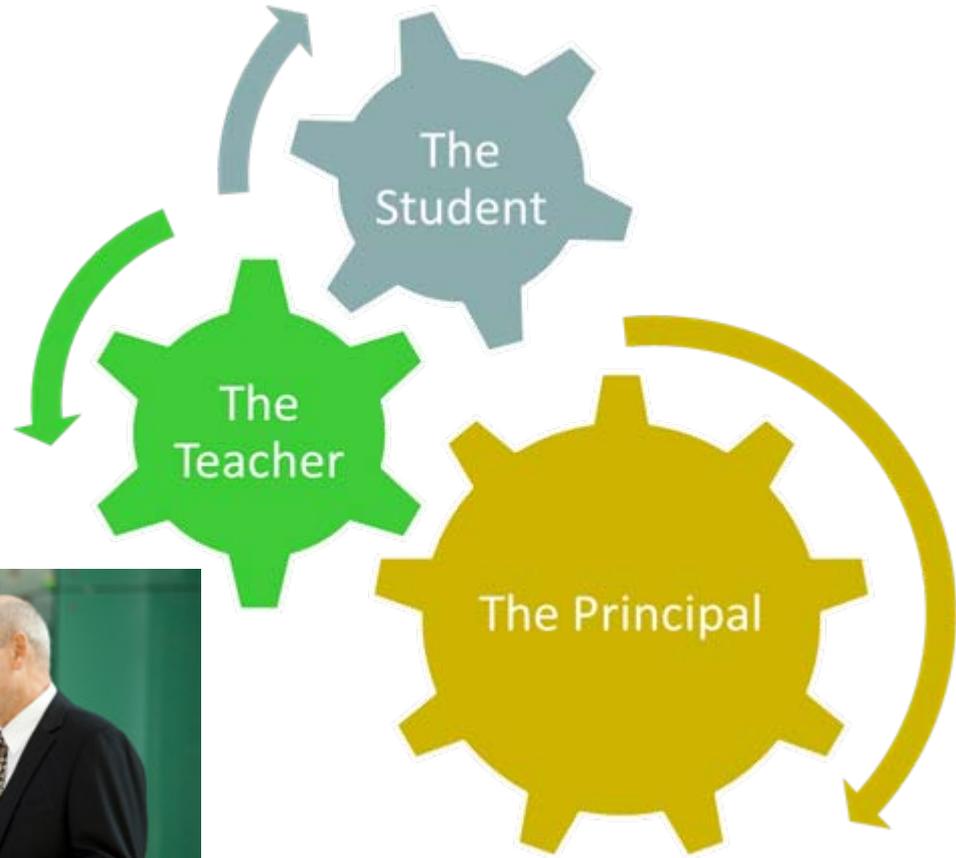
“ Tito ate one-fourth of a cheese pizza, three-eighths of a pepperoni pizza and one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza and the other half of the mushroom pizza. Tito says he ate more pizza. Luis says they ate the same amount. Who is correct? Show your mathematical thinking...”



# What is the Work?

## Driving Teacher Effectiveness

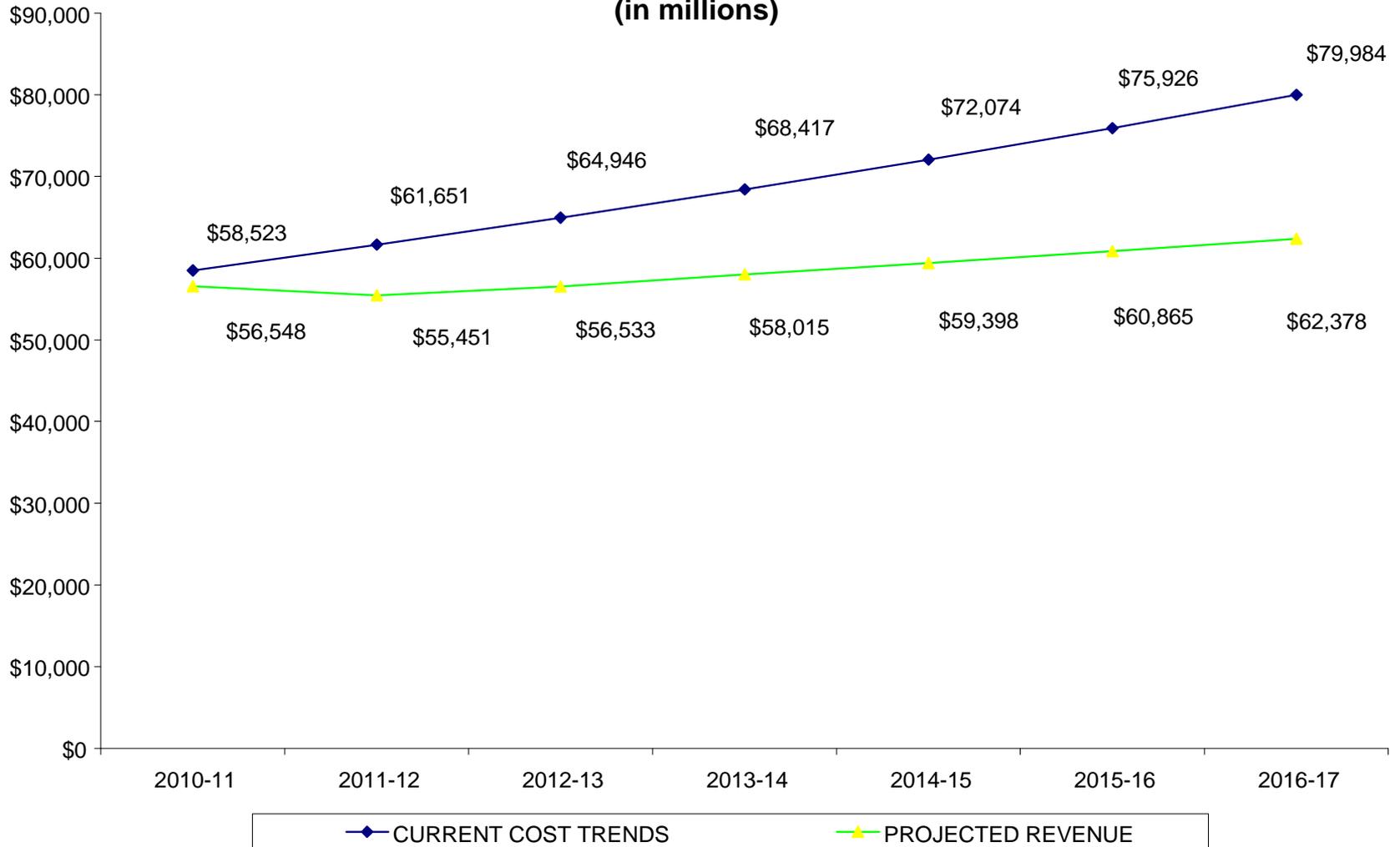
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# What is the Work?

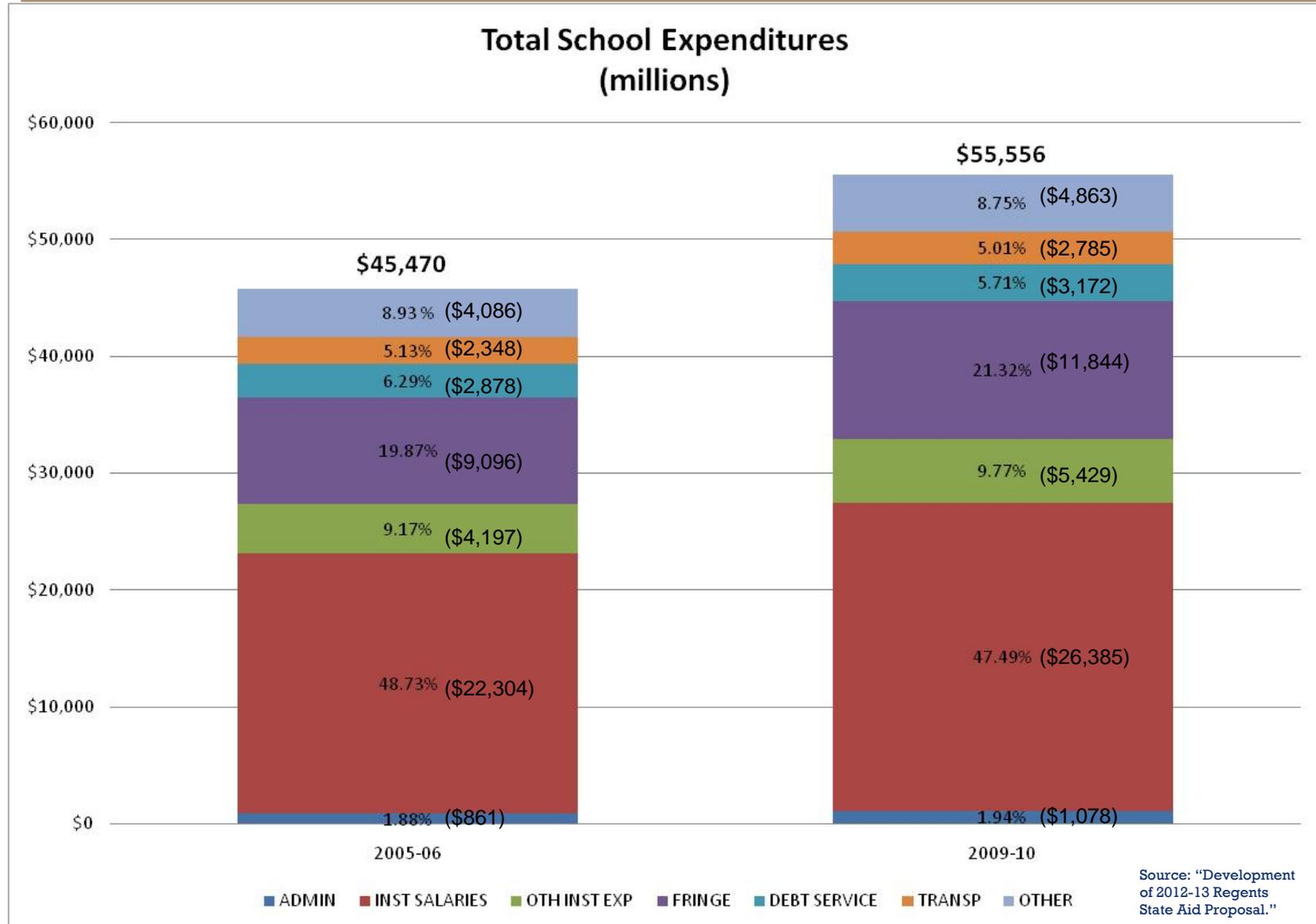
## Providing for strong teaching and learning with limited resources

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

engage<sup>ny</sup>

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Thank You.

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