Rural Schools and the Regents Reform Agenda
Some Good News

• Graduation Rates Rise Despite Tougher Standards (CGR Report)
  • Requirements tightened: 5 Regents

• Passing Grade – 55 to 65

• But Grad Rate has grown from 69%- 74%
**Our Challenge**

Graduating *All* Students College & Career Ready

New York’s 4-year high school graduation rate is 74% for All Students

However, the gaps are disturbing.

### June 2011 Graduation Rate

<table>
<thead>
<tr>
<th>Graduation under Current Requirements</th>
<th>Calculated College and Career Ready*</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Graduating</td>
<td>% Graduating</td>
</tr>
<tr>
<td>All Students</td>
<td>74.0</td>
</tr>
<tr>
<td>American Indian</td>
<td>59.6</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>82.4</td>
</tr>
<tr>
<td>Black</td>
<td>58.4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>58.0</td>
</tr>
<tr>
<td>White</td>
<td>85.1</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>38.2</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>44.6</td>
</tr>
<tr>
<td>All Students</td>
<td>34.7</td>
</tr>
<tr>
<td>American Indian</td>
<td>16.8</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>55.9</td>
</tr>
<tr>
<td>Black</td>
<td>11.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>14.5</td>
</tr>
<tr>
<td>White</td>
<td>48.1</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
Our Challenge
Graduating All Students College & Career Ready

- Today, roughly two-thirds of all new jobs require some form of postsecondary education.

- According to a recent study only 16% of 2009-2011 high school graduates have full-time jobs, compared to 37% for the 2006-2008 classes.
  - 37% of high school graduates attended some college, though only 29% did so on a full-time basis
The Context of Implementation

A new set of challenges

• Fiscal
  - Loss of state aid
  - Exhaustion of reserves
  - Funding inequities
  - Tax cap impact

• Program
  - Loss of student learning opportunities
  - Loss of quality teachers
  - Cutting key support staff
The Work: Providing for strong teaching and learning with limited resources

Impact of Caps on Local and State Revenues for School Districts

(in millions)


www.engageNY.org
School District Expenditures
(2005-06 vs 2009-10)

Total School Expenditures
(millions)

Per Pupil Tax Levy by Property Wealth Under the Tax Cap

2% Levy Increase Per Pupil (Based on 2009-10)

Property Wealth Deciles

The Regents State Aid Proposal
A Strategic Response to the Fiscal Challenges

Regents 2012-13 Proposal

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

- Would have directed 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

- Would have enhanced 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

- Included tough — but fair — choices in reining in the growth of expense-based aids:
  - Would have controlled out-year growth in BOCES Aid and Transportation Aid by focusing resources towards high-need districts
Regents Reform Agenda
A Strategic Response to the Program Challenges

- 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**
The Regents Response to Learning Opportunities
Online and Blended Learning

- Provides access beyond the school offerings
- Personalizes learning/levels the playing field
- Maintains requirements for rigor and quality
- Aidable under BOCES CoSer
- Can be the basis of full courses, Independent Study and Credit by Exam
- Beware of charlatans….
The Regents Response to Learning Opportunities
Regional High Schools

- Gives students more opportunity for learning
  - More elective choices
  - Possibility of Advanced Placement and college ready courses
  - Better laboratory experiences
- Allows districts to maintain local identity
- Utilizes Economies of scale
- Recognizes the limited benefits of consolidation

We’ll keep pushing!!
NCLB Waiver
Critical Flexibility at a Critical Time

An Opportunity for NY to:

- Define Proficiency in Terms of College- and Career- Readiness Standards.
- Measure School and District Success Based on Proficiency and Growth.
- Set Ambitious and Realistic Goals for Improvement.
- Create More Flexible System of Supports and Interventions.
- Give Districts More Flexibility in Use of Federal Funding.

Districts will have the flexibility to:

- Transfer funds among programs (e.g. from Title IIA to Title I).
- Designate “low-performing, low-poverty” Schools as Schoolwide Programs.
- Identify Schools upon which to Focus Improvement Efforts and Direct Funds.
- Use Twenty-First Century Community Learning Centers (21st CCLC) Program Funds during the Regular School Day.
- Decide on Best Use of Set Aside Funds.
The Local Response to the Challenges

• Utilize the power of BOCES – consolidate functions
• Advocate in Albany for school aid changes that don’t punish high need districts
• Focus the work of the District on 3 key strategies
• Utilize resources like EngageNY.org
3 Key Strategies to Raise Student Achievement
Raising Expectations for all

- Data Driven Instruction
- College & Career Ready Students
- Common Core State Standards
- Teacher/Leader Effectiveness
Great Teachers and Leaders
A Key Strategy for Closing the Gap

- Common Core
- Data Driven Instruction
- Educator Standards of Practice
- Focus on High-Need Schools and Districts

Prepare → Develop/Assess → Retain → Monitor and Improve

Great Teachers and Leaders
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www.engageNY.org
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
# Roles Under the New Paradigm....

<table>
<thead>
<tr>
<th>What Boards Do</th>
<th>What Superintendents Do</th>
<th>What Principals Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Educate the community on readiness and the changes needed</td>
<td>• Build Principals’ Capacity and hold them accountable for implementing:</td>
<td>• Build teacher awareness and establish a common language around the Shifts in Instruction demanded by adoption of the Common Core</td>
</tr>
<tr>
<td>• Adopt policies that support the focus on college and career readiness</td>
<td>• The Common Core</td>
<td>• Protect teacher time to plan units which adhere to the Shifts demanded by the Common Core</td>
</tr>
<tr>
<td>• Budget based on values and expectations of the community</td>
<td>• Data-Driven Instruction</td>
<td>• Have a laser-like focus on teaching and learning and build a culture of reflection and continuous improvement</td>
</tr>
<tr>
<td>• Protect human capital investments through professional development</td>
<td>• Evidence based observation</td>
<td>• Spend as much time as possible in classrooms to collect evidence and artifacts to drive improvements in teacher planning and practice</td>
</tr>
<tr>
<td>• Evaluate the Superintendent based on multiple measures, including student achievement, teacher &amp; leader effectiveness</td>
<td>• Foster the use of district-wide, common interim assessments aligned to the Common Core</td>
<td>• Engage in evidence-based, action-oriented conversations with teachers; build teacher capacity &amp; hold them accountable</td>
</tr>
<tr>
<td>• Focus discussion at Board meetings on student achievement, teaching and learning</td>
<td>• Demand that principals foster systems for test-in-hand analysis of interim assessment data to drive changes in teacher practice</td>
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<tr>
<td>• Get Smart on the three school-based initiatives in the Regents Reform Agenda</td>
<td>• Implement effective &amp; aligned professional development at all levels of the district</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demand and Protect principal time in classrooms</td>
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</tr>
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</table>
What are next steps for Districts?

• Get to know the Common Core Standards --professional development video series on www.engageNY.org

• Monthly conversations about implementing Common Core Standards and Data Driven Instruction

• Set policies for teacher and principal evaluations support with strong professional development

• Develop a plan that ensures deep understanding of Common Core, APPR, student achievement data, and fiscal planning.

• Build 2013-14 budget by aligning resources with strategies for improving student achievement through implementation of the Common Core, Data Driven Instruction, and Teacher & Leader Effectiveness
"The most fundamental form of human stupidity is forgetting what we were trying to do in the first place." Friedrich Nietzsche

Our goal is college and career readiness for every student.

Everything we do – APPR, Common Core, Data Driven Instruction – must serve that goal.
Thank You.

Follow me on Twitter
@JohnKingNYSED