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Our Students. Their Moment.

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

Graduation under Current Requirements

	% Graduating
All Students	74.0
American Indian	59.6
Asian/Pacific Islander	82.4
Black	58.4
Hispanic	58.0
White	85.1
English Language Learners	38.2
Students with Disabilities	44.6

Calculated College and Career Ready*

	% Graduating
All Students	34.7
American Indian	16.8
Asian/Pacific Islander	55.9
Black	11.5
Hispanic	14.5
White	48.1
English Language Learners	6.5
Students with Disabilities	4.4

*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**

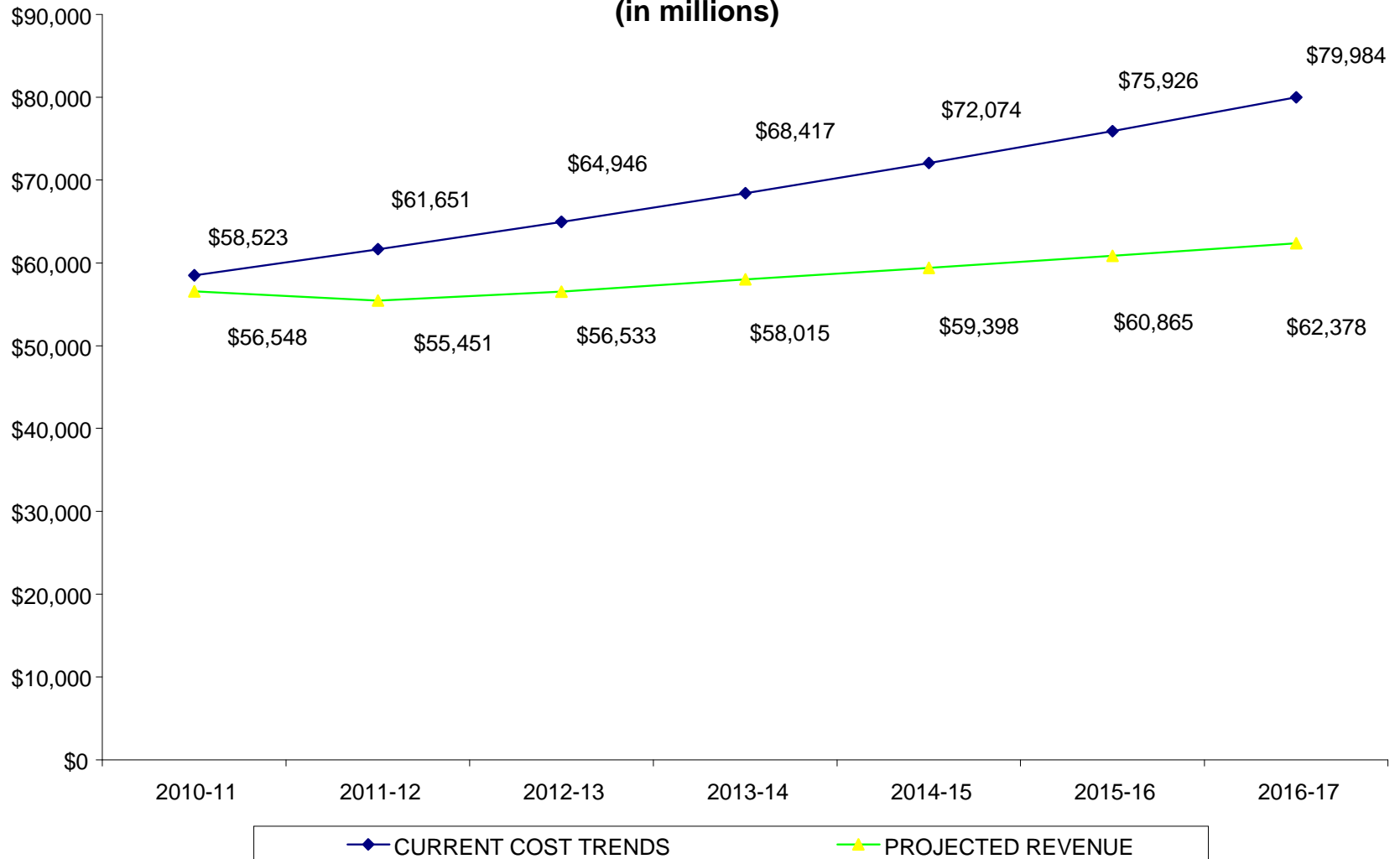
- Loss of state aid
- Exhaustion of reserves
- Funding inequities
- Tax cap impact

- **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

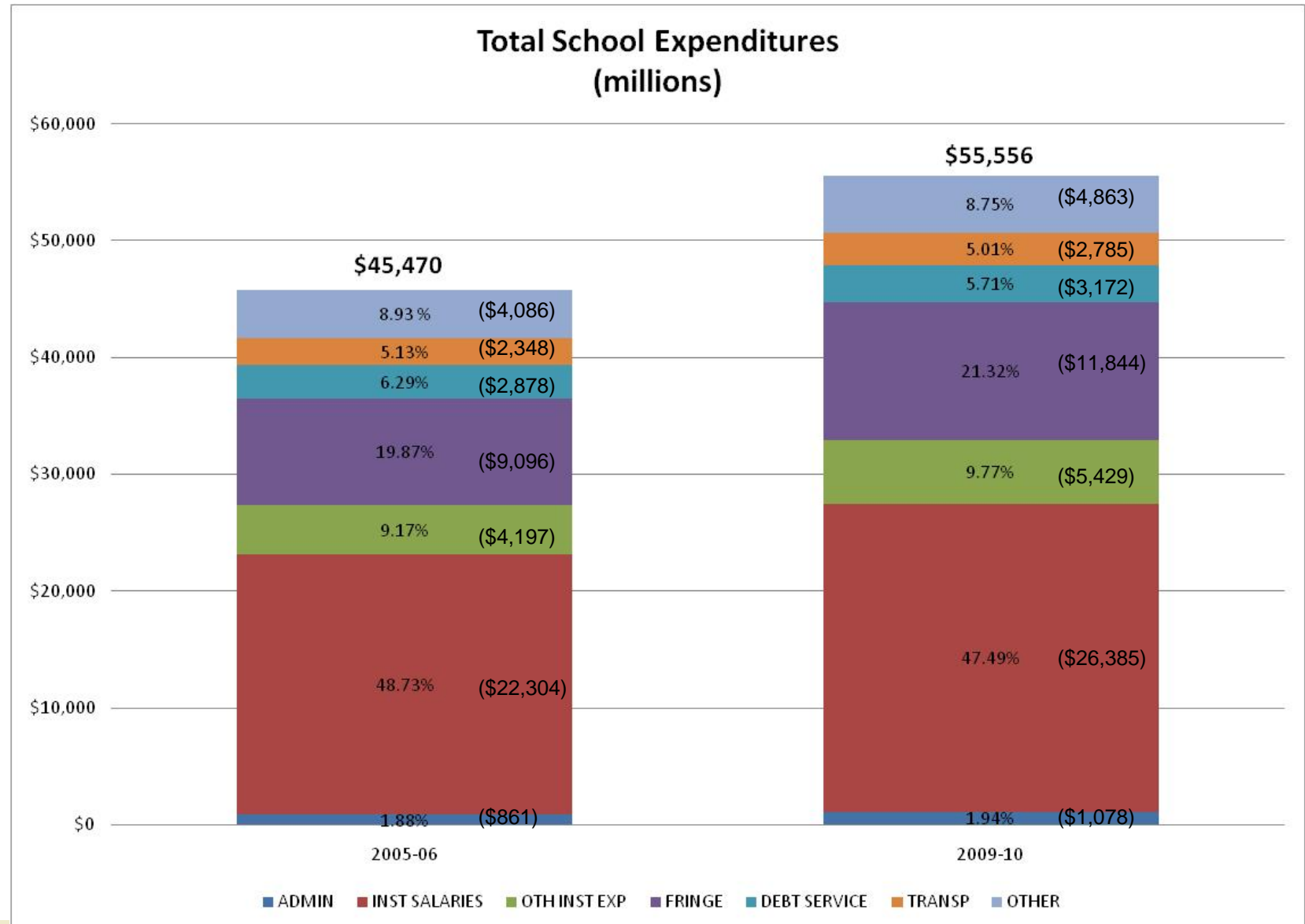
Impact of Caps on Local and State Revenues for School Districts (in millions)



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

School District Expenditures

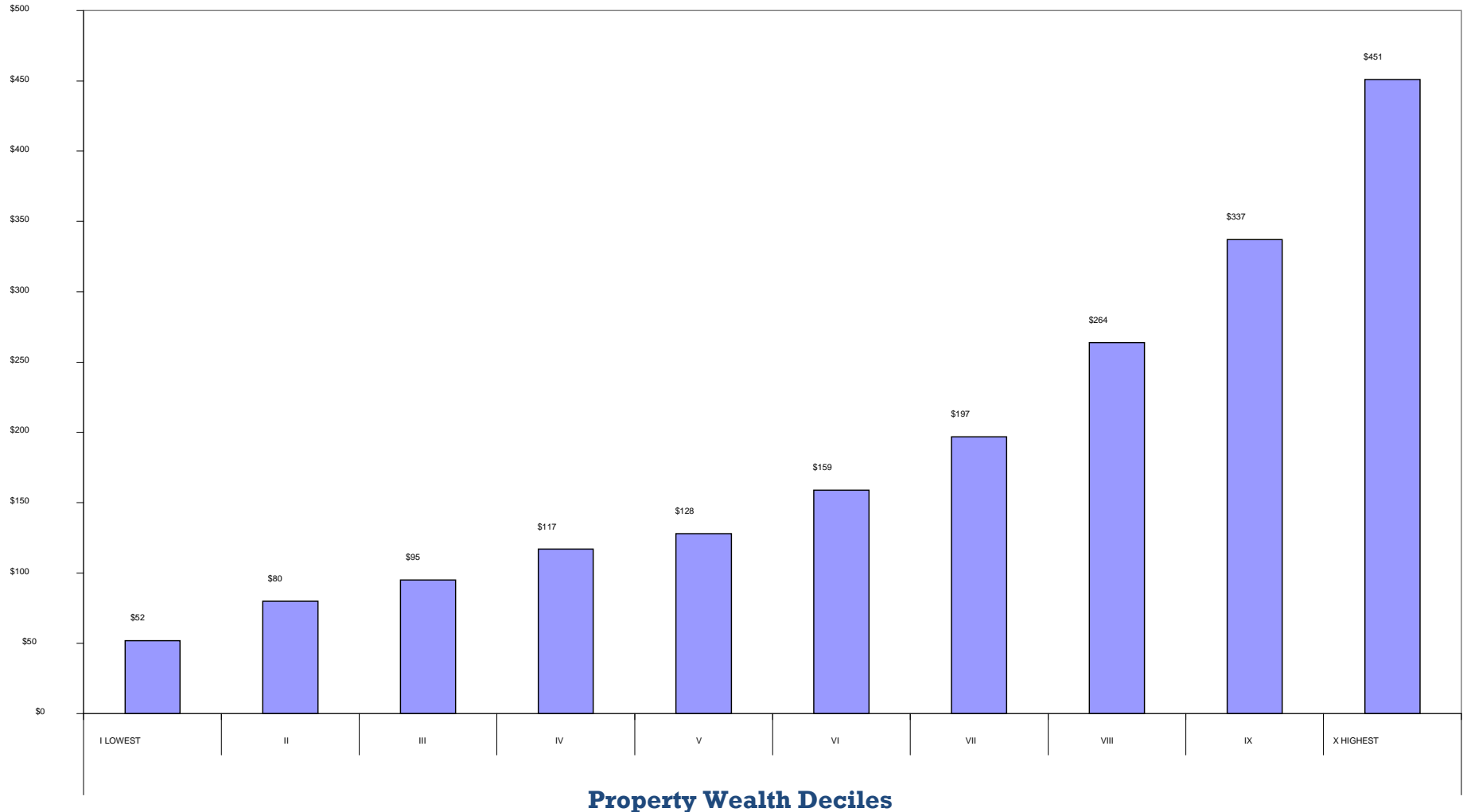
(2005-06 vs 2009-10)



Source: "Development of 2012-13 Regents State Aid Proposal." <http://www.regents.nysed.gov/meetings/2011Meetings/October2011/1011sad1.pdf>

Per Pupil Tax Levy by Property Wealth Under the Tax Cap

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



Property Wealth Deciles

Source: New York State Board of Regents Item. "Development of 2012-13 Regents State Aid Proposal." <http://www.regents.nysed.gov/meetings/2011Meetings/October2011/1011sad1.pdf>

The Regents State Aid Proposal

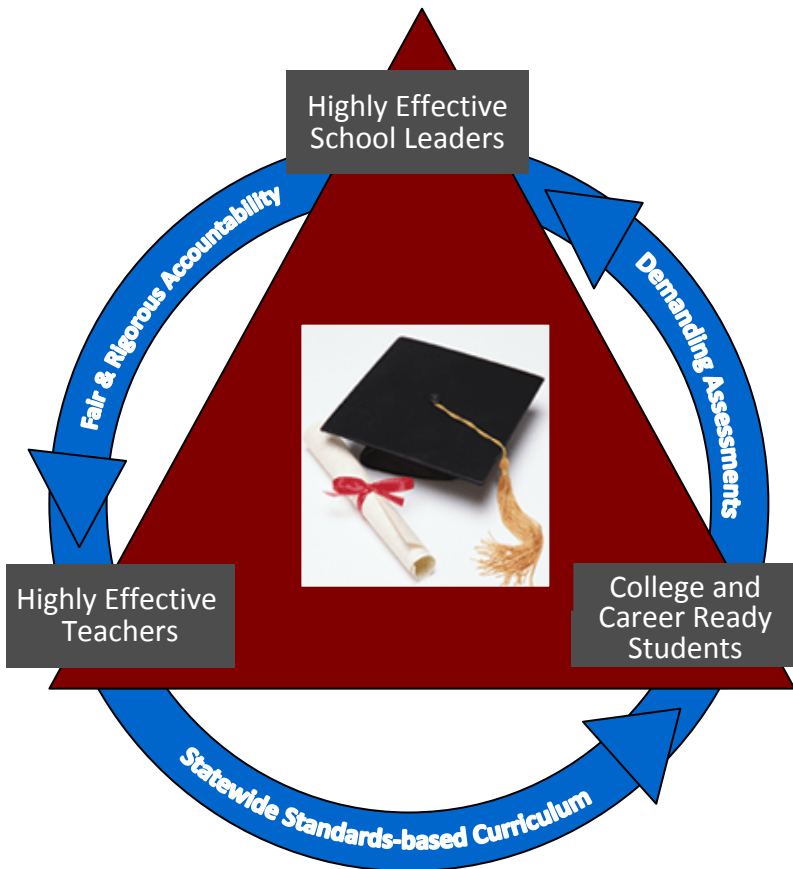
A Strategic Response to the Fiscal Challenges

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:

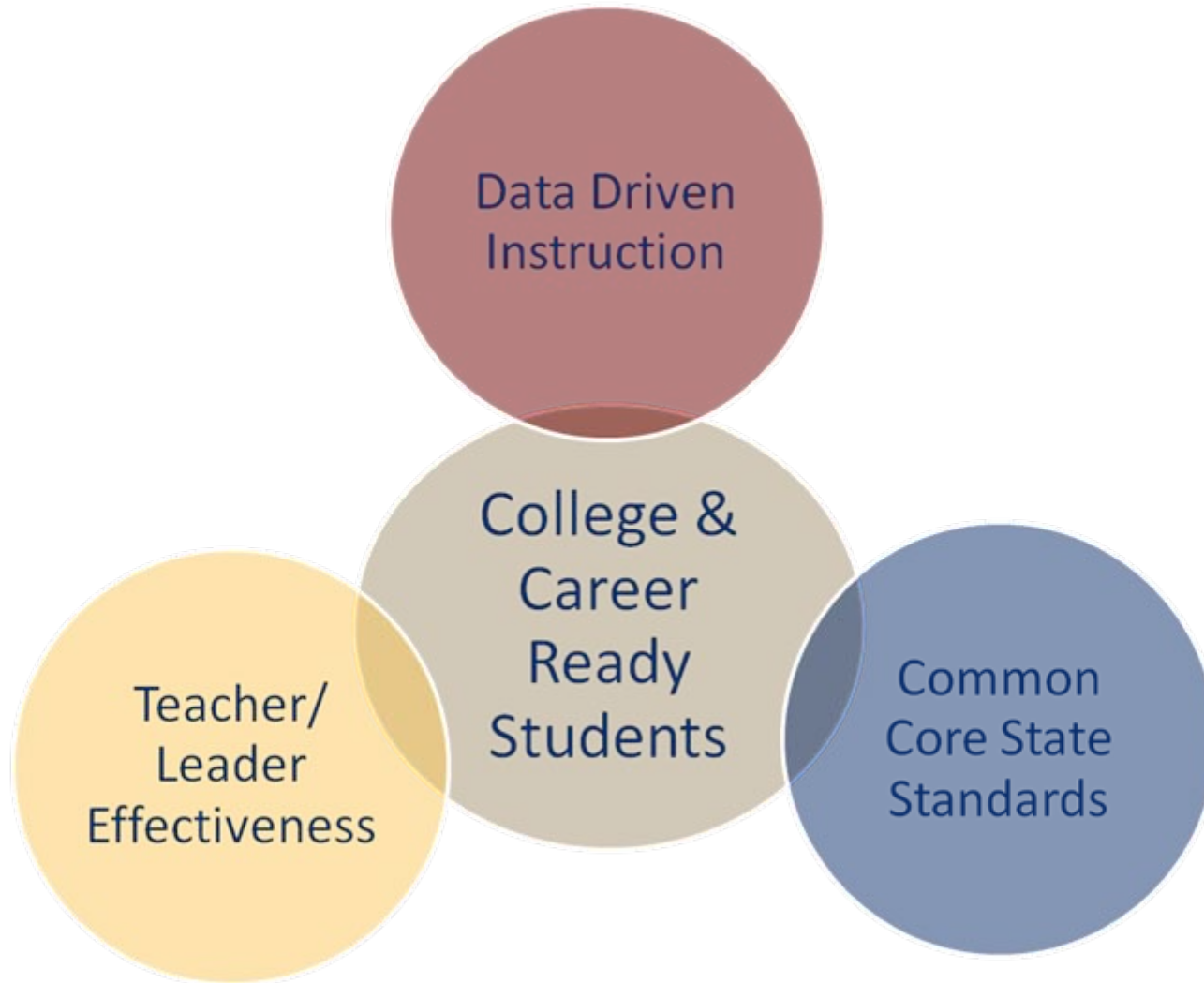
- Transfer funds among programs (e.g. from Title IIA to Title I).
- Designate “low-performing, low-poverty” Schools as Schoolwide Programs.
- Identify Schools upon which to Focus Improvement Efforts and Direct Funds.
- Use Twenty-First Century Community Learning Centers (21st CCLC) Program Funds during 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

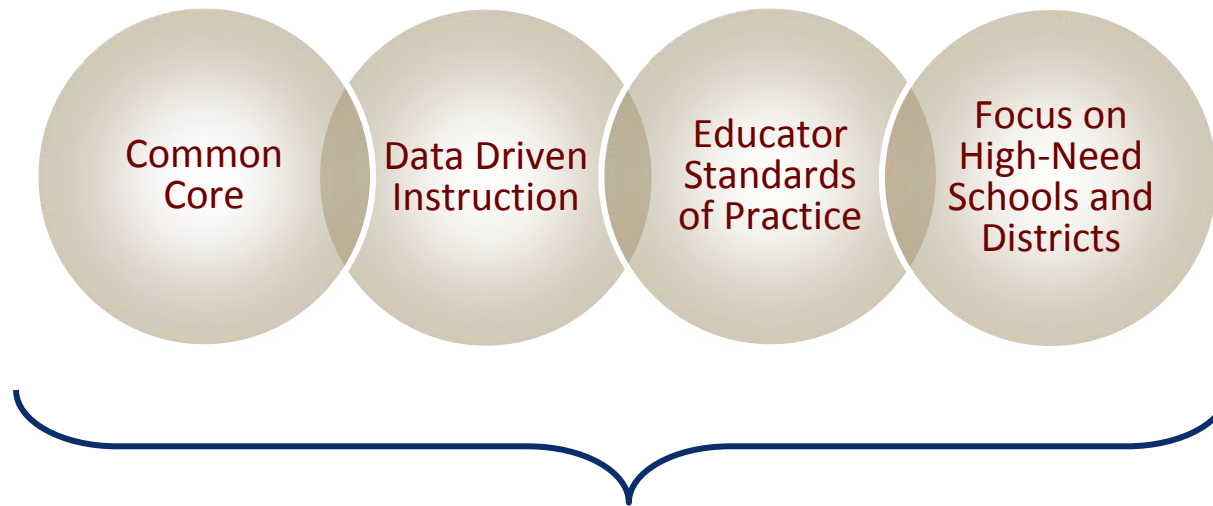
3 Key Strategies to Raise Student Achievement

Raising Expectations for all



Great Teachers and Leaders

A Key Strategy for Closing the Gap



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....

What Boards Do	What Superintendents Do	What Principals Do
<ul style="list-style-type: none"> • Educate the community on readiness and the changes needed • Adopt policies that support the focus on college and career readiness • Budget based on values and expectations of the community • Protect human capital investments through professional development • Evaluate the Superintendent based on multiple measures, including student achievement, teacher & leader effectiveness • Focus discussion at Board meetings on student achievement, teaching and learning • Get Smart on the three school-based initiatives in the Regents Reform Agenda 	<ul style="list-style-type: none"> • Build Principals' Capacity and hold them accountable for implementing: <div data-bbox="660 476 1201 708" style="background-color: #c00000; color: white; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> • The Common Core • Data-Driven Instruction • Evidence based observation </div> • Foster the use of district-wide, common interim assessments aligned to the Common Core • Demand that principals foster systems for test-in-hand analysis of interim assessment data to drive changes in teacher practice • Implement effective & aligned professional development at all levels of the district • Demand and Protect principal time in classrooms 	<ul style="list-style-type: none"> • Build teacher awareness and establish a common language around the Shifts in Instruction demanded by adoption of the Common Core • Protect teacher time to plan units which adhere to the Shifts demanded by the Common Core • Have a laser-like focus on teaching and learning and build a culture of reflection and continuous improvement • Spend as much time as possible in classrooms to collect evidence and artifacts to drive improvements in teacher planning and practice • Engage in evidence-based, action-oriented conversations with teachers; build teacher capacity & hold them accountable • Foster systems for test-in-hand analysis of interim assessment data to drive changes in teacher practice

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.**

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Thank You.

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