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Our Students. Their Moment.

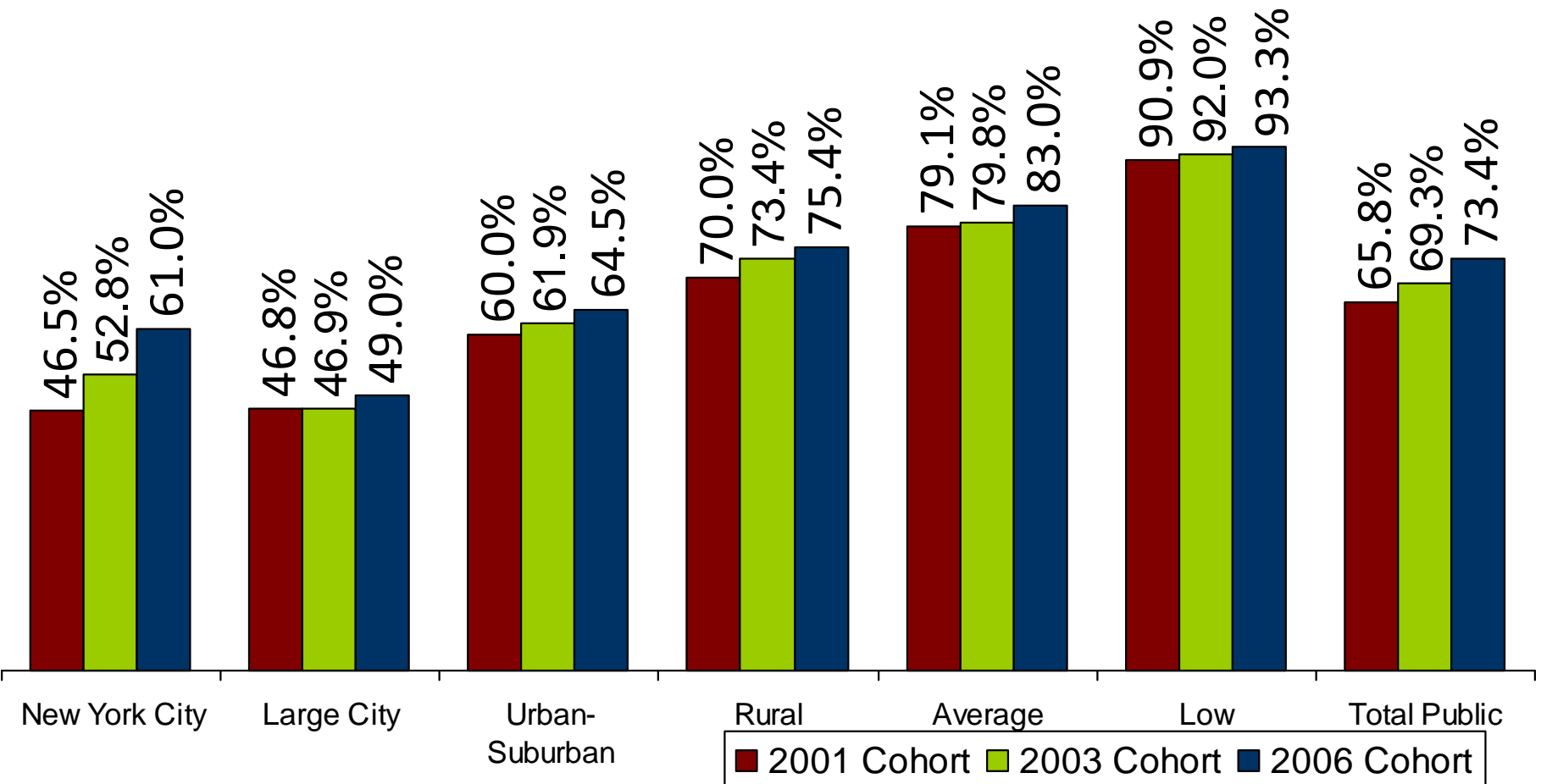
NYSSBA 92nd Annual Convention

October 28, 2011



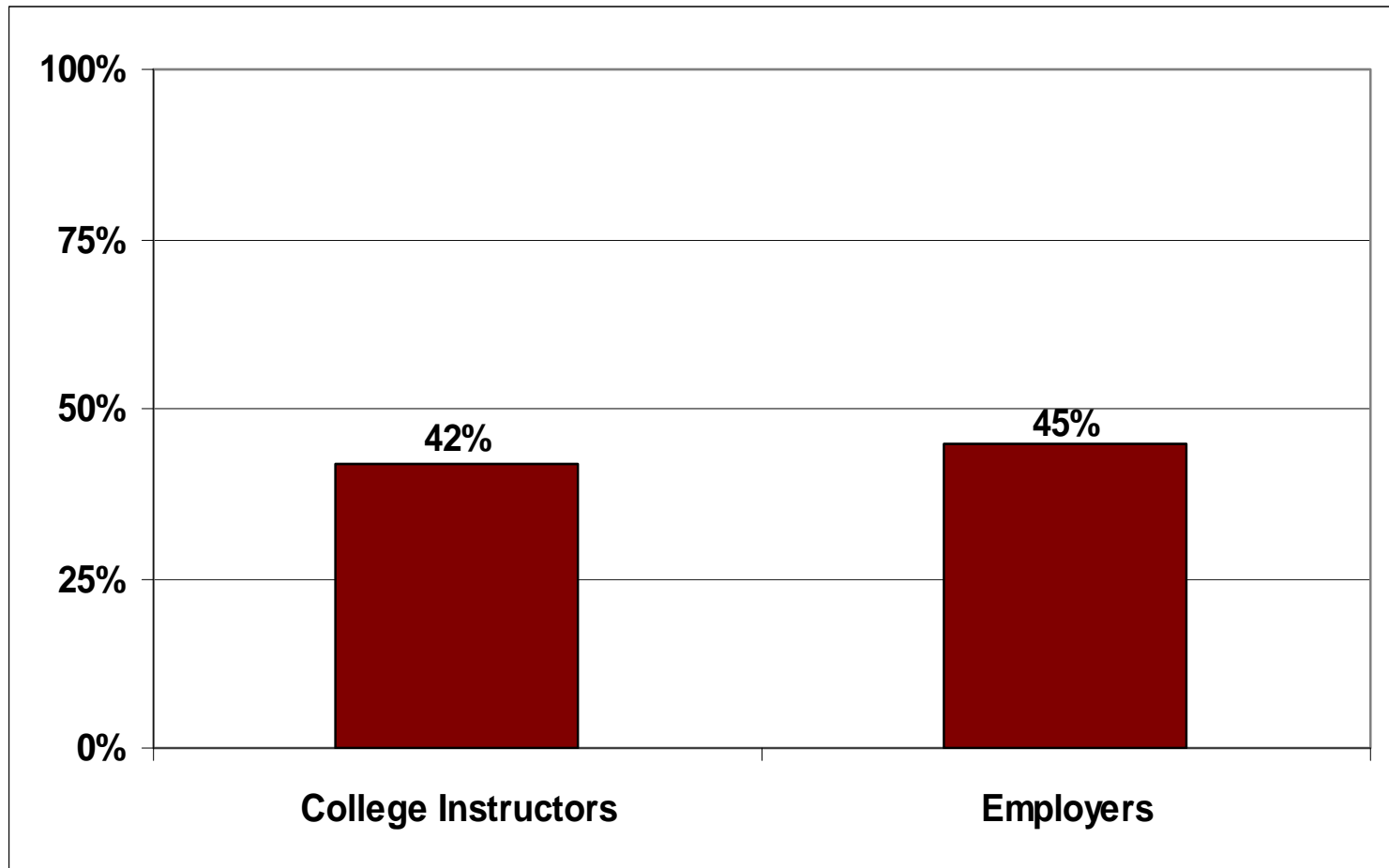
Statewide Graduation Rates Are Up

% Students Graduating with Regents or Local Diploma After 4 Years
Results through June, All Students



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.

A trajectory for College and Career Readiness?

NYS ELA Proficiency Grades 3-8*

- White students: 65%
- Black Students: 34%
- Latino Students: 37%

NYS Math Proficiency Grades 3-8*

- White students: 71%
- Black Students: 41%
- Latino Students: 47%

* “Proficiency” means a score of 3 or 4 in 2010

Source: NYSED Office of Information and Reporting Services

College and Career Readiness

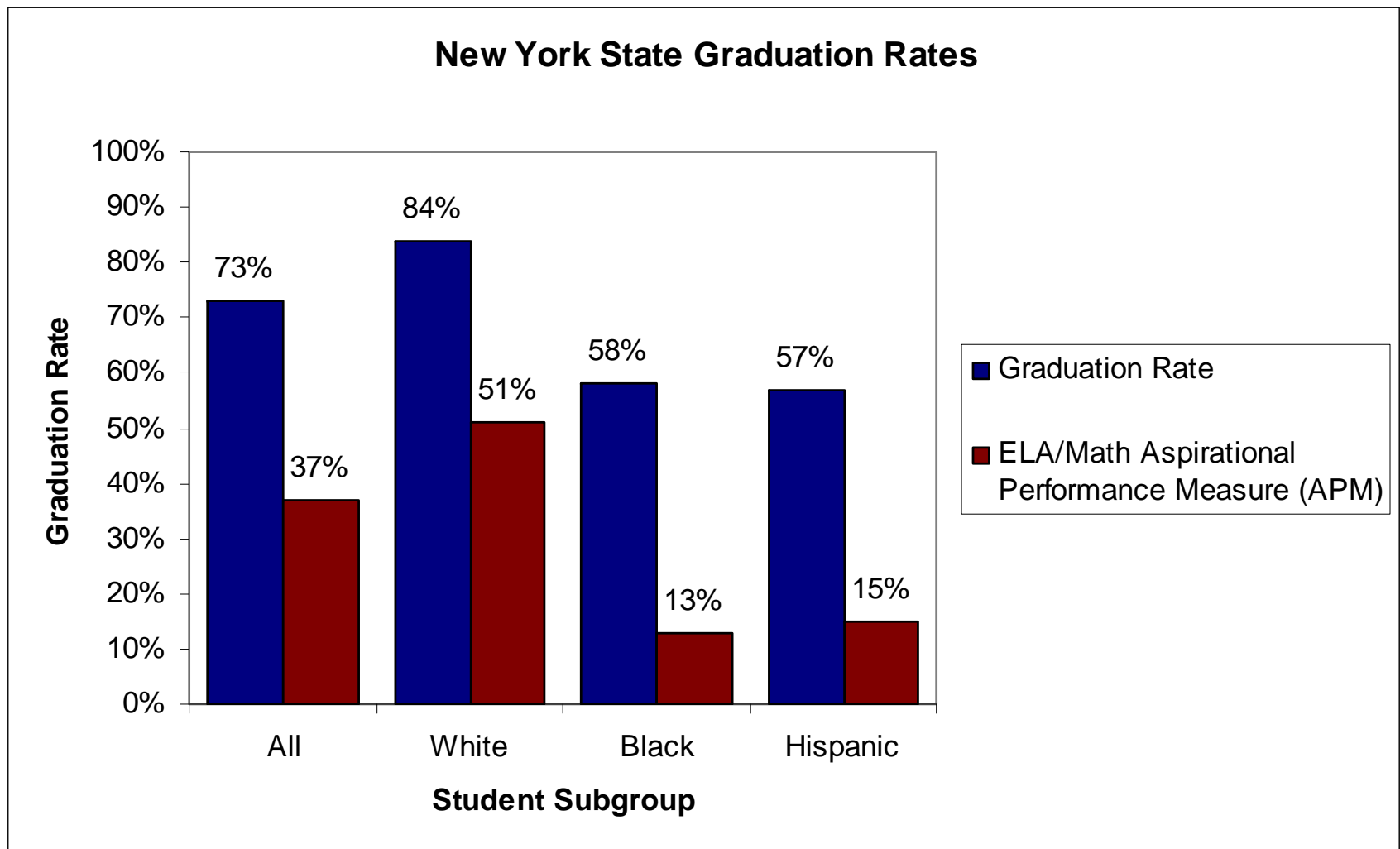
Aspirational Performance Measures

- Regents Diploma with Advanced Designation
- Regents Diploma with Credit-Bearing Course-Ready English Language Arts and Math Scores

Other College and Career Readiness Indicators

- International Baccalaureate Diplomas
- Advanced Placement Courses
- Earning College Credits in High School

Graduation Rates in New York State*



* 2006 cohort, four-year outcomes through June

Source: NYSED Office of Information and Reporting Services

Increasing Demands of Economic Competitiveness

The global economy is changing the nature of work and the kinds of jobs our young people will enter.

Jobs that once required a high school degree and paid a family-sustaining-wage and included retirement and health benefits are disappearing, and new jobs require more knowledge and skills than ever before.

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

Experts say this percentage only will increase in the future.

Source: Achieve.org

Why Do We Need To Change?

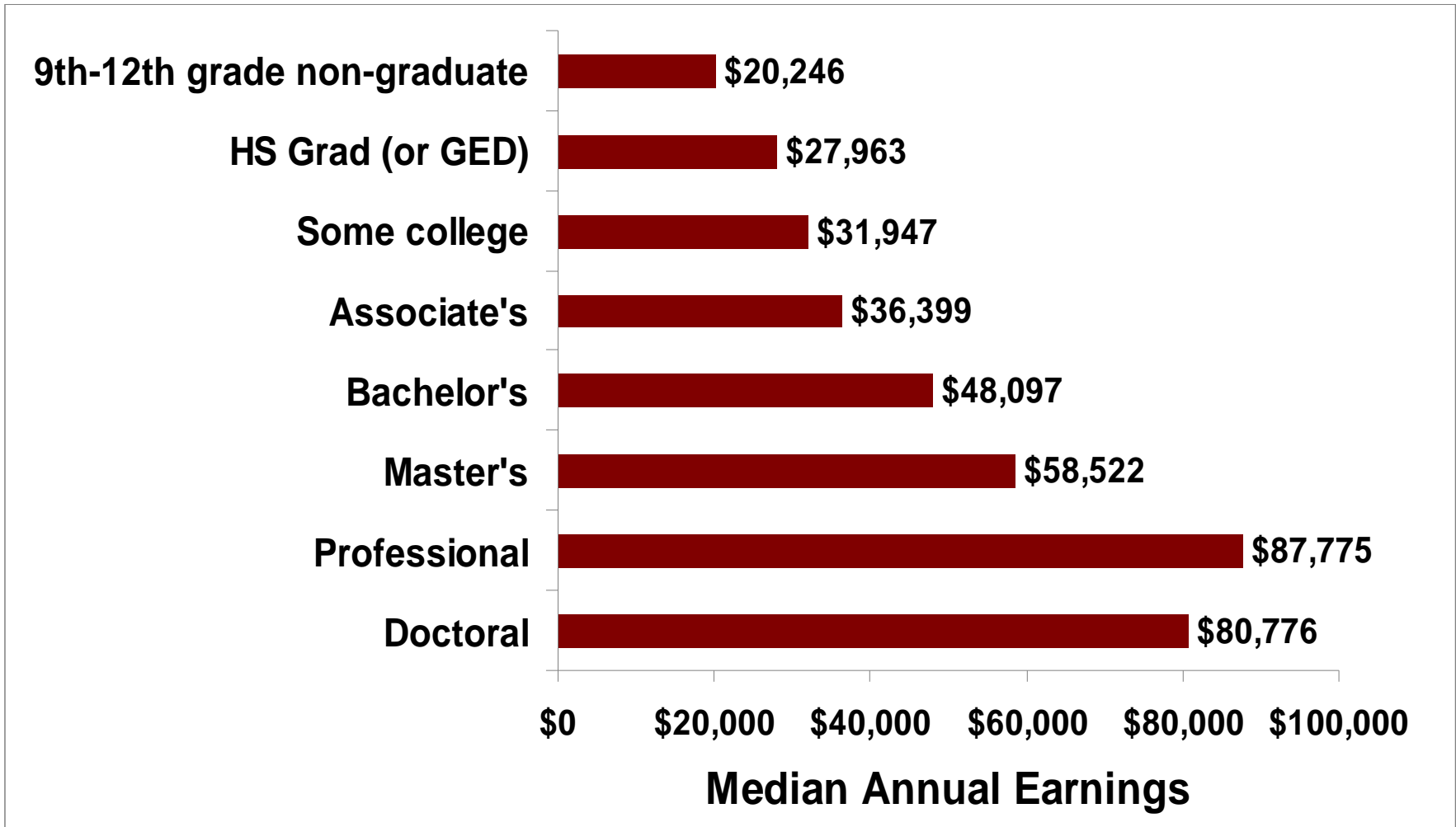
7 of the Top 10 Fastest-Growing Occupations Require a Post-Secondary Degree

Education or training level for fastest growing occupations, 2008 to 2018

Rank	Title	Education or training level
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

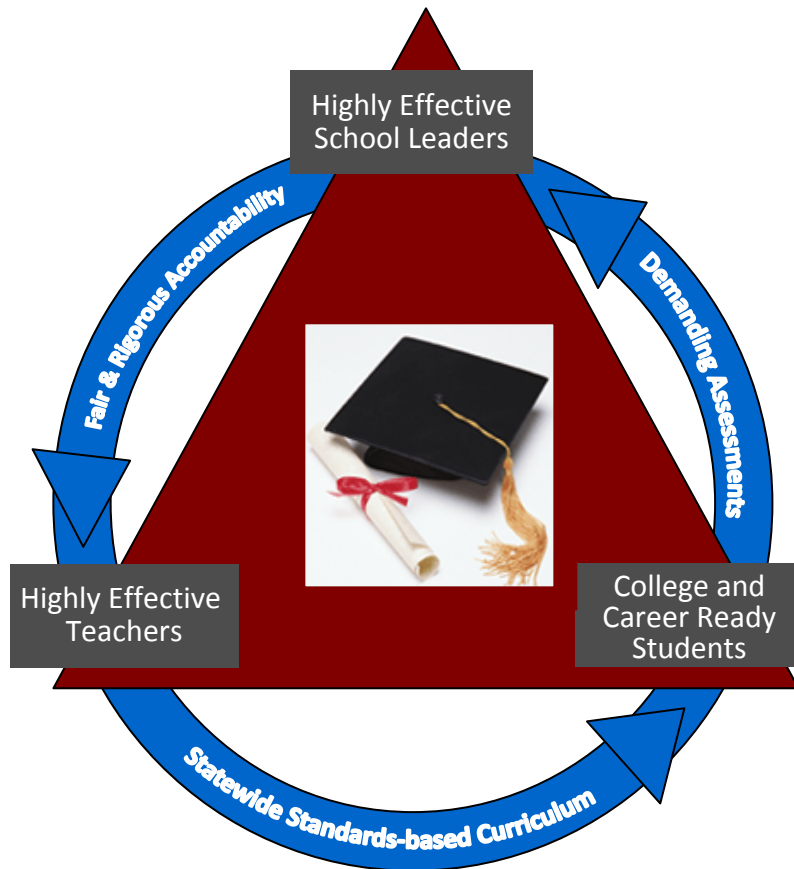
Source: Employment Projections Program, U.S. Department of Labor, U.S. Bureau of Labor Statistics

Higher education degree holders earn more and contribute more to economic growth



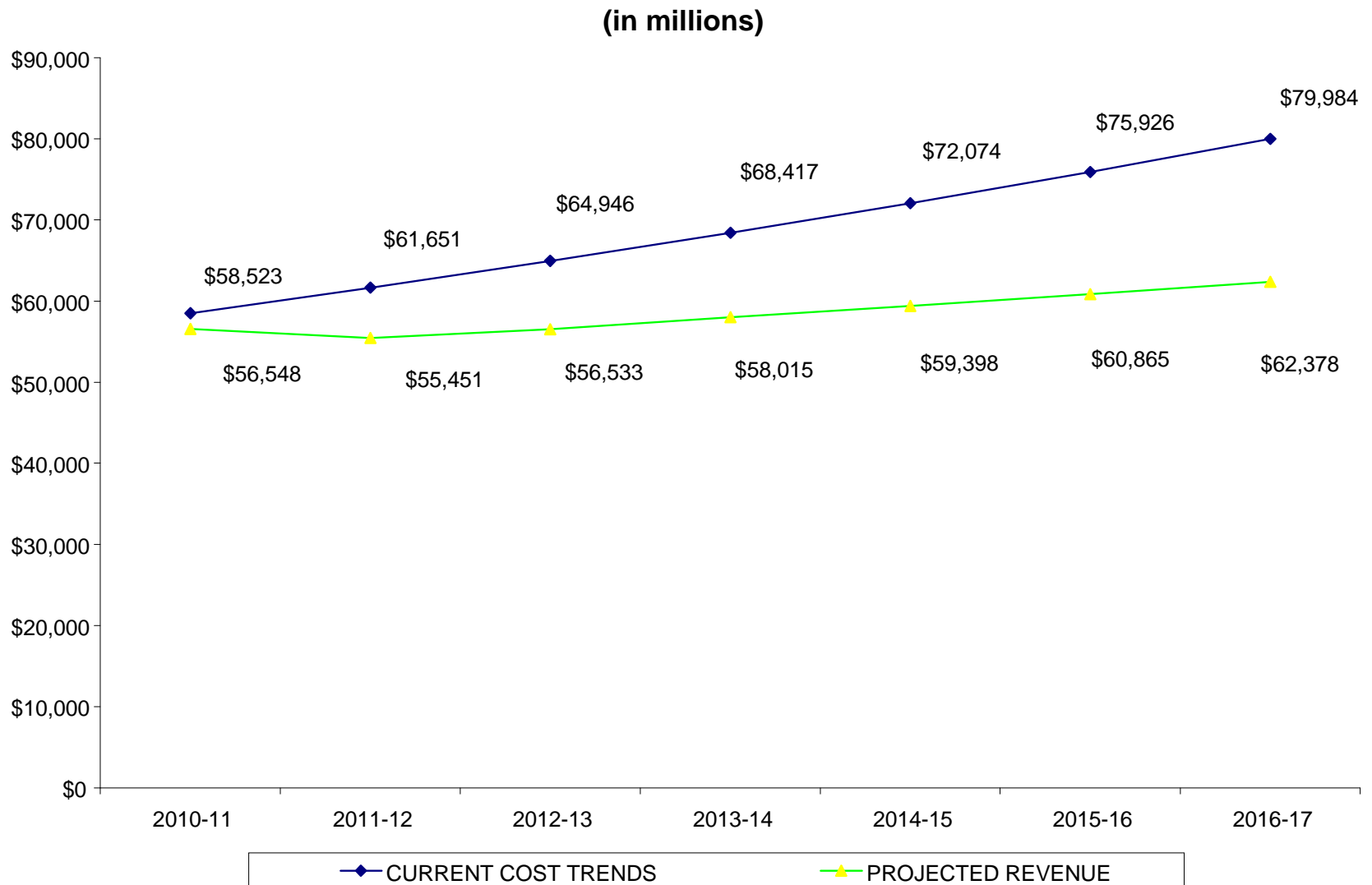
Source: Current Population Survey, 2008

Regents Reform Agenda



- Adopting 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

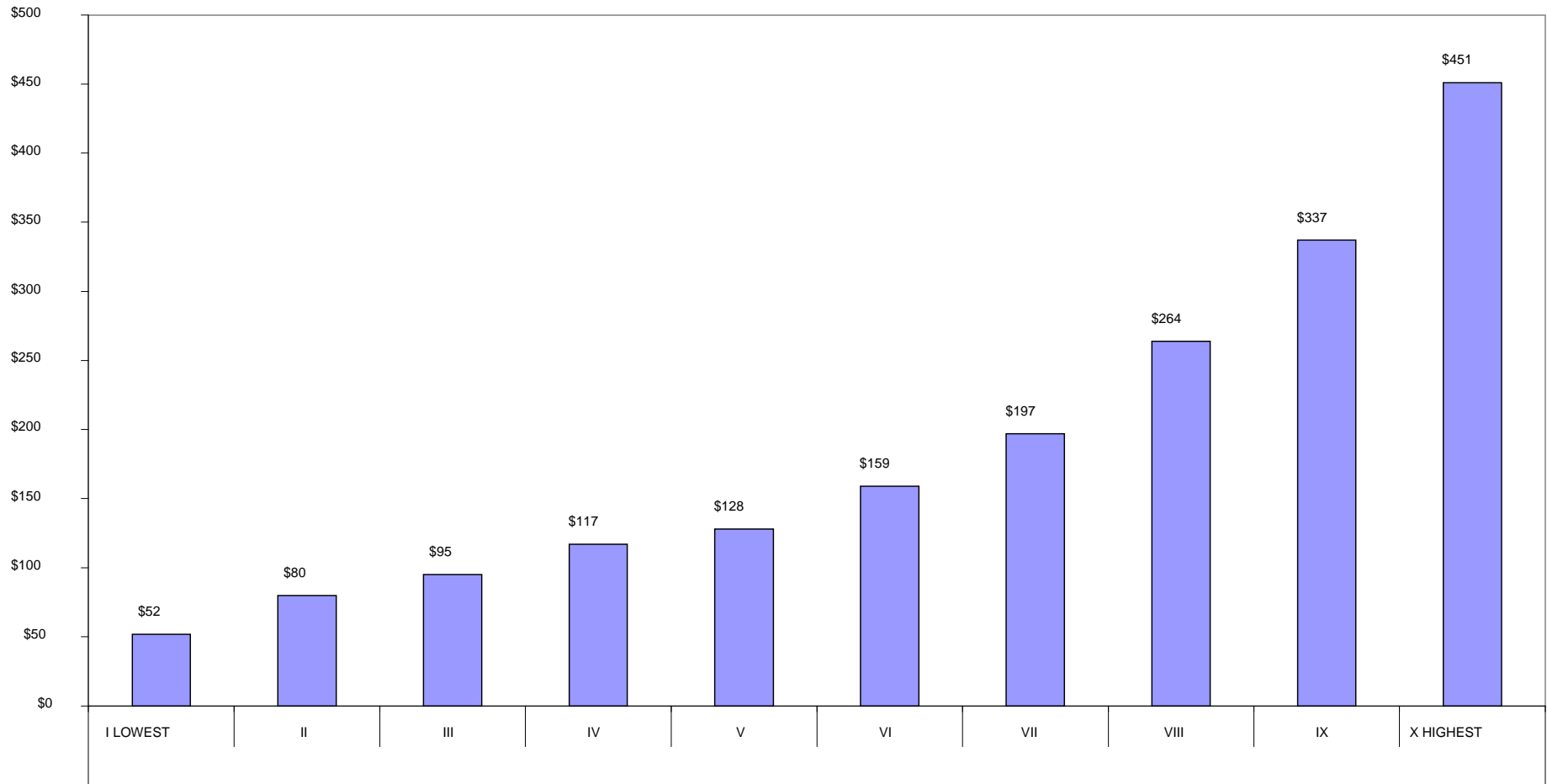
Impact of Caps on Local and State Revenues for School Districts



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>

Per Pupil Tax Levy by Property Wealth Under the Tax Cap

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

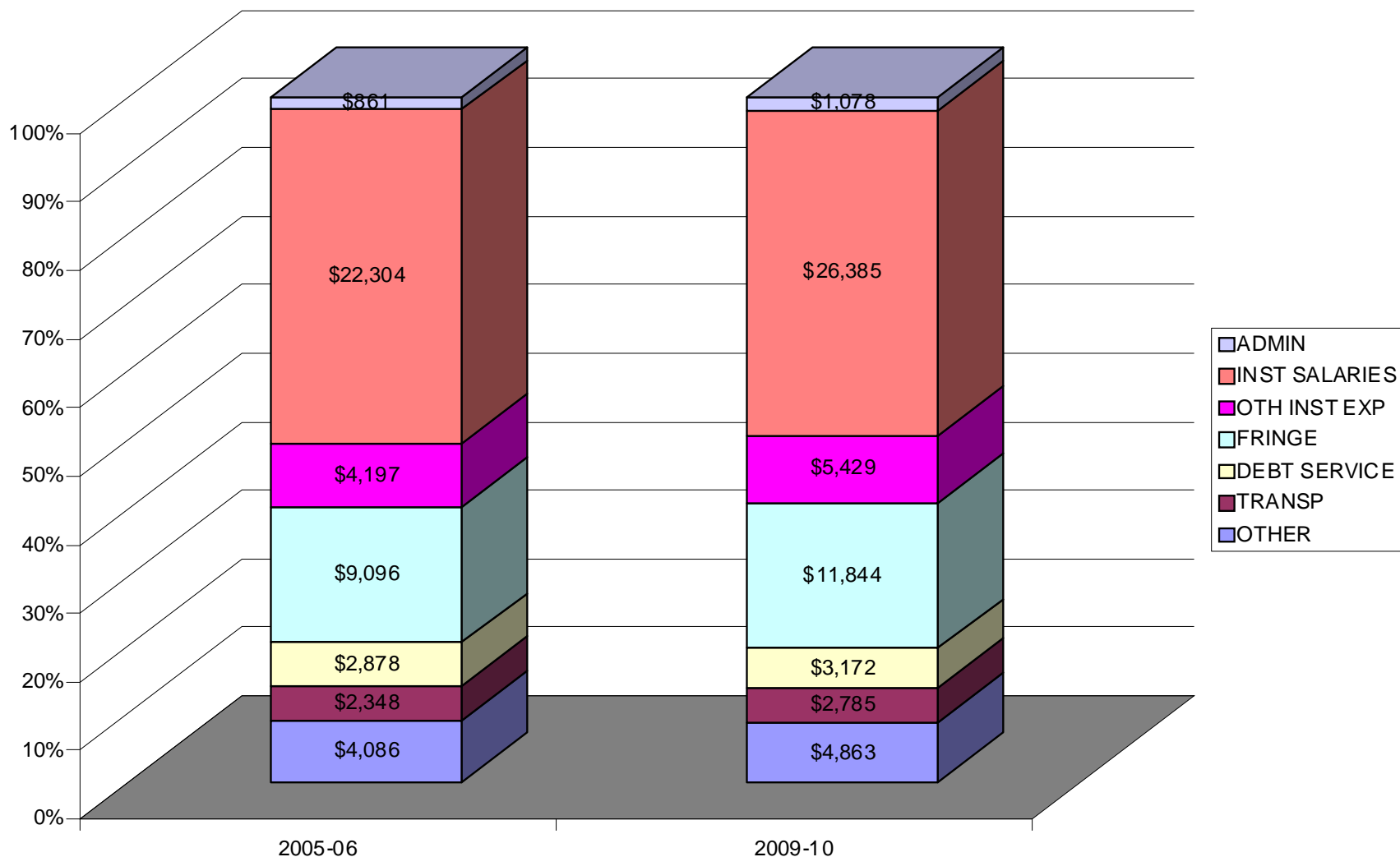


Property Wealth Deciles

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>

Increases in Districts' Expenditures 2005-06 to 2009-10

Expenditures in 2005-06 and 2009-10 (in Millions)

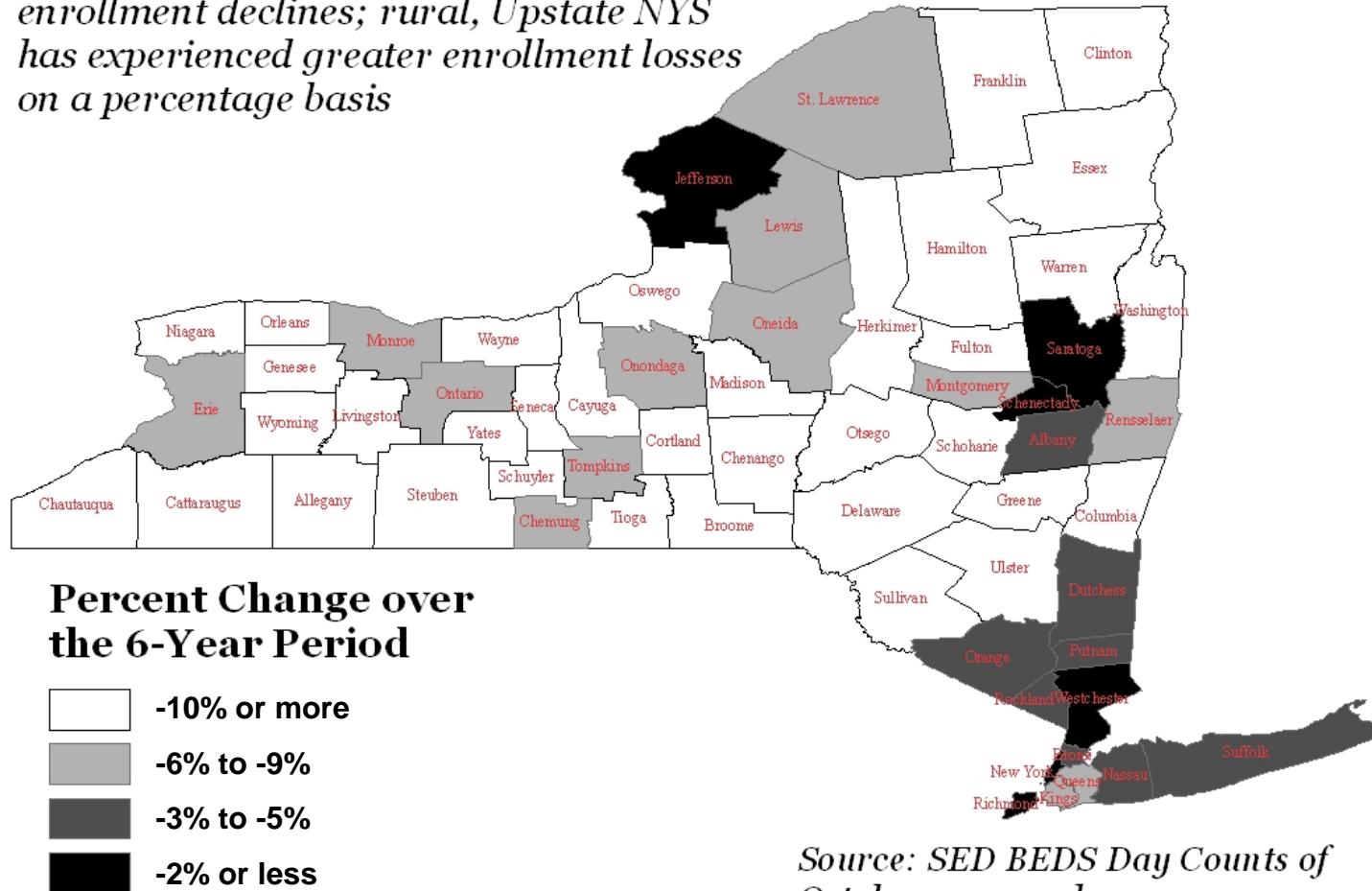


Source: New York State Board of Regents Item. "Development of 2012-13 Regents State Aid Proposal." <http://www.regents.nysed.gov/meetings/2011Meetings/October2011/1011sad1.pdf>

Many Districts Face Declining Enrollment

Average Percent Change in Student Enrollment By County, School Year 2003-04 to 2009-10

Hudson Valley, NYC and Capital Region Counties have experienced the smallest enrollment declines; rural, Upstate NYS has experienced greater enrollment losses on a percentage basis



Source: SED BEDS Day Counts of October 2003 and 2009

Reorganization of School Districts

Year	Number of Districts	Decrease
1870	11,372	
1890	11,216	- 156
1910	10,565	- 651
1930	9,118	- 1,447
1940	6,397	- 2,721
1950	3,189	- 3,208
1960	1,293	- 1,896
1970	760	- 533
1980	739	- 21
1990	720	- 19
2000	704	- 16
2011	697	- 7

Source: NYSED Office of School Operations

Three Paths Forward

Scenario #1

Slow cuts that work to erode public education

Scenario #2

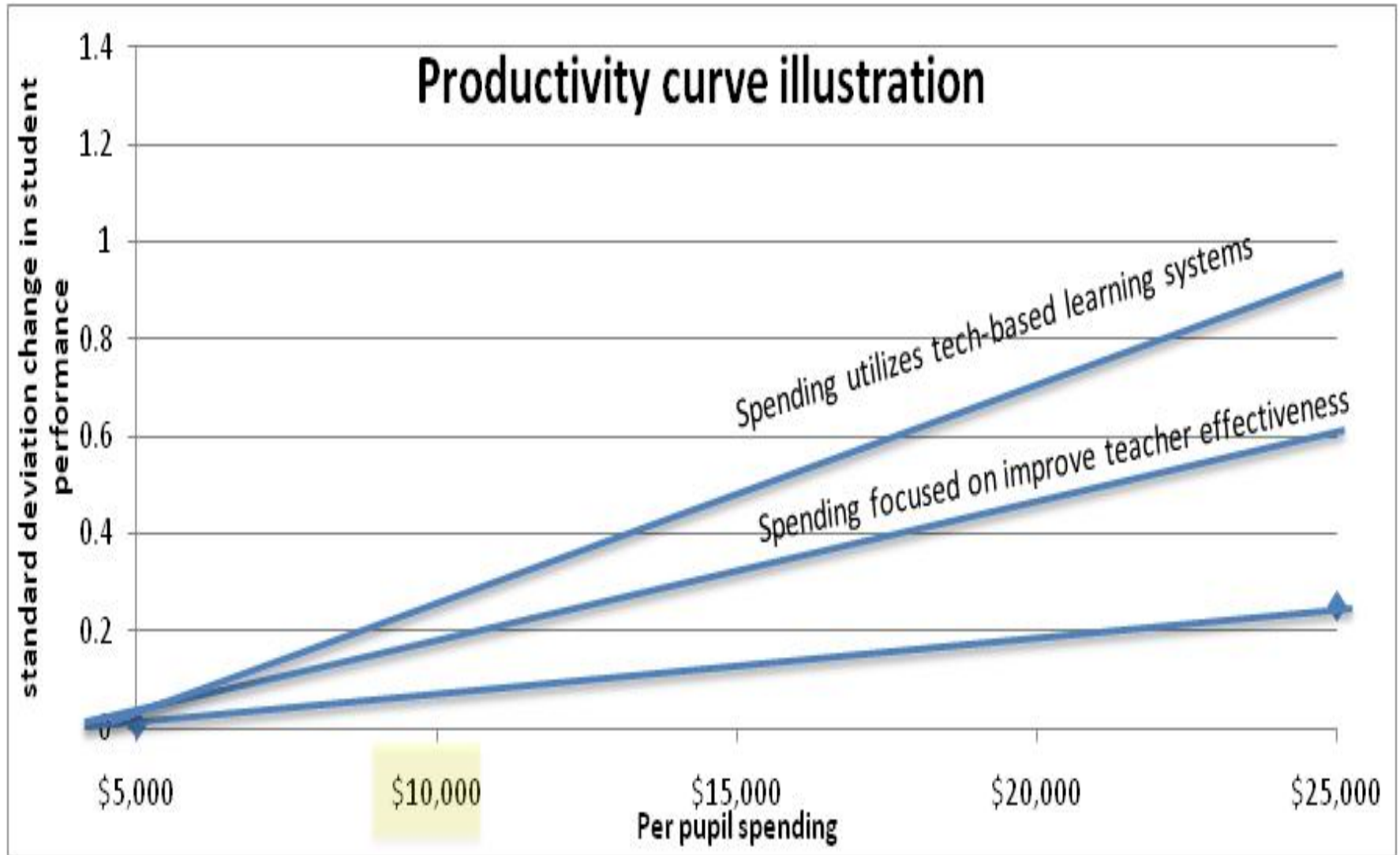
Tinker around the edges, trying to protect students and learning

Scenario #3

Redesign schooling to improve processes and outcomes, and sustainability

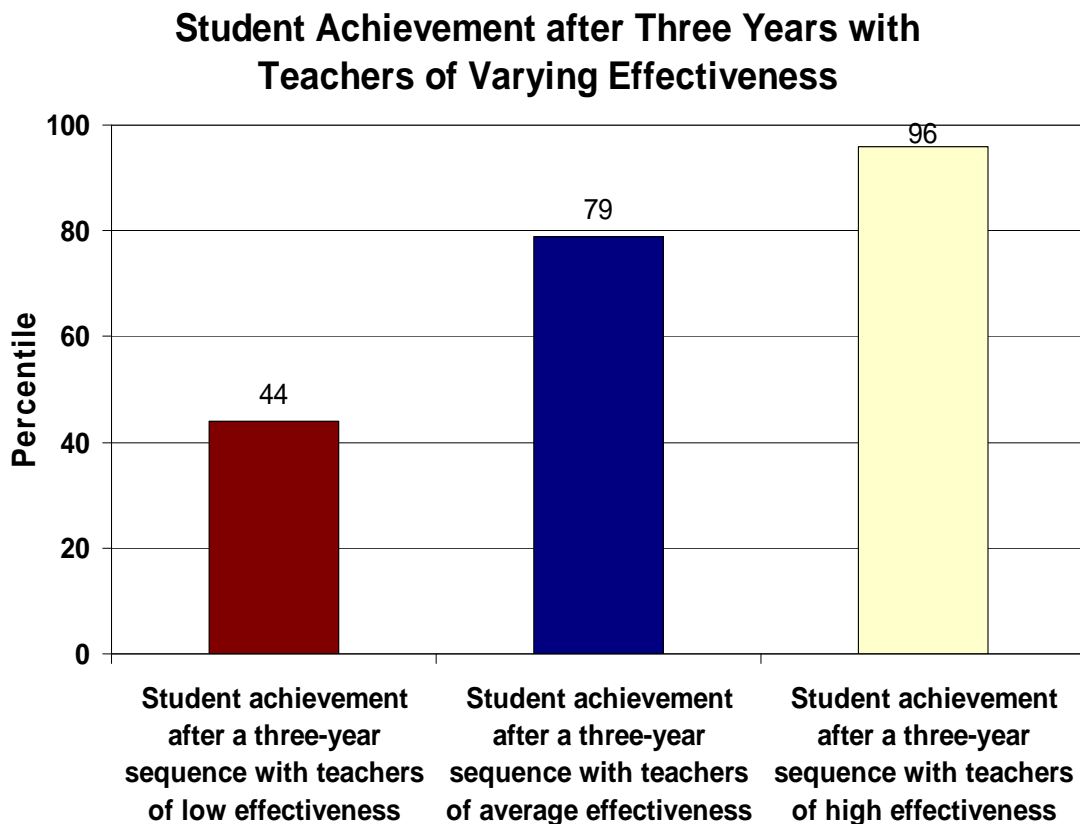
Source: Marguerite Roza, September 13 2011 Presentation to School Finance Symposium hosted by the Board of Regents.

Productivity Curve



Source: Marguerite Roza, September 13 2011 Presentation to School Finance Symposium hosted by the Board of Regents.

Teachers Matter Most



Research shows that an effective teacher is the most important contributor to student learning.

Students with effective teachers three years in a row will bridge the achievement gap.

Differences in student achievement of 50 percentile points were observed as a result of teacher sequence after only three years.

William L. Sanders and June C. Rivers: "Cumulative and Residual Effects of Teachers on Future Student Academic Achievement"

Roles Under the New Paradigm....

What Boards Do	What Superintendents Do	What Principals Do
<ul style="list-style-type: none"> • Adopt policies that support the focus on college and career readiness • Budget based on values and expectations of the community • Focus discussion at Board meetings on student achievement • Evaluate the Superintendent based on multiple measures, including student achievement • Educate the community on readiness and the changes needed • Protect investments through professional development 	<ul style="list-style-type: none"> • Supervise and support principals in their implementation of: <ul style="list-style-type: none"> • Common Core State Standards • Data-Driven Instruction • Teacher Effectiveness through evidence-based observation • Use just in time data to maintain focus on student achievement • Implement effective professional development at all levels of the district • Arrange human capital so as to protect time of principals in classrooms 	<ul style="list-style-type: none"> • Focus laser-like on teaching and learning and build a culture of continuous improvement • Spend as much time as possible in classrooms to collect evidence and artifacts of effective practice • Engage in honest conversations about teacher performance • Use data from formative and interim assessments to guide improvements in teaching • Participate in professional development which leads to improved instructional leadership

What are next steps for Board members?

1. Get to know the Common Core by watching the professional development video series with our governance team and complete the post-video activities to internalize the information presented in the videos.
2. Engage in monthly conversations with the superintendent about how the Common Core will be implemented in our district (request a model lesson to be demonstrated to the Board)
3. Set policies that ensure that all teachers and principals will be evaluated and supported with professional development based on what works.
4. Develop a professional development plan for the governance team that focuses on Common Core State Standards, Annual Professional Performance Review, student achievement data, and fiscal planning.
5. Build our 2012-13 budget by aligning resources with the strategy to reach our goals for improving student achievement

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Thank You.

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