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

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

<table>
<thead>
<tr>
<th>Rank</th>
<th>Title</th>
<th>Education or training level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Biomedical engineers</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>2</td>
<td>Network systems analysts</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>3</td>
<td>Home health aides</td>
<td>Short-term on-the-job training</td>
</tr>
<tr>
<td>4</td>
<td>Personal and home care aides</td>
<td>Short-term on-the-job training</td>
</tr>
<tr>
<td>5</td>
<td>Financial examiners</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>6</td>
<td>Medical scientists</td>
<td>Doctoral degree</td>
</tr>
<tr>
<td>7</td>
<td>Physician assistants</td>
<td>Master's degree</td>
</tr>
<tr>
<td>8</td>
<td>Skin care specialists</td>
<td>Postsecondary vocational award</td>
</tr>
<tr>
<td>9</td>
<td>Biochemists and biophysicists</td>
<td>Doctoral degree</td>
</tr>
<tr>
<td>10</td>
<td>Athletic trainers</td>
<td>Bachelor's degree</td>
</tr>
</tbody>
</table>

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

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

(in millions)

Per Pupil Tax Levy by Property Wealth Under the Tax Cap

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

Property Wealth Deciles

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

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

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.

Percent Change over the 6-Year Period

-10% or more
-6% to -9%
-3% to -5%
-2% or less

Source: SED BEDS Day Counts of October 2003 and 2009
## Reorganization of School Districts

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

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.
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....

<table>
<thead>
<tr>
<th>What Boards Do</th>
<th>What Superintendents Do</th>
<th>What Principals Do</th>
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</thead>
<tbody>
<tr>
<td>• Adopt policies that support the focus on college and career readiness</td>
<td>• Supervise and support principals in their implementation of:</td>
<td>• Focus laser-like on teaching and learning and build a culture of continuous improvement</td>
</tr>
<tr>
<td>• Budget based on values and expectations of the community</td>
<td>• Common Core State Standards</td>
<td>• Spend as much time as possible in classrooms to collect evidence and artifacts of effective practice</td>
</tr>
<tr>
<td>• Focus discussion at Board meetings on student achievement</td>
<td>• Data-Driven Instruction</td>
<td>• Engage in honest conversations about teacher performance</td>
</tr>
<tr>
<td>• Evaluate the Superintendent based on multiple measures, including student achievement</td>
<td>• Teacher Effectiveness through evidence-based observation</td>
<td>• Use data from formative and interim assessments to guide improvements in teaching</td>
</tr>
<tr>
<td>• Educate the community on readiness and the changes needed</td>
<td>• Use just in time data to maintain focus on student achievement</td>
<td>• Participate in professional development which leads to improved instructional leadership</td>
</tr>
<tr>
<td>• Protect investments through professional development</td>
<td>• Implement effective professional development at all levels of the district</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Arrange human capital so as to protect time of principals in classrooms</td>
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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
Thank You.

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