



University of the State of New York
State Education Department

Continue the Investment in Student Achievement 2008-2009



Presentation by
Commissioner Richard P. Mills
to the Joint Legislative Fiscal
Committees

February 4, 2008

Improve Performance of the P-16 Education System

- Raise overall performance to sustain the State's economy in the face of global competition.
 - Close the gap in academic achievement along the lines of income, race and ethnicity, language and disability in elementary, middle, secondary and continuing education.
 - Promote access, affordability, and excellence in postsecondary education.
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Achievement is Up and Gaps are Narrowing – but Not Enough.

To raise performance even more, need to address challenges from a whole systems perspective:
PreK through Postsecondary (P-16)

Regents Budget Priorities

1. Improve achievement for students in greatest need.
 2. Reduce and then eliminate the inequitable distribution of teaching talent.
 3. Implement year 2 of P-16 accountability.
 4. Improve student achievement by increasing access to museums, cultural institutions, online information and libraries.
 5. Enable more disabled persons to live and work independently.
 6. Strengthen student safety.
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Achievement is Up

National View

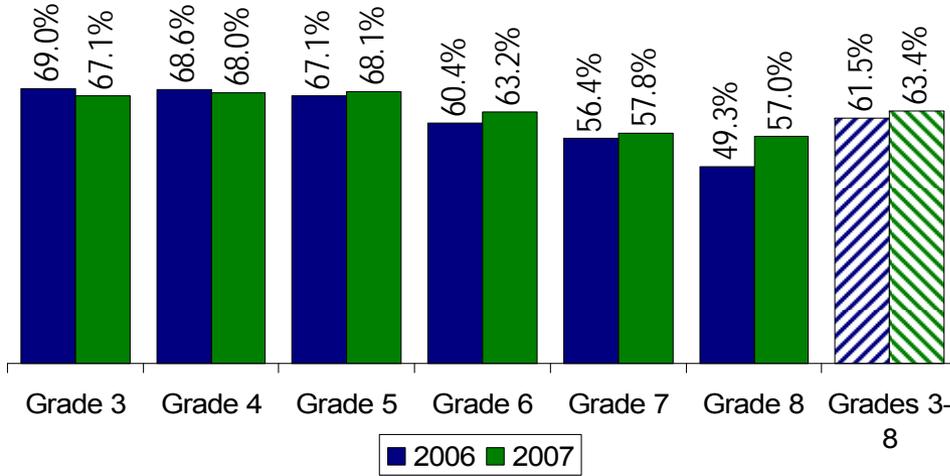
- New York's Black and Hispanic 4th graders have made gains in reading achievement that exceed those of the nation (NAEP) since 1999 when the Regents raised standards.
- New York leads the nation in students taking AP tests and scoring 3 or better.
- New York ranks 2nd in nation in students taking the SAT, behind Maine which pays for SAT exams; greatest increase in test takers: Hispanic and Black students.
- New York is 1st in the nation in 2008 INTEL Science Talent Search Finalists with 15.

State View

- Achievement in grades 3-8 improved overall this year, with improvement most notable in middle schools (grades 6-8).
- Fewer students are showing serious academic problems.
- More students are graduating, including students with disabilities.
- More students getting Regents Diplomas.

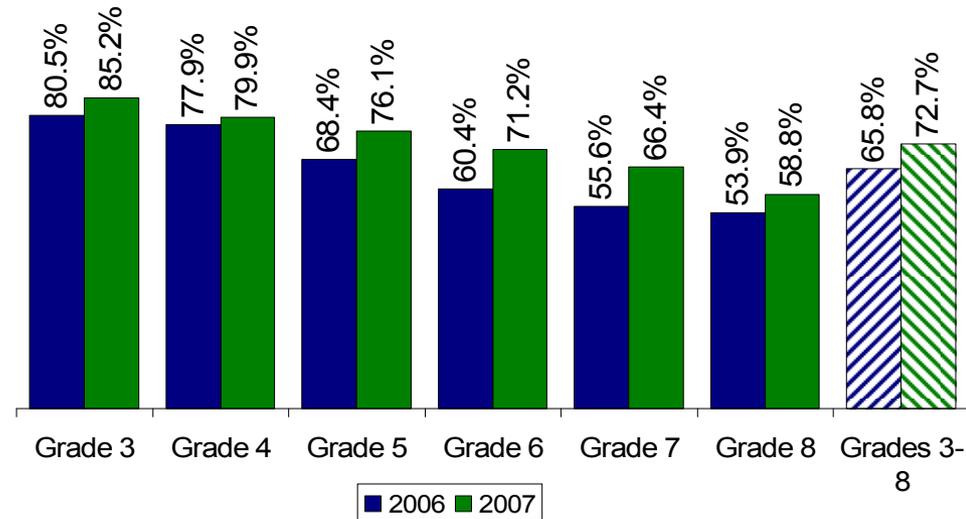
Achievement is Up, Especially for Middle Grades

Percentage of Students Scoring at Levels 3 and 4



ELA Biggest Gain: Grade 8
 Almost 8 percentage points
 in one year

Across grades 3-8, almost 73%
 of students met **MATH** standards



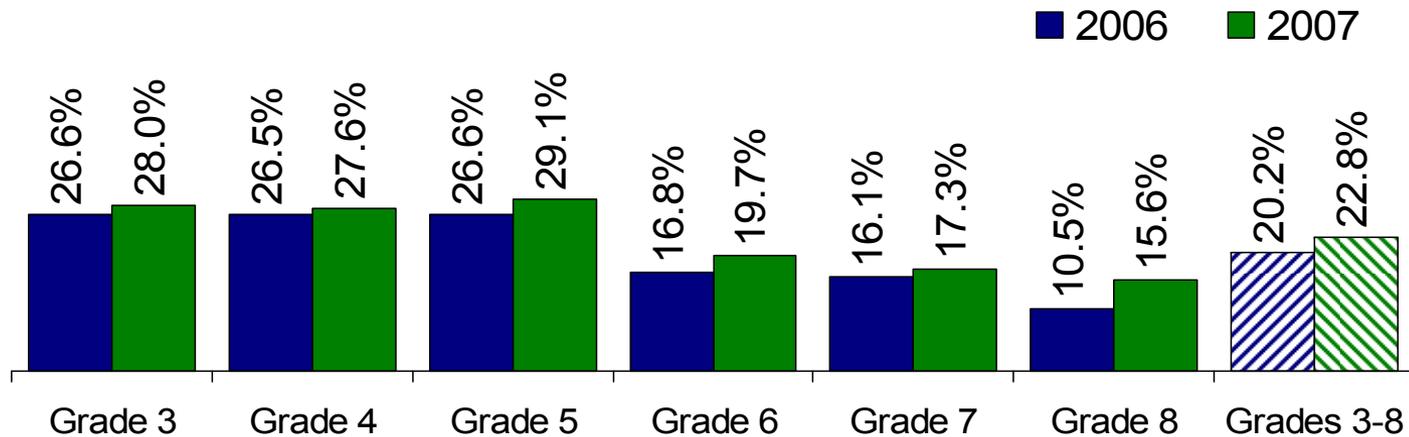
Students with Disabilities: Achievement Up, Problems Remain

- Achievement is up in grades 3-8 English and math.
- Fewer students are educated in separate settings.
- More are taking and passing Regents Exams.
- More are graduating each year.
- More are earning Regents Diplomas.
- More are going to college than a decade ago.



- Student performance remains especially low in middle school.
- Not enough students are in general education programs, especially in the Big 5 Cities.
- Overall, achievement and graduation rate are still low.

ELA: Percentage of Students with Disabilities Scoring at Levels 3 and 4



Students with Disabilities: The Regents Response

- Provide help to schools and districts that need it.
- Identify successful schools and promote effective practices.
- Address needs in literacy, behavior, and inappropriate referrals:
 - ✓ **Make Sure Students Can Read:** Propose regulations, offer guidance for schools, fund school-based projects and State technical assistance center.
 - ✓ **Prevent Behavior Problems:** Use Positive Behavior Intervention and Supports (PBIS) — Schools create clear school-wide behavior policies, make the expectations clear to students, and intervene when they break the rules.
 - ✓ **Reduce Inappropriate Referrals:**
Fund Statewide Technical Assistance Center on Disproportionality at New York University.
Require districts to review policies, procedures and practices if rates are high.
- Fund model transition programs in 150 high schools.



English Language Learners: Achievement Better Than Predicted, Problems Remain

- Number of English Language Learners taking State tests in 2007 more than doubled from 2006 under NCLB rules.
- Even with this significant increase in test takers, the performance of English Language Learners dipped only modestly in each grade – a better result than many predicted.
- Increase in the number of students tested was especially large in elementary school; scores declined overall in grades 3 and 4.

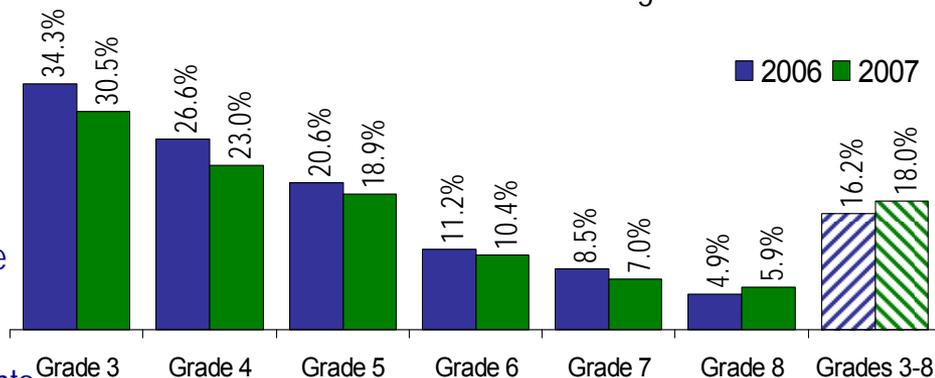
Support Executive's Proposals

- New category of approved programs for limited English proficient students in the *Contracts for Excellence*.
- Increase in bilingual education grants for model programs to serve English Language Learners.

Support Regents Proposal

- Enhanced weighting in Foundation Aid formula for English Language Learners so districts can provide:
 - ✓ Bilingual and ESL support services for English Language Learners in PreK programs
 - ✓ After school and Saturday enrichment programs
 - ✓ Literacy programs for English speaking immigrant students
 - ✓ Supplemental services for English Language Learners with disabilities

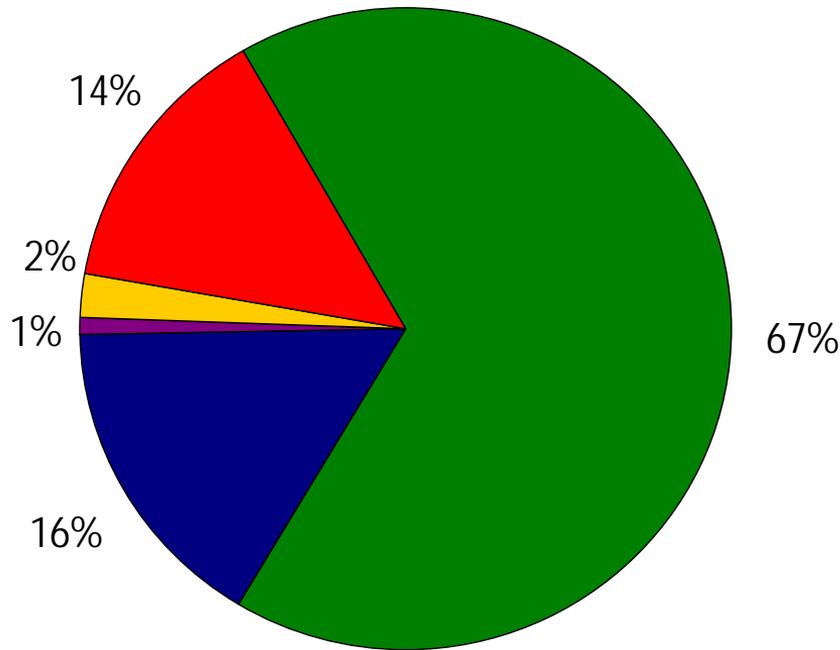
ELA: Percentage of ELL Students Scoring at Levels 3 and 4



High School Graduation Rate Still Too Low

NYS Public School Graduation Rate

Students who started 9th grade in 2002 after 4 years



- Graduated
- Still Enrolled
- Transferred to GED Programs
- IEP Diploma
- Dropped Out

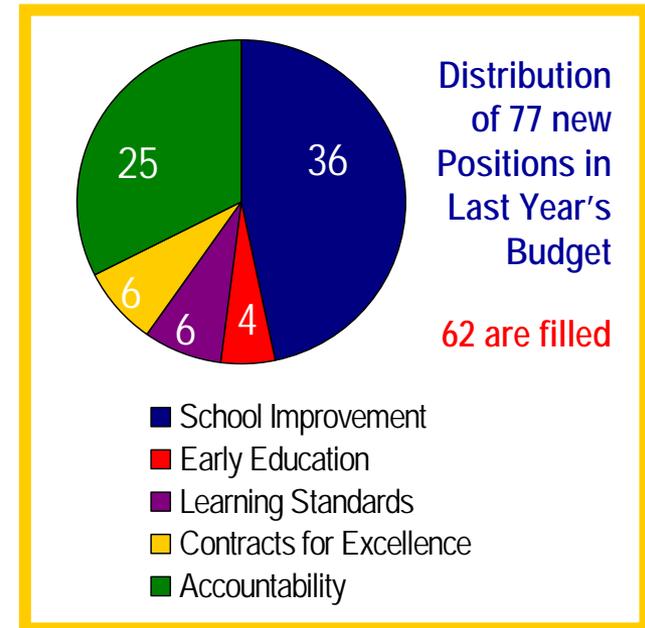
- 67% of students in the 2002 cohort graduated by June 2006; 16% were still enrolled.
- 4-year graduation rates range from 45% in Big 4 cities to 91% in wealthiest districts.
- NYC increased from 44% in 2004 to 47% in 2006.
- 4-year rate was higher for females (71%) than males (62%).
- Despite improvements, Black and Hispanic students graduated at substantially lower rates after 4 years than White and Asian students:

Asian:	Black:	Hispanic:	White:
74%	47%	45%	79%

- At the end of 6 years, fewer than half of students with disabilities graduated (48%); 4-year rate was 37%.
- 4-year graduation rate for English Language Learners was 27%; 6-year rate was 47%.

Last Year, An Historic Commitment to Education

- Created a new State Aid Foundation formula based on the cost of a successful education, directed aid to students in greatest need
- Linked increased funding with stronger accountability
- Enhanced the Department's capacity to improve schools
- Expanded Pre-K programs
- Board of Regents sought and secured \$6.2 million in Foundation grants to build capacity to improve schools:
 - ✓ P-16 data system
 - ✓ Expert consultation in school accountability and school improvement
 - ✓ Organizational study of Department's current school improvement services



2008-09 NYS Executive State Aid Proposal

(all figures in millions)

Program	2007-08 School Year	2008-2009 Executive State Aid Proposal	Executive Proposal - Change from Base
General Purpose Aid	<u>\$14,237</u>	<u>\$15,319</u>	<u>\$1,082</u>
Foundation Aid	\$13,644	\$14,543	\$899
Charter School Transition Aid	\$20	\$21	\$1
High Tax Aid	\$100	\$100	\$0
Reorganization Incentive Operating Aid	\$0	\$3	\$3
Education Grants	\$98	\$197	\$99
General Purpose Aid Subtotal	\$13,862	\$14,864	\$1,002
Aid for Early Childhood Education	\$375	\$455	\$80
Support for Pupils with Disabilities	<u>\$654</u>	<u>\$672</u>	<u>\$18</u>
Private Excess Cost Aid	\$222	\$234	\$12
Public Excess High Cost Aid	\$412	\$438	\$26
Supplemental Public Excess Cost Aid	\$20	\$0	(\$20)
BOCES\Career and Technical Ed.	<u>\$758</u>	<u>\$765</u>	<u>\$7</u>
BOCES Aid	\$626	\$594	(\$32)
Special Services - Career Education Aid	\$95	\$135	\$40
Special Services - Computer Admin. Aid	\$37	\$36	(\$1)
Instructional Materials Aids	<u>\$288</u>	<u>\$288</u>	<u>\$0</u>
Computer Hardware & Technology Aid	\$37	\$37	\$0
Library Materials Aid	\$20	\$20	\$0
Software Aid	\$46	\$46	\$0
Textbook Aid	\$185	\$185	\$0
Expense-Based Aids	<u>\$3,311</u>	<u>\$3,659</u>	<u>\$348</u>
Building Aids	\$1,828	\$2,003	\$175
Transportation Aids	\$1,413	\$1,521	\$108
Excel Debt Service Payment	\$70	\$135	\$65
Computerized Aids Subtotal	<u>\$19,248</u>	<u>\$20,703</u>	<u>\$1,455</u>
All Other Aids	<u>\$310</u>	<u>\$312</u>	<u>\$2</u>
Bilingual Education Grants	\$12	\$14	\$2
Employment Preparation Education Aid	\$96	\$96	\$0
Full-Day Kindergarten Planning Grants	\$2	\$2	\$0
Other Programs	\$200	\$200	\$0
Grand Total	<u>\$19,558</u>	<u>\$21,015</u>	<u>\$1,457</u>

Continue the State Aid Commitment to Schools

	Executive	Regents
State Aid	Proposes a \$1.457 billion increase in General Support for Public Schools (GSPS), focused on high need districts.	Largest Executive increase in NYS history. Regents support the focus on districts that need the most help.
Foundation Aid	Continues Foundation Formula – school funding system now based on actual costs to educate students in successful schools. Increase of \$899 million.	Support continued phase-in, but consider more aggressive pace.
BOCES Aid	<p>Changes how aid is calculated, which could create disincentives for wealthier districts to participate, affecting BOCES's ability to offer shared services to remaining districts.</p> <p>Cuts aid by \$32 million below 2007-08 levels, reducing State reimbursement for expenses that districts have already incurred to provide shared services and student programs which individual districts would not be able to afford on their own.</p>	Restore cut and return to present computation.
UPK Funding	<p>Increases funding by \$79 million to a total of \$452.3 million for 2008-09, so that by 2010-11 PreK is available to every 4 year old.</p> <p>Formula would reward districts that are fully committed to PreK; allows them to generate aid as entitlement rather than fixed-amount grant.</p>	Support increase and continuation of formula.

Contracts for Excellence: Invest in Good Practice

\$428 Million In New Funding to: 55 Districts ♦ 1,547 Schools ♦ 1.1 million Enrolled Students

- NYC set targets for class size reduction.
- **Buffalo** extended the school day by adding 1 hour of instruction in 16 schools.
- **Rochester** established dual enrollment program for dropouts to earn both a high school diploma and college credits.
- **Carthage** created small learning communities and 9th grade academies to ease the transition to a challenging pre-collegiate high school program.
- **South Colonie** adopted Response to Intervention (RTI) programs to improve achievement and reduce inappropriate referrals to special education.

Allocations by Allowable Program
(In Thousands of Dollars)

	New York City	Rest of State
Class Size Reduction	\$152,671	\$40,457
Time on Task	\$48,307	\$62,792
Teacher and Principal Quality Initiative	\$39,799	\$17,821
Middle School and High School Restructuring	\$16,894	\$38,232
Full-Day Kindergarten or Prekindergarten	\$182	\$6,488
Experimental Programs	\$0	\$4,316

Support Executive's Proposal

- Multi-year plans
- Flexibility for districts showing improvement
- Strengthened support for limited English Proficient students

Department's Year 2 Work

- Monitor expenditures and compliance
- Provide technical assistance
- Conduct annual assessment of performance outcomes

Early Childhood: Critical Beginnings

Accomplishments

- Last year's \$146 million increase in funding for universal PreK increased enrollment by 50% for a total of 93,000 children. Programs also grew by 50%; there are now 397 programs statewide.
- Regents authorized mid-year start up resulting in 6 new programs and 14 expanded programs in January 2008.
- SED worked with other State agencies to encourage school districts to start programs; worked with districts to streamline the process and ensure greater participation.

Build on this Success in 2008-09

Support Executive's Proposals

- Increase of \$79 million
- Incentives for schools to implement full-day kindergarten programs

Support Regents Proposals

- Flexibility in PreK aid to support full-day programs
- Aid for transportation costs for PreK students
- Require full-day kindergarten: Acquiring academic skills and knowledge by age 6 correlates with later academic success
- Lower the compulsory school age from 6 to 5

Support Recommendations

- Temporary Task Force on Preschool Special Education

Counties Offering PreK Programs in All School Districts ("Universal PreK")

Allegany	Oswego
Chemung	Rockland
Montgomery	Schuyler
Orleans	Yates

Year 2 of Enhanced Accountability and School Improvement

Enhanced Intervention

- School Quality Review Teams: Help to develop improvement plans for schools in need of improvement and schools under registration review (SURR).
- Joint Intervention Teams: Review and recommend plans for reorganization of SURR or restructuring schools that have failed to demonstrate progress.
- Distinguished Educators: Approve improvement plans for schools that fail to make adequate yearly progress for 4 years.

Remove cap on local portion of District Superintendents' salaries.

Expand Scope of SURR Process

Earlier identification of SURRs; focus Contract for Excellence funds on low-performing schools; assign school quality review teams to SURRs.

Growth Model Accountability System

Method to measure the year-to-year student progress and revise the State's system that holds schools accountable for student success.

Status	
In Good Standing	
Schools	3,734
Districts	655
In Need of Improvement	
Schools	578
Districts	63
Requiring Academic Progress	
Schools	152
Districts	2
High Performing 2006-07	
Schools	1,672
Districts	288
Rapidly Improving 2006-07	
Schools	226
Districts	26

Year 2 of Enhanced Accountability and School Improvement

P-16 Data System

Improved data system that will track the progress of each student to better inform educators what works and intervene as needed.

Review and Revision of Learning Standards

Schedule for review of standards in all 7 content areas beginning with English Language Arts (to be completed this school year) to ensure they exceed global standards.

Expand Alternative Teacher Preparation

Regents proposal for expanded alternative teacher preparation programs focused on shortage subjects and high-need schools.



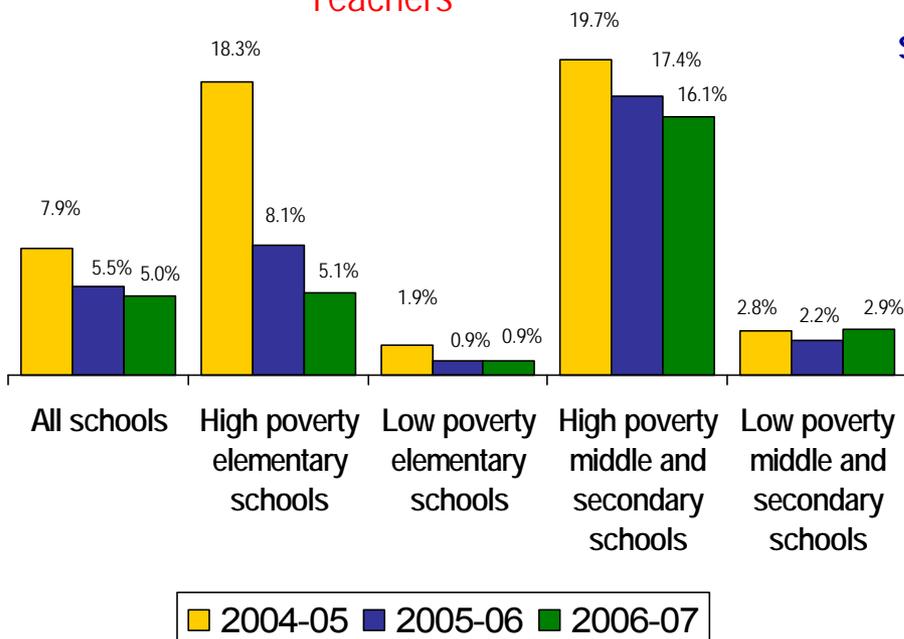
School Leadership

Ensure that all school and district leaders have the skills and knowledge to support school improvement and student achievement - work with the Wallace Foundation and national experts to strengthen pre-service programs and professional development.

Every Student Needs Qualified Teachers

- Quality classroom teaching is a key factor in determining the academic success of all students
- Persistent shortages (e.g., special education, bilingual, math, career and technical, languages other than English, library and school media, ESOL) exist
- Highest teacher turnover in high-poverty, high-need schools
- Over 14,400 NYS teachers without appropriate certification – mostly in urban, high-need schools
- Not enough new teachers to fill vacancies in all subjects

NYS: Percent of Classes in Core Academic Subjects Not Taught by Highly Qualified Teachers



Request: \$6.84 million in Year 1
\$25.0 million over 3 Years

To fund 8 pilot projects to prepare 1,000 new teachers in shortage subjects for high need schools within 3 years



- ✓ Teachers entering the workforce better prepared to teach in high need schools
- ✓ Expanded proven alternative preparation programs
- ✓ Attractive route for career-changers and other non-traditional teacher candidates
- ✓ Improved teacher retention through strong induction support, mentoring, and ongoing development

P-16 Regional Alliances

New York's Challenge

3rd highest population of children living in severely distressed communities with:

- Children less likely to perform well in school
- Higher teen pregnancy rates
- Lower literacy skills
- Large percentage of poor and minority children as well as children and families with limited English proficiency

Regents Proposal

Create and enhance partnerships in these communities

- Among service providers (education, health, mental health, business, labor, foundations, vocational rehabilitation, etc.) to support coordinated services to children and families.
- Build on Literacy Zones model – continuum of services from birth through adulthood
- Link school districts, college, libraries, museums, community organizations, business and other service providers
- Administered by local councils
- Accountable for results

Request: \$15 million to:

- ✓ Support 8 existing Literacy Zones
- ✓ Create new regional alliances in urban and rural high need communities

Smart Scholars Program

Too many young people in New York don't dare to dream about getting a college diploma . . .

- When just completing high school is a struggle
- When the cost of attending college is out of the reach of their families
- When 4 to 6 years to complete a degree is too long to delay entry into the workforce

Smart Scholars Program

Each year, at least **12,000 students** who are at risk of not completing high school would receive additional academic support beginning as early as 9th grade and enable 11th and 12th graders to take early college courses so that they can graduate from high school and start college as second-year students with 30 college credits.

Benefits

- ✓ Encourage educationally at risk students to graduate from high school.
- ✓ More students will enter college not needing remedial courses.
- ✓ Students enter college with rigorous collegiate courses that are accepted by colleges.
- ✓ Baccalaureate degrees can be achieved in 3 years, making a college education more affordable for more students.

Request: \$100 million annually

Why this Will Work

- ✓ New York has a rich history of collegiate involvement in our P-12 schools.
- ✓ Experience of State's opportunity programs shows that with appropriate support, students will succeed.
- ✓ Similar to Early College High Schools, funded by Gates Foundation, 130 programs around the country.



Keep Students Safe at School

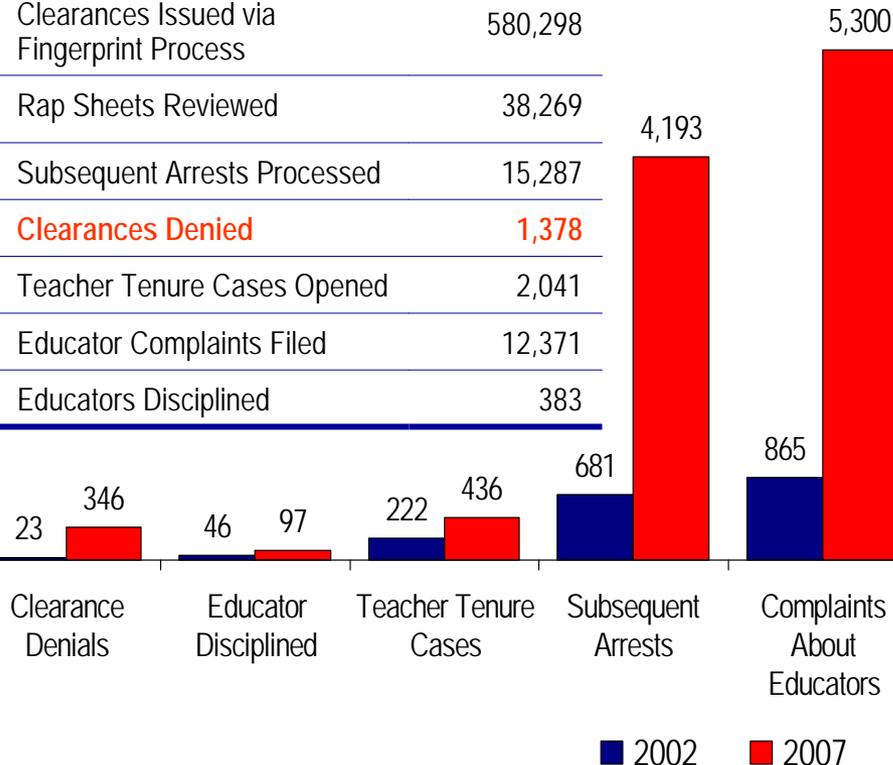
Office of School Personnel Review and Accountability (OSPRA):

- ✓ Conducts fingerprint background checks for school employees
- ✓ Investigates criminal backgrounds
- ✓ Issues or denies clearances for employment in schools
- ✓ Investigates subsequent arrests
- ✓ Manages educator discipline process

OSPRA

(since 2001 SAVE legislation)

Clearances Issued via Fingerprint Process	580,298
Rap Sheets Reviewed	38,269
Subsequent Arrests Processed	15,287
Clearances Denied	1,378
Teacher Tenure Cases Opened	2,041
Educator Complaints Filed	12,371
Educators Disciplined	383



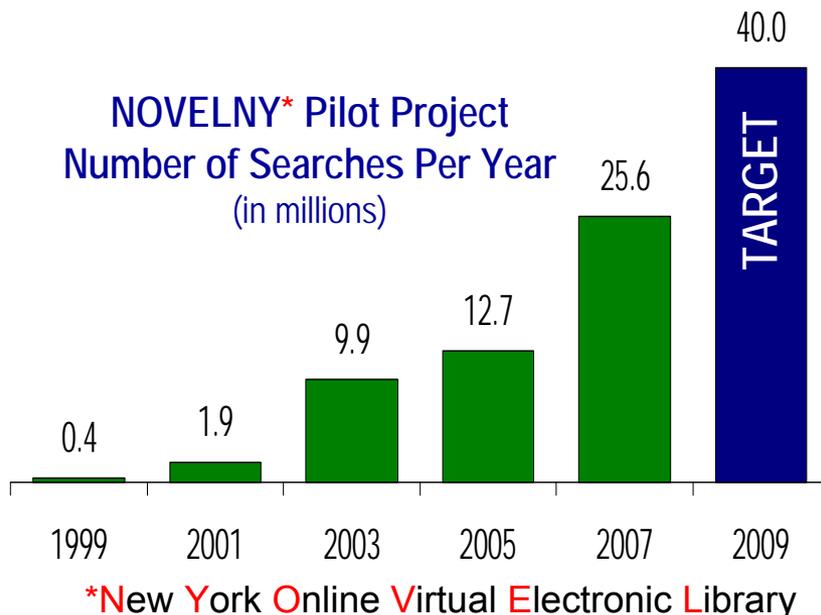
- **Restore:** Proposed cut of 50% in OSPRA's fingerprinting budget (\$500,000). Cut would mean:
 - ✓ Employment clearances will take longer
 - ✓ District vacancies filled through emergency appointments could include individuals with criminal histories
- **New LiveScan** fingerprinting system will alleviate some fingerprint processing backlog, but will increase volume of individuals in the system and the number of investigations that need to be conducted. In 2007, OSPRA handled over 13,000 investigative files. This number will continue to increase.
- **Request: Increase of \$1.45 million** to enhance OSPRA operations and provide ethics curriculum and training to educators.
- **Request: Authorization to automatically suspend and subsequently revoke certification** of an educator convicted of an offense subject to registration under the Sex Offender Registration Act.

Demand for On-line Library Services Continues to Climb

- To be competitive, New Yorkers must have easy access to a wide range of informational resources to gain more knowledge and skills.
- To be successful, New York's students need access to resources outside the classroom to enrich their education and meet the State learning standards.

A statewide internet library is the cost-effective solution.

- ✓ NY ranks 35th in per capita spending for a statewide internet library.
- ✓ State's highly successful pilot project is supported only by limited, temporary Federal funding.



Request: \$10 million to provide permanent funding for a true statewide internet library.

NOVELNY

- Gives all New Yorkers online access to millions of up-to-date high quality resources
- Is free for users
- Acquires statewide licenses and subscriptions that would cost 35 times more if local libraries had to purchase individually
- Adds millions of items to every library's collection

Cultural Institutions are Educational Partners

We know:

- Arts education can improve students' academic skills, motivate learning, improve test scores, encourage community service and lower dropout rates.
- Many schools, particularly ones located in poor communities, do not offer comprehensive science courses or arts and cultural education programs.
- New York has more museums and historical societies than another other state.

Bring the assets of cultural institutions to the classroom

**Cultural and
Museum Education
Program**



Request: \$30 million and statutory authority to create partnerships with museums and cultural and science institutions to develop K-12 educational programs featuring hands-on experiences aligned with the state learning standards.

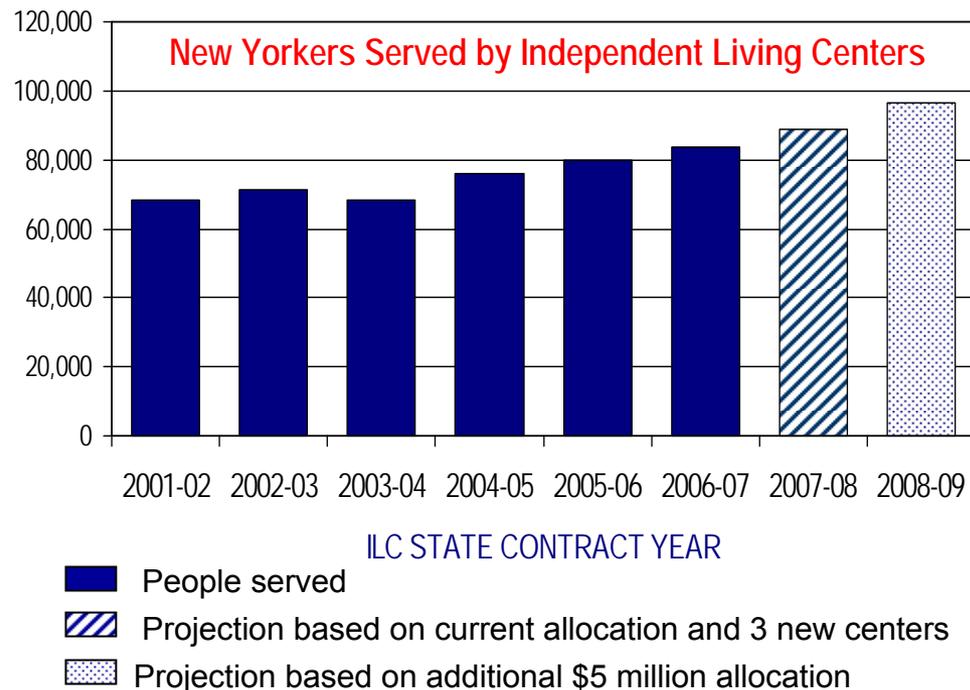
Independent Living Centers (ILCs) are a Cost-effective Solution

- The unemployment rate for individuals with disabilities is 66.5% (Cornell survey, 2007)

Independent Living Centers are the **PRIMARY RESOURCE** for more than 80,000 people with disabilities to:

- ✓ Enhance community integration
- ✓ Increase physical and communication access
- ✓ Remove disincentives to work

Consumer-controlled ♦ Nonprofit, community-based, non-residential ♦ Self-help peer-driven model



Demand has increased 27% from 2000 to 2007, while funding has increased only 11%.

**Restore: \$1.5 million cut and
Request: Increase of \$5.0 million to:**

- ✓ Establish in statute the 3 ILCs new in 2007-08 and 1 new center for youth transitions, job readiness, and further de-institutionalization
- ✓ Serve an additional 7,500 individuals

Additional Regents Budget Proposals

In Millions

Family and Parent Outreach	\$6.5
Digital Education	7.0
Long-term Care of Government Records and Cultural Resources	24.75
Resources for Lifelong Literacy, Learning and Workforce Development	7.55
Opportunity Programs (HEOP, STEP, CSTEP, LPP)	12.6
Planting the Seed	1.0
