THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO:	P-12 Education Committee
FROM:	John B. King, Jr.
SUBJECT:	P-12 Strategic Vision
DATE:	November 5, 2010
AUTHORIZATION(S):	

SUMMARY

Issue for Discussion

Update on the New York State Education Department's P-12 Strategic Vision.

Proposed Handling

This item will come before the Regents P-12 Education Committee for discussion at the November 2010 meeting.

Background Information

The Regents discussed the P-12 Strategic Vision at the October 2010 meeting. The P-12 Strategic Vision document includes action steps, significant 2009-10 developments, Race to the Top and non-Race to the Top priories for 2010-11.

Recommendation

It is recommended that the Regents endorse the Department's Strategic Plan for the Office of P-12 Education.

November 2010 Update on New York State Education Department P-12 Strategic Vision
Commissioner David Steiner, Senior Deputy John King
(Inclusive of Race to the Top)

Goal 1: Curriculum & Professional Development – Provide every student with a world-class curriculum that synthesizes rigorous content and skills to prepare students for college, the global economy, 21st century citizenship, and lifelong learning. Develop the capacity of the NYSED to coordinate effective professional development and provide expert guidance aligned with rigorous, sequenced curricula and formative assessments.

Action Steps:

- **Sequenced, Spiraled, Content-Rich Curriculum Frameworks**: Continue to refine the New York State standards, play a leadership role in the development of national standards, and redesign the NY state curriculum frameworks in all subjects (English Language Arts, Math, Social Studies, Arts, Economics [at the secondary level], and Science, Technology, and Engineering) to ensure that they provide the teachers and students of our state with sequenced, spiraled, content-rich materials that will form the foundation for world-class learning and enable the development of aligned, high-quality professional development, formative assessments, and summative assessments.
- **Launch Virtual High School Courses**: Coordinate the development of statewide virtual school opportunities – through regulations, funding, guidance to the field and professional development - to provide rigorous on-line courses reflective of the newly revised curriculum frameworks, supervised by certified teachers (with in-subject certification), and aligned with objective assessments of college readiness (Regents exam, AP exams, IB exams).
- **Aligned Professional Development**: Partner with the BOCES, districts, unions, professional associations, cultural institutions, SUNY, CUNY, and private Institutions of Higher Education to develop on-going professional development for teachers and administrators aligned with the NYS standards, the newly revised curriculum frameworks, the newly revised professional standards for teachers and principals, and the NYS 3-8 and Regents assessments.

Significant 2009-10 Developments:

- Participated in development of Common Core Standards, inc. multiple rounds of NYS feedback to drafters (2009-10)
- Adoption of Common Core Standards in ELA and Math (July 2010)
- RTTT Round 2 Winner (August 2010)
- Governing state in PARCC Consortium: Race to the Top Assessment Consortium Winner (August 2010)
- Collaborating State in the National Center and State Collaborative Consortium on Alternate Assessments on Alternate Achievement Standards: Winner of the General Supervision Enhancement Grant (GSEG) Program issued by the Office of Special Education Programs at USED (September 2010)

RTTT Priorities for 2010-11:

- Complete development of up to 15% additional standards in ELA and Math (Summer/Fall 2010)
- Final adoption of full NYS Standards in English Language Arts and Mathematics, including Pre-K standards (Winter 2011)
- Launch development of statewide curriculum models in English Language Arts and Mathematics [including formative assessments] (Spring 2011)
- Launch early childhood education resource center (Curriculum, Formative Assessments, Professional Development, Parent Toolkit, Data Elements, Evaluation of Effectiveness) (Spring 2011)

- Launch AP STEM Professional Development initiative (Spring 2011)
- Launch pilot NYS Virtual High School on-line courses (Fall 2011)

Non-RTTT Priorities for 2010-11:
- Issue virtual learning technical advisory to the field (October 2010)
- Participate in potential multi-state initiative to develop Common Core Standards in Science (2010-11)

Goal 2: Assessment – Ensure that the New York State 3-12 assessment regime: (1) allows teachers, families, administrators, policymakers, and the public to evaluate accurately student preparedness for college, the global economy, 21st century citizenship, and lifelong learning; and (2) provides rich data that facilitates effective decision-making at the classroom, school, district, and state level.

Action Steps:
- **More rigorous 3-8 Assessments**: Broaden and deepen the content coverage of the 3-8 assessments to increase the reliability of the assessments as a measure of student performance with respect to the NYS standards and the newly revised curriculum frameworks.
- **Science, Technology, & Engineering 3-8 Assessments**: Expand the assessment of Science, Technology, and Engineering from 4th and 8th grade to 3rd – 8th grade in order to help teachers and schools understand student progress toward the skills necessary for success in Science, Technology, and Engineering higher education and careers.
- **Arts, Economics, & Technology Regents**: Provide Regents exams in the Arts, Economics, and Technology to better align the Regents assessment regime with preparedness for college and the global economy and society of the 21st century.
- **Aligned Formative Assessments**: Provide districts and schools with rigorous formative assessments aligned with the NYS standards, the newly revised curriculum frameworks, and the NYS 3-8 and Regents assessments.

Significant 2009-10 Developments:
- Developed and implemented plan to address 2010-11 consequences of long-term structural assessment deficit, inc. extensive stakeholder discussions (Winter/Spring 2010)
- Secured support of legislature and executive for one-time use of professions fees surplus funds to support assessment costs (Spring 2010)
- Engaged Dan Koretz as a research partner and conducted extensive research project on 3-8 assessment results (Spring 2010)
- Realigned definition of "proficiency" on Grade 3-8 assessments with college and career readiness, inc. statewide public information campaign (that resulted in over a dozen editorials from throughout the State endorsing the Regents' policy decision) (July 2010)
- Regents College & Career Readiness Working Group launched to prepare recommendations for potential changes to the NYS high school graduation requirements (09-10)
- RTTT Round 2 Winner (August 2010)
- Governing state in PARCC Consortium: Race to the Top Assessment Consortium Winner (August 2010)
- Collaborating State in the National Center and State Collaborative Consortium on Alternate Assessments on Alternate Achievement Standards: Winner of the General Supervision Enhancement Grant (GSEG) Program issued by the Office

of Special Education Programs at USED (September 2010)
RTTT Priorities for 2010-11: • Participate in the development of the Common Core Assessments as governing state in the PARCC Consortium (2010-11) • Launch development of statewide curriculum models in English Language Arts and Mathematics [including formative assessments] (Spring 2011) • Launch early childhood education resource center (Curriculum, Formative Assessments, Professional Development, Parent Toolkit, Data Elements, Evaluation of Effectiveness) (Spring 2011)
Non-RTTT Priorities for 2010-11: • Issue new RFP for 3-8 assessments (min. 2012-14) that builds in breadth of performance indicators, alignment with the Common Core and the NAEP, increased reliance on performance based questions, the audit function, embedded field test questions, etc. (September 2010) • Broaden and deepen the content coverage of the Spring 2011 3-8 assessments by increasing the number of questions and the number of performance indicators assessed on each test (Fall 2010) • Develop plan to better align H.S. Graduation Requirements with College & Career Readiness (Fall 2010) • Work with Technical Advisory Group (TAG) to define a scope of research that will support and strengthen the testing program (Fall 2010) • Administer new 1-day Regents ELA examination (January 2011)

Goal 3: Teacher Preparation & Effectiveness – Transform the field of teacher preparation from an emphasis solely on inputs (course hours, course titles) to an emphasis on three research-based critical outcomes: (1) content knowledge; (2) pedagogical skills and understanding of effective strategies to meet the needs of diverse students; and (3) measurable impact on student achievement.
Action Steps: • **Focus Tests on Content Knowledge**: Replace the LAST with revised content assessments to ensure that Pre-K – 12th grade teachers demonstrate the knowledge of English, Math, Social Studies, Science, Technology, and Engineering necessary for effective instruction aligned with the skills students need for college, the global economy, 21st century citizenship, and lifelong learning. • **Eliminate Reliance on Seat Time Alone to Demonstrate Content Knowledge:** Allow prospective teachers to demonstrate the requisite content knowledge through either a minimum number of college/Masters-level content credits or meeting proficiency on a demanding content assessment. • **Performance-based assessment for Initial Certification**: Replace the ATS-W with a rigorous performance-based assessment that evaluates a prospective teacher's pedagogical skills and understanding of effective strategies to meet the needs of diverse students as a prerequisite for initial certification. • **Performance-based assessment for Professional Certification**: Require the demonstration of classroom effectiveness (via multiple measures including value-added assessment data) as a prerequisite for earning permanent certification. • **Pilot Clinically-Rich Programs to Prepare Teachers to Work in Schools that Serve High-Need Students**: Redesign teacher and school leader preparation programs through clinically-rich instruction, performance-based assessments and alternative pathways. Prepare teachers to meet the instructional needs of students in the performance gap in high-need schools. • **Create Teacher Preparation Feedback Loop**: Develop state profiles of all teacher preparation

programs that provide detailed information on the composition of the student body, student performance on each component of the performance-based assessment for initial certification, student performance on each component of the performance-based assessment for professional certification (inc. performance on value-added measures), and the types of schools where graduates attain positions.

- **Attract and Retain Effective Teachers in High-Needs Schools and Subjects:** Raise achievement (in 3-12 education, higher education, and the global economy) for the students in high needs schools and at-risk student populations by ensuring equitable access (through scholarships, incentives, school-change initiatives, etc.) to what research has shown is the most critical resource for academic progress: highly effective teachers.

Significant 2009-10 Developments:
- Regents and SED played critical role in passage of landmark legislation that establishes a new teacher and principal evaluation system that makes student achievement data a substantial component of how educators are assessed and supported (May 2010)
- TIF Application to Fund Piloting of Regents-approved Teacher Career Ladder Model: Winner (September 2010)
- RTTT Round 2 Winner (August 2010)

RTTT Priorities for 2010-11 :
- Development of initial student growth model for measuring educator effectiveness (2010-11)
- Development of revised teaching standards that will be the basis for the development of performance assessments (Fall 2010)
- Convene Regents Task Force on Teacher and Principal Effectiveness (RTFTPE) (Fall 2010)
- RTFTPE and Center for Assessment recommendations on regulations for State's teacher and principal performance evaluation systems (Winter/Spring 2011)
- Issue RFP for clinically-rich graduate pilots to prepare teachers for schools that serve high-need students (Fall 2010)
- Issue RFP for clinically-rich undergraduate pilots to prepare teachers for schools that serve high-need students (Fall 2010/Winter 2011)
- Issue RFP for Teacher Model Induction Program (Winter 2011)
- Issue invitation for Innovative Compensation Incentive Fund (Winter 2011)
- Issue Invitation for Transfer Funds (Winter 2011)
- Launch Network Teams (Spring 2011)
- Launch evaluation system for teachers and principals in tested grades and subjects (July 2011)

Non-RTTT Priorities for 2010-11:
- Proposed regulations to restructure special education teacher certification (Fall 2010)
- Proposed regulations to create flexibility for STEM higher education faculty to teach at secondary level (Fall 2010)

Goal 4: Replace Failing Schools – Exercise the Commissioner's school registration authority to intervene and close chronically underperforming schools and work with school districts to implement NYSED-approved strategies for closing schools in order to dramatically improve student outcomes for communities now served by the lowest-performing schools (particularly, the approximately 150 Persistently Lowest Achieving schools identified through the School Improvement Grants program).

Action Steps:
- **Refine the State Accountability System & Leverage Title I School Improvement Dollars:** Aggressively intervene in the State's lowest performing schools, leveraging the Commissioner's

authority and federal and state funding initiatives to incentivize and support districts' failing school turnaround and replacement strategies.

- **Build Capacity of Districts**: Develop the capacity of NYSED to provide technical assistance to districts around selecting and implementing school turnaround and replacement strategies: (1) design district alternative; (2) partner with SUNY or CUNY; (3) partner with BOCES; (4) partner with cultural institution; (5) launch new charter school(s); or (6) partner with EPO (implementing legislative change authorizing EPO management role).
- **Help Districts to identify the root causes of low student performance in schools in need of improvement and build their capacity to intervene in such schools to avoid them becoming persistently lowest achieving schools**

Significant 2009-10 Developments:

- Regents approved PLAS identification methodology (Fall 2009)
- Joint Intervention Team visits to first cohort of persistently lowest-achieving (PLA) schools (Spring 2010)
- School Improvement Grant program launched (Spring 2010)
- Regents and SED played critical role in passage of landmark legislation that enables school districts to enter contracts with Educational Partnership Organizations (the term for non-profit Education Management Organizations in New York State) for the management of their persistently lowest-achieving schools and schools under registration review (May 2010)
- Regents and SED played critical role in passage of landmark legislation that raises the New York State charter school cap from 200 to 460 (May 2010)
- RTTT Round 2 Winner (August 2010)

RTTT Priorities for 2010-11:

- Approve/reject applications for SIG grants for first cohort of persistently lowest-achieving (PLA) schools (Summer 2010)
- Revise and improve Department's charter school oversight (Ongoing 2010-2011)
- Launch new charter schools RFP/Application Kit under new law (August 2010)
- First cohort of PLA schools begin model implementation (Fall 2010)
- Launch RFI for partners for second cohort of persistently lowest-achieving (PLA) schools (Winter2010)
- Issue 2011 charter schools RFP/Application Kit (January 2011)
- Launch Secondary Schools Innovation Fund (Spring 2011)
- Approve/reject applications for second cohort of persistently lowest-achieving schools (Spring 2011)
- Support first cohort schools for which districts opt to take a planning year in development of strong applications for 2011-12 (2010-11)

Non-RTTT Priorities for 2010-11:

- Award new charters (December 2010)
- Close/decline to renew underperforming charter schools (December 2010)
- Award new charters (Summer 2011)

Goal 5: Raise Graduation Rates for At-Risk Students Through Secondary School Redesign – Raise the graduation rates for at-risk student populations (particularly ELLs, SWDs, low-income students, African-American students, and Latino students) through redesigning secondary schools to increase student engagement and to ensure that secondary schools equip students with the skills they will need to succeed in college and the global economy and society of the

21st century.

Action Steps:
- **Leverage the BOCES**: Leverage the BOCES to provide increased numbers of students with access to alternative secondary models, including CTE, STEM, the arts, media and technology, and early college high schools.
- **Credit Achievement Based on Competency**: Allow students to earn high school course credit through the demonstration of competency rather than seat time alone through on-line courses, internships/apprenticeships combined with meaningful academic experiences, etc.
- **Support the Development of Innovative Secondary Models (inc. Virtual High School)**: Provide resources and technical assistance to support the development of innovative secondary models, the careful evaluation of these models, and the dissemination of effective innovations in secondary education.

Significant 2009-10 Developments:
- Regents College & Career Readiness Working Group launched to prepare recommendations for potential changes to the NYS high school graduation requirements (09-10)
- Stupski Grant Awarded to NYS (for collaboration with districts on use of technology to support innovation) (Spring 2010)
- RTTT Round 2 Winner (August 2010)

RTTT Priorities for 2010-11:
- Launch Secondary Schools Innovation Fund (Spring 2011)
- Launch virtual and blended schools RFP (Spring 2011)

Non- RTTT Priorities for 2010-11:
- Require corrective action plan from NYC DOE regarding services to ELLs (Summer 2010)
- Implement revised statewide IEP format (by 2011-12)
- Expand district participation in high-quality RTI and PBIS programs (2010-11)
- Develop plan to better align H.S. Graduation Requirements with College & Career Readiness [inc. comprehensive plan for expansion of CTE opportunities, with focus on 21st century careers] (Fall 2010)
- Develop Career Skills Credential to document work readiness skills and competencies for exiting students (Fall 2010)

Goal 6: School Leader Preparation - Transform the field of school leader preparation from an emphasis solely on inputs (course hours, course titles) to an emphasis on outcomes as measured by a performance-based assessment of leadership and impact on student achievement.

Action Steps:
- **Performance-based Certification**: Develop and implement a rigorous performance-based assessment that evaluates a prospective school leader's capacity for leadership (e.g., ability to create a culture of data-driven instruction; ability to provide teachers with high-quality, specific, actionable feedback on instruction; ability to establish and maintain positive school culture norms; understanding of the diverse needs of students).
- **Create School Leader Preparation Feedback Loop**: Develop state profiles of all school leader preparation programs that provide detailed information on the composition of the student body, student performance on each component of the performance-based assessment for initial certification, student performance on each component of the performance-based assessment for professional certification (inc. performance on value-added measures), and the types of schools where graduates attain positions.

Significant 2009-10 Developments:
- Regents and SED played critical role in passage of landmark legislation that establishes a new teacher and principal evaluation system that makes student achievement data a substantial component of how educators are assessed and supported (May 2010)
- RTTT Round 2 Winner (August 2010)

RTTTT Priorities for 2010-11:
- Development of initial student growth model for measuring educator effectiveness (2010-11)
- Convene Regents Task Force on Teacher and Principal Effectiveness (RTFTPE) (Fall 2010)
- RTFTPE and Center for Assessment recommendations on regulations for State's teacher and principal performance evaluation systems (Winter/Spring 2011)
- Issue RFP for pilot to prepare school leaders in a clinically-rich setting for high-need students (Fall/Winter 2010)
- Issue RFP for Leadership Academies for principals (Winter 2011)
- Issue invitation for Innovative Compensation Incentive Fund (Winter 2011)
- Issue Invitation for Transfer Funds (Winter 2011)
- Launch Network Teams (Spring 2011)
- Launch evaluation system for teachers and principals in tested grades and subjects (July 2011)

Non-RTTT Priorities for 2010-11:
- None

Goal 7: Organizational Redesign – Transform NYSED from a compliance-oriented agency focused on monitoring inputs to a support-oriented agency focused on helping districts ensure their students are prepared for college, the global economy, 21st century citizenship, and lifelong learning.

Action Steps:
- **Realign Resources to Match Strategic Priorities**: Realign the deployment of NYSED staff and financial resources with the strategic priorities set by the Regents and the Commissioner
- **Customer Service**: Maximize the NYSED website as a tool for efficient communication between NYSED and districts, schools, administrators, teachers, parents, and the public and launch a "311"-style dedicated support line where a combination of a well-organized electronic response system and well-informed operators ensure that callers are able to access information and/or support efficiently.
- **District Accountability and Technical Assistance**: Develop NYSED's: (1) capacity to accurately evaluate districts' effectiveness and diagnose districts' strengths and weaknesses; (2) staff expertise (in key areas of district need, such as special education, ELL services, curriculum design, use of formative assessments, secondary school redesign, etc.) and the tools (e.g., on-line resources, professional development, best practice research, etc.) necessary to help districts become more effective in efficiently deploying their resources to ensure their students are prepared for college, the global economy, 21st century citizenship, and lifelong learning; (3) internal systems and organizational structure to enable differentiated intervention for underperforming districts; and (4) capacity to better leverage the BOCES as a resource for districts.
- **Reduce Unnecessary Burdens on Districts:** Eliminate unnecessary or outdated regulations, ensure that reporting requirements are narrowly tailored to ensure the collection of essential information without creating undue burdens.

• **Increase Department Efficiency**:, Review internal processes to identify opportunities to increase efficiency (particularly through the use of technology).
Significant 2009-10 Developments: • Completed Department redesign/realignment to support Regents goals including integration of P-12 Special Ed (July 2010) • RTTT Round 2 Winner (August 2010)
RTTT Priorities for 2010-11: • Initiate Race to the Top Cross-Department Launch Team (Fall 2010) • Staff and launch Race to the Top Project Management Office (Fall 2010) • Leverage Regents Research Fund to provide high-quality research to the Board of Regents (Fall 2010)
Non-RTTT Priorities for 2010-11: • Launch on-line guide to required submissions to SED (Fall 2010) • Revise website, call response systems, and electronic communications systems to enhance customer service (Winter/Spring 2011) • Incorporate specific mandate relief proposals in Fall 2010 State Aid Proposal (Fall 2010) • Complete internal review of assessment development and administration processes to identify opportunities for savings (Fall 2010) • Launch on-line grants management (Spring 2011) • Redesign RFP development process (Fall 2011)

Goal 8: Data System: Build a P-20 data system that will efficiently provide information that will strengthen decision-making at the classroom, school, district, and state policy levels (inc. instructional decision-making and program design).
Action Steps: • **Integrated Data System**: Construct an integrated P-20 data system that incorporates unique identifiers for students, teachers, principals, and courses; student performance on state assessments; attendance; high school course enrollment; high school graduation rates; CUNY data (e.g., course enrollment and performance, persistence); SUNY data (e.g., course enrollment and performance, persistence); and non-educational databases (including social service, labor, department of corrections, etc.). • **Link Student Data to Teachers and Principals**: Inform classroom instruction, professional development, school-level decision-making, and district-level decision making by providing detailed student performance data (inc. value-added measures) linked to teachers and principals. Provide tools for performance-based evaluation of teachers and principals that incorporate performance rubrics and value-added assessment data. • **Link Student Data and Teacher and School Leader Preparation Programs**: Provide a feedback loop for teacher and principal preparation programs by producing detailed analyses of the performance of their graduates' students (inc. value-added measures).
Significant 2009-10 Developments: • Regents and SED played critical role in passage of landmark legislation that appropriates more than $20 million to the State Education Department to implement its longitudinal data system (May 2010) • IES-2 Winner, ranked 1st among all state applicants (Spring 2010)

• Fulfilled all data element requirements of the America COMPETES Act (Spring 2010)
• RTTT Round 2 Winner (August 2010)

Priorities for 2010-11:
- Complete K-12 and Higher Education data exchanges with SUNY and CUNY (Summer /Fall 2010)
- Begin to build the Data Portal prototype with rollout in a cross-section of urban, suburban, and rural districts (October 2010)
- Issue RFP: Data Portal/ Instructional Reporting and Improvement System (December 2010)
- Launch Network Teams in 37 BOCES and the Big 5 (Spring 2011)

Non-RTTT Priorities for 2010-11:
- Complete IES-1 staffing (12 positions) (Fall 2010)
- Manage leadership transition (Fall 2010)

Goal 9: Early Childhood: Expand access to high-quality early childhood learning opportunities to provide the academic and social skills foundation students need for success in 3-12 education, college, and the global economy and society of the 21st century.

Action Steps:
- **Participate in the Early Childhood Learning Challenge Grant Application Process**: Play a leadership role in the development of New York State's application for the Early Childhood Learning Challenge Grant (if it becomes law) and the development of a comprehensive state-wide plan for early childhood development that integrates the efforts of multiple state agencies to ensure school readiness and early literacy success.
- **Technical Assistance**: Increase the capacity of NYSED staff to provide high quality technical assistance and professional development to districts investing in early childhood programs through Contract for Excellence funds, other federal or state resources, or philanthropic resources.

Significant 2009-10 Developments:
- Regents Early Childhood Working Group launched to prepare for potential participation in Early Learning Challenge Grant competition (09-10)
- RTTT Round 2 Winner (August 2010)

RTTT Priorities for 2010-11:
- Regents to consider for adoption New York State Pre-Kindergarten Standards in ELA and Mathematics (aligned with new K-12 standards) (Winter 2011)
- Launch early childhood education resource center (Curriculum, Formative Assessments, Professional Development, Parent Toolkit, Data Elements, Evaluation of Effectiveness) (Spring 2011)

Non-RTTT Priorities for 2010-11:
- None