



## **EMPIRE STATE SUPERVISORS AND ADMINISTRATORS ASSOCIATION**

**Supporting school leaders, every day.**

## **Summary of November 2022 Board of Regents Meeting**

The NYS Board of Regents conducted their monthly meeting on Monday, November 14, and Tuesday, November 15. Chancellor Lester Young opened the meeting by recognizing Caitlyn Garvey, a special education teacher from Clyde-Savannah Elementary School, as a 2022 recipient of the prestigious Milliken Educator Award.

The Board was updated on the progress of the work being done in Phase 1 of the Graduation Measures Initiative. The initial phase focuses on research in three areas: a literature review, a scan of state and international policies and practices, and a qualitative analysis of the stakeholder input obtained through regional meetings and online information gathering. NYSED staff members, along with educational consultants from the WestEd Region 2 Comprehensive Center presented a summary of the findings.

The **Literature Review** examined current information related to links between various graduation requirements and educational success. The analysis summarizes the current research and examined questions such as:

- Are there specific graduation requirements that may or may not consistently promote future academic success?
- Are College, Career and Civic Readiness proficiencies an effective indicator that should be included in graduation requirements?
- Are there positive associations between student success and requiring the completion of optional coursework such as AP or IB courses?
- How does effective implementation of DEI and Culturally Responsive Sustaining Education practices affect academic success?
- What is the impact of student experience with College in the High School courses or participation in Early College programs?
- Do rigorous core requirements truly support educational success?
- Will alternative diploma pathways provide viable options for student success?
- To what degree does school leadership that supports a positive school climate impact educational success?

**The State Policy and Practice Review** looked at policies and practices in seven US states (California, Florida, Indiana, Massachusetts, New Jersey, Ohio, and Pennsylvania), and in four countries (Canada, England, Germany, and Switzerland). Examples of practices that were examined include:

1. Options for pathways and diploma types that are offered.
2. Use of performance assessments.
3. Options to participate in work-based learning.

On the international level it was noted that assessment practices, academic pathway options, career planning apprenticeship and work-related programs were very prevalent in the four countries that were reviewed. There was also evidence that social emotional learning is consistently integrated into workplace skill development and that there is a much deeper relationship between schools and business communities.

**The Stakeholder Input Analysis** examined the frequency of responses to the Five Guiding Questions which were used to assess the perspectives of individuals who are actively engaged in the education system. The most frequently mentioned areas of concern include:

1. The need to support student mental health and promote the development of social emotional skills.
2. Resource inequities and the need for improved instructional practices.
3. College and career readiness and the development 21<sup>st</sup> Century Skills.
4. Providing more opportunities for civic engagement.
5. The need for assessments that better measure student learning.

The link below includes the slides that were presented during the presentation.

<https://www.regents.nysed.gov/common/regents/files/FB%20Monday%20-%20Graduation%20Measures%20and%20Requirements%20Presentation.pdf>

This second link provides access to the entire **Comprehensive Review Report** that was recently released.

<http://www.nysed.gov/common/nysed/files/programs/grad-measures/graduation-requirements-and-measures-review.pdf>

- **2023-2024 Budget Proposal Update**

The Board was updated on the status of the priorities being proposed for inclusion in the 2022-2023 Legislative Initiatives and State Aid Budget proposals. Commissioner Rosa reemphasized that the goals will focus on supporting initiatives within three pillars, **Equity, Improving Customer Service, and the P-20 Continuum**. Areas of focus for each of the pillars are listed below along with more specific information on priorities associated with the funding goals. The final budget proposals will be presented for Board of Regents approval at the December 2022 meeting.

## **Equity, Excellence and Access**

1. Advancing Culturally Responsive Sustaining Education.
2. Expanding access to Career and Technical Education.
3. Ensuring funding equity for Students with Disabilities.
4. Preventing hunger from impeding learning.
5. Responding to the impact of the pandemic.
6. Promoting transparency through accountability.

## **Improving Customer Service**

1. Providing more efficient customer service through increasing staff capacity and modernizing NYSED's information technology systems.
2. Supporting multilingual students and their families.
3. Creating a Data and Information Management System to support fact-based decision making.
4. Providing mandate relief to school districts and NYSED.

## **P-20 Continuum**

1. Providing high quality, integrated, seamless, universally available Pre-Kindergarten.
2. Expanding regionalization and reorganization of aid programs to promote equity and ensure that a wide variety of educational programming is available statewide.
3. Incentivizing regionalization and promoting Regional Technical High Schools.
4. Supporting access to the Arts, Libraries and Cultural Education Institutions.
5. Expanding access to advanced coursework including opportunities for earning college credit and participation in career opportunity programs.

With regards to the **Regents State Aid** portion of the budget proposal, points of emphasis will focus on the expected 100% phase-in of Foundation Aid and providing wealth adjusted minimum increases. Priorities include:

1. Obtaining funds to research and update the Foundation Aid Formula to better identify measures of student and community need such as updated poverty counts.
2. Fully funding expense - based aids including Building Aid, Transportation Aid, Excess Cost Aid, and BOCES Aid to assist with more accurate regional cost determinations.
3. Expanding Access to Career and Technical Education by enhancing BOCES and Special Services Aid, and increasing funding streams to support CTE placements.
4. Increased funding to assist districts with supporting multilingual students and their families, especially for districts that have experienced significant enrollment increases.
5. Increased funding and regional contract initiatives for relieving school district mandates, such as reimbursement for efforts associated with transitioning to electric buses.
6. Increased funding to promote digital equity and learning through instructional aids such as textbooks, library materials and technology related software and hardware.

The links below provided more detailed information on what was presented. The first link highlights the proposed Legislative Initiatives and the second link focuses on the State Aid proposal.

<https://www.regents.nysesd.gov/common/regents/files/SA%20-%202023-2024%20Regents%20Budget%20and%20Legislative%20Initiatives%20Presentation.pdf>

<https://www.regents.nysed.gov/common/regents/files/SA%20-%202023-24%20Regents%20State%20Aid%20Proposal%20Presentation.pdf>

- NYSED staff and researchers from the Stanford University Educational Opportunity Project updated Board members on their collaborative efforts to re-examine available educational data and identify a set of equity indicators to better support systemic improvement in educational equity. The five-year research project is exploring which aspects of schooling are most strongly connected to inequity of student outcomes, and how this information can be used to increase student access to more effective supports and opportunities.

The link below provides more specific information on the material that was presented.

<https://www.regents.nysed.gov/common/regents/files/P-12%20-%20Understanding%20and%20Improving%20Educational%20Equity%20in%20New%20York%20State%20Presentation.pdf>

- NYSED staff, along with representatives from the West Ed Center to Improve Social and Emotional Learning, presented an update on their collaborative efforts to revise the current Social Emotional Learning (SEL) Benchmarks. Updated SEL competencies and indicators have been revised to emphasize:
  1. Equity and Culturally Responsive Approaches.
  2. Adult SEL competencies.
  3. Multi-Tiered Systems of Support for SEL competencies.
  4. SEL Responses to support effects of the COVID-19 Pandemic on student mental health.
  5. Integration of SEL into academic instruction to support academic success.

The link below includes the slides that were presented during the presentation.

<https://www.regents.nysed.gov/common/regents/files/P-12%20-%20Social%20Emotional%20Learning%20-%20Revising%20the%20Benchmarks.pdf>

- The Board was updated on the implementation of the Individual Arts Assessment Pathway (IAAP). 25 school districts and 48 schools across the state are currently participating in the first year of the three-year IAAP pilot with 1,140 ninth graders currently enrolled. Full implementation of the new pathway option will begin in September 2023.

Regent Roger Tilles expressed concern that many districts do not currently offer a sufficient number of art courses for students to complete the IAAP sequence. He stressed the need for districts to expand course options to increase access for students to pursue the pathway.

It was also announced that NYSED continues to experience success with efforts to expand access to the arts for students across the state. The current number of students **without** access to the arts has dropped to 4.3%, with over 2 million students enrolled in arts courses during the 2019-2020 school year.

<https://www.regents.nysed.gov/common/regents/files/P-12%20-%20Update%20on%20the%20Arts%20and%20the%20Individual%20Arts%20Assessment%20Pathway.pdf>

- The Board discussed a regulatory amendment which would change the requirements for earning the **Professional School Building Leader** permanent certificate. Currently, candidates who have an initial certificate must complete three years of experience in an educational leadership position, with at least one of those years being served as a school building leader. Stakeholders have expressed concerns that the requirement to serve one year as a school building leader is hindering the opportunity for educational leaders who work at the district level to earn the certificate, even though they gain extensive building level leadership skills while working in the district level position.

The Department is proposing to amend the requirement by removing the stipulation that at least one of the three years of experience be served as a school building leader. After the 60-day public comment period, it is anticipated that the proposed amendment will be presented to the Board of Regents for adoption at the May 2023 meeting.

<https://www.regents.nysesd.gov/common/regents/files/1122hed1.pdf>