




**TO:** Higher Education Committee  
P-12 Education Committee

**FROM:** John L. D'Agati   
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**SUBJECT:** New York State's Updated Equity Plan

**DATE:** April 6, 2015

**AUTHORIZATION(S):** 

**SUMMARY**

**Issue for Discussion**

Staff will review updates to New York State's equity plan. This plan, required of all state educational agencies (SEAs) that receive Title I, Part A funds, must be submitted to the United States Education Department (USED) by June 1, 2015.

**Reason(s) for Consideration**

For information and required by federal statute.

**Proposed Handling**

This item will come before a joint meeting of the Higher Education Committee and P-12 Education Committee for discussion at the April 2015 meeting.

**Background Information**

***Background and History***

The Department has long been dedicated to high quality education and student access to great teachers and principals. To coordinate an intricate system of public, independent, and proprietary colleges and universities, the Board of Regents, in collaboration with the higher education community, develops and adopts the Statewide Plan for Higher Education every eight years, setting system goals and objectives. In

2005, the Board adopted the Statewide Plan for Higher Education, 2004-2012 (<http://www.highered.nysed.gov/swp/>), which identified a commitment to an adequate supply of qualified teachers, school leaders, and other school professionals as one of 13 key priorities for the higher education systems in New York State.

In 2006, USED determined that, although most states had made significant progress towards the No Child Left Behind requirement of having all classes in core academic subjects taught by a highly qualified teacher by the end of the 2005-06 school year, none was likely to meet the goal. As a result, USED requested that states submit a plan detailing the actions the SEA and the state's local educational agencies (LEA) would take to ensure that, during the 2006-07 school year and beyond, all teachers of core academic subjects would be highly qualified, and that poor and minority children would be taught at the same rates as other children by highly qualified and experienced teachers.

In response to the USED's 2006 request, and complementing the foundation laid by the Statewide Plan for Higher Education, the Department submitted a state equity plan in July 2006 (<http://www2.ed.gov/programs/teacherqual/hqtplans/index.html>) under ESEA section 1111(b)(8)(C). In pursuit of the goals laid out by USED and New York's Statewide Plan for Higher Education, the Department determined the level of educational opportunity using pupil-teacher ratio, median teacher salary, annual teacher turnover rates, percent of teachers teaching out of certification area, percent of educators with a master's degree plus 30 hours or a doctorate degree, median years of experience, and teachers' highly qualified (HQT) status.

In 2010, as part of the Department's federal Race to the Top (RTTT) grant (Subsection D(3)) at <http://usny.nysed.gov/rttt/application/criteriapriorities.pdf>, New York committed to the equitable distub

## ***United States Department of Education Equity Plan and Data Update***

Secretary Duncan announced in July 2014 that USED would ask each SEA to submit an updated plan describing the steps it will take to ensure that “poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-

Describe how the SEA will monitor, evaluate, and report progress towards eliminating the identified equity gaps

Describe the steps the SEA took to consult with stakeholders

The Department is required to submit a final updated equity plan to USED by June 1, 2015.

### **Strategies to Improve Equitable Access in New York State**

The Department believes that improving teaching and learning and increasing equitable access can be achieved by improving LEAs' talent management systems. The



roles through STLE. (Watch this video to see how educators across New York State define teacher leadership: <https://www.engageny.org/resource/what-is-a-teacher-leader>).

The Board received an update about the STLE program in January 2014<sup>2</sup> and heard from panels of grantees in November 2014<sup>3</sup> and March 2015<sup>4</sup>. Panelists shared examples of comprehensive systems approaches to talent management practices and lessons learned through the STLE grant which form the foundation of strategies found in New York's updated equity plan. The Board was able to see how teacher and principal leadership in career ladder pathways, connected with the evaluation system and analysis of student learning, has the power and potential to address the educational inequities across the State and to close achievement gaps. (For resources around the development of career ladder pathways visit the "Improving Practice" landing pages at: <https://www.engageny.org/resource/improving-practice> and <https://www.engageny.org/resource/initiatives-systems-developing-sustainable-career-pathways-and-leadership-roles>).

Using the TLE Continuum as a framework, input from diverse stakeholders, and the foundation laid by New York State's RTTT commitments, the Department will

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**Key Component 1 (Educator Preparation):** The Department will continue to support and monitor improvements to access and entry into the profession, such as the redesign of teacher and principal preparation programs through performance-based assessments, clinically grounded instruction, and innovative new educator certification pathways.

**Key Component 2 (Educator Evaluation):** With the foundation laid by Education Law §3012-c, the Department will continue to provide support and monitoring to LEAs as they implement enhanced teacher and principal evaluation systems that meaningfully differentiate the effectiveness of educators and inform employment decisions.

**Key Component 3 (The TLE Continuum):** The Department will provide resources and support to LEAs utilizing evaluation results in the design and implementation of robust career ladder pathways as part of their comprehensive and strategic use of the TLE Continuum.



Quality Framework (<https://www.engageny.org/resource/new-york-state-adapted-quality-framework>). Through use of the Quality Framework, LEAs are able to reflect on





advocate for their student's needs. Education Law §3012-c allows all parents/guardians access to the final quality rating and composite effectiveness score for each of their child's teachers and for the principal of the school building to which the student is assigned for the current school year. If a student does not participate in State assessments, his or her family will not have critical information about the student's performance toward college and career readiness.

Finally, a lack of full participation in New York State assessments hinders the State's ability to collect complete data about students and educators, and subsequently could impact the analysis of equity issues. Incomplete assessment data may lead to a lack of information about the academic performance of individual student groups, including students of color, low-income students, English language learners, and students with disabilities. Underperformance for any group of students must trigger meaningful supports and interventions; this is not possible without data on all students. Information gained from the New York State assessment program allows the Department to contin(co)-3(I5-F>g)-251(BT41(th)-5(e)6( )JTJE-g62a)-3(I )-161 0 0 T TJstr3007n 2846