



TO: Higher Education Committee
P-12 Education Committee

FROM:

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SUBJECT:

Updated Equity Plan

DATE:

April 6, 2015

AUTHORIZATION(S):

SUMMARY

Issue for Discussion

Staff will review _____ 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 s 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 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 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 0 hours or a doctorate degree, median years of

In 2010, as part of the Department 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 all 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 2014² and heard from panels of grantees in November 2014³ and March 2015⁴. 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 . 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 s 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

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 APPR implementation at the local level, gauging system strength and determining priorities for improvement in support of improved teaching and learning.

The TLE Continuum: The Department will support and guide LEAs to use evaluation results to design and implement a comprehensive talent management strategy that addresses multiple components of the TLE Continuum, including robust career ladder pathways. The Department will provide technical assistance and support to LEAs through the potential provision of district-level equity reports, continued investments in the professional development of teachers and principals, and the ongoing facilitation of peer-to-peer learning opportunities.

Ongoing Stakeholder Engagement

The Department will continue to engage with experts and practitioners to develop and improve its work around educational equity and talent management. In October 2014, the Department assembled an STLE Advisory Board, comprised of superintendents from LEAs that represent the geographic and demographic diversity of New York State. STLE Advisory Board members have been asked to collaborate with and present to other stakeholder groups on the development of career ladder pathways, submit concrete tools, resources, and models for inclusion in the Department guidance, provide feedback and input on draft materials, and potentially serve as model LEAs for New York State educators.

In addition, parties such as the School and District Accountability Think Tank and the New York State Technical Advisory Committee (TAC) have actively contributed to Department work around accountability and the metrics used by the Department. The Department conducts regular meetings with New York State United Teachers (NYSUT), New York State Council of School Superintendents (NYSCOSS), School Administrators Association of New York State (SAANYS), the Empire State School Administrators Association (ESSAA), the Conference of Big 5 School Districts and the New York State School Boards Association (NYSSBA) to discuss initiatives and gain perspective on teaching and learning implementation efforts across the State. Furthermore, the Department shares and receives feedback on critical reform efforts, including the evaluation system and issues of educational equity through regular meetings with the 37 BOCES District Superintendents.

Potential Funding Sources

Acknowledging the powerful impact of the STLE program and its potential for increasing equitable access, the Department encourages LEAs to examine current budgetary expenditures and funding sources to support the type of work piloted under the STLE program. In addition, many LEAs will want to consider the re-direction of current or future State or Federal funds to support talent management strategies that can lead to more equitable access to effective educators. Many of the funding sources outlined below include goals that closely align with such strategies.

advocate for their Education Law §3012-c allows all parents/guardians access to the final quality rating and composite effectiveness score for each of their

assigned for the current school year. If a student does not participate in State assessments, his or her family will not performance toward college and career readiness.

Finally, a lack of full participation in New York State assessments hinders the 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()]TJE-g62a)-3(I)-161 0 0 T TJstr3007n 2846