# National Urban League

## ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.

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| Equity Indicators | NUL Score |
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| **1. Goals and Indicators**<br>• The New York State Education Department (NYSED) plan does not set goals for student proficiency. It uses a performance index with a long-term "end goal" of all students and student subgroups achieving an index score of 200 (indicating average proficiency); timelines change annually.<br>• The NYSED should make their long-term goals more transparent and more understandable for parents and the public.<br>• New York's plan uses both chronic absenteeism and college, career, and civic readiness as School Quality and Student Success (SQSS) indicators which will encourage schools to offer advanced coursework to more students. | ☐ Excellent<br>☒ Sufficient<br>☐ Poor |
| **2. Subgroup Performance**<br>• The NYSED's plan uses subgroup performance only to identify schools for "targeted support and improvement" (TSI). It does not otherwise rate schools.<br>• The NYSED should assign clear ratings to measure, track and improve the performance of subgroups and all students. It should also lower its n-size from 30 to 10 to count more subgroups of students so that they can be identified for support. | ☐Excellent<br>☐Sufficient<br>☒ Poor |
| **3. Supports & Interventions for Struggling Schools**<br>• The definition of "consistently underperforming" used to identify schools for TSI triggers intervention when one or more subgroups do not meet interim goals on all indicators for three consecutive years. This is meaningfully different from "additional targeted support and improvement" (ATS).<br>• However, this definition could be strengthened by triggering intervention based on a low subgroup performance across a subset of indicators instead of all indicators. | ☐ Excellent<br>☒ Sufficient<br>☐ Poor |
| **4. Resource Equity**<br>• The state describes various strategies for addressing resource inequities including publishing per-pupil expenditures for each LEA and school in the states, publishing teacher equity reports, using needs assessment process to identify resource inequities and requiring districts to address these in their school improvement plans, annual cycles of resource allocation reviews, and directing additional funding support and assistance to low performing schools based on school results and the degree to which they are improving.<br>• The NYSED includes a resource equity indicator in its accountability system. Its college and career indicator will measure access to and success in advanced coursework including Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment courses and work encourage more schools to offer advanced coursework to more students. | ☒ Excellent<br>☐ Sufficient<br>☐ Poor |
| **5. Educator Equity**<br>• The NYSED's plan creates definitions for ineffective, out-of-field, and inexperienced teachers and will publish annual state-level and district-level equity reports which examine the rates at which minority and low-income students are taught by them. | ☒ Excellent<br>☐ Sufficient<br>☐ Poor |

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| • The NYSED expresses a commitment to "ensuring that the pipeline of future educators includes culturally competent and ethnically and linguistically diverse candidates such that the demographics of the educator workforce can better mirror the demographics of New York State's student population."<br>• The Department has prioritized several strategies to meet this goal, including: creating formative assessments of cultural competence, strategic staffing including diversity, cultural competency and evaluation results, and expanding recruitment activities to attract a wider pool of diverse candidates, mentoring, among others.<br>• The NYSED will set aside a portion of its Title IIA funds, including the newly available set-aside to support school leaders, to support leadership development programs for principals. | |
| **6. Stakeholder Engagement**<br>• The NYSED's state plan describes a well-documented stakeholder engagement process that included diverse stakeholder voices to develop its state plan and outlines efforts that will require continued engagement throughout ESSA implementation. | ☒ Excellent<br>☐ Sufficient<br>☐ Poor |
| **7. Breaking the School to Prison Pipeline**<br>• The NYSED will hold schools accountable for out-of-school suspension rates. "Beginning with 2018-19 school year results on out-of-school suspensions, the New York State Education Department will assign each school a Level 1-4 rating for each subgroup for which the school is accountable. Districts will be required to assist schools to address a school's out-of-school suspension rate for any subgroup that receives a Level 1 rating."<br>• New York State intends to include out of school suspensions as a measure of school quality and student success when the second cohort of Comprehensive Support and Improvement Schools is identified using 2020-21 school year data.<br>• New York State has a number of initiatives aimed at breaking the school to prison pipeline including the Dignity for All Students Act, Social-Emotional Wellness and Adverse Childhood Experiences, and Reduce Exclusionary Discipline and Implement Restorative Practices. | ☒ Excellent<br>☐ Sufficient<br>☐ Poor |
| **8. Equitable Access to Early Childhood Learning**<br>• New York state has committed to expanding access to quality early childhood and learning programs by coordinating with Head Start, aligning curriculum and standards across programs, and articulating how Title II dollars will be used to build professional capacity in the early childhood space. | ☒ Excellent<br>☐ Sufficient<br>☐ Poor |
| **9. Equitable Implementation of College and Career Standards**<br>• New York State is requiring that schools that do not meet the 95% participation rate requirement over multiple years to develop an improvement plan.<br>• New York uses a "College, Career, and Civic Readiness Index" (0 to 200 points), which multiplies the number of students demonstrating college and career readiness (CCR) measures by the weighting for each particular measure, divided by the number of students in the cohort.<br>• New York also uses CCR measures receiving a weight of 2 include: earning a Regents diploma with Advanced Designation, CTE Endorsement, or the Seal of Biliteracy; earning a Regents Diploma and scoring 3+ or 4+ on an AP or IB exam, respectively; earning a Regents Diploma and an industry-recognized credential or passing a nationally certified career and technical education (CTE) examination; and earning the Skills and | ☒ Excellent<br>☐ Sufficient<br>☐ Poor |

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| Achievement Commencement Credential with an average score of 4 on the New York State Alternate Assessment Examinations (NYSAA) in language arts, mathematics, and science. <br>• The state uses **measures receiving a weight of 1.5 include:** earning a Regents Diploma and high school credit from participation in AP, IB, or dual enrollment; earning a Regents Diploma with CDOS endorsement; and earning a Skills and Achievement Commencement Credential with an average score of 3 on the New York NYSAA in language arts, mathematics, and science. <br>• The states **measures receiving a weight of 1 include:** earning a Regents or Local Diploma and earning a Skills and Achievement Commencement Credential with an average score of 2 on the NYSAA in language arts, mathematics, and science. **Measures receiving weight of .5 include:** earning a High School Equivalency Diploma or CDOS Credential. **Measures receiving no weight include:** failure to earn a High School or High School Equivalency Diploma. | |
| **10. Out of School Time Learning** <br>• The NYSED's plan describes how they plan to allocate Title I and IV funds to out-of-school time learning, including the expansion of 21$^{st}$ Century Learning Community Centers. | ☒ Excellent <br>☐ Sufficient <br>☐ Poor |
| **11. Equitable Access to High Quality Curricula** <br>• New York State offers a wide range of programs that highlight both CTE and science, technology, engineering, and math (STEM) opportunities including the Science, Technology Entry Program, the Smart Schools Early High School Program, and NYS Pathways in Technology, in addition to the College, Career, and Civic Readiness Index included in the accountability system. <br>• The state has also developed Social and Emotional Development and Learning Guidelines. | ☒ Excellent <br>☐ Sufficient <br>☐ Poor |
| **12. Clear Reporting and Transparent Data Systems That Are Easy to Understand** <br>• The NYSED has developed multiple data systems including publishing a dashboard of indicators that highlight school conditions and opportunities to learn, a Quarterly Leading Indicator Report, a State Equity Report, and a state-level data reporting system. <br>• The NYSED's dashboard reports performance on each indicator separately rather than a summative rating and uses decision rules to identify schools based on particular patterns of performance across all indicators. <br>• The state is not using a summative rating system, but rather tiers of support and school identification alongside school identification. <br>• New York should consider developing a rating system that communicates data more clearly to parents and other stakeholders. | ☐ Excellent <br>☒ Sufficient <br>☐ Poor |
| **Overall Rating** | **Excellent** |