WHO WE ARE

The Education Trust–New York is a statewide education policy and advocacy organization focused first and foremost on doing right by New York’s children. Although many organizations speak up for the adults employed by schools and colleges, we advocate for students, especially those who are low-income or students of color and whose needs and potential are often overlooked. Ed Trust–NY is affiliated with the national organization, The Education Trust, based in Washington, D.C.

ACHIEVEMENT AND OPPORTUNITY FOR ALL STUDENTS

27% of low-income students in grades 3-8 are proficient or advanced in English language arts.

36% of schools that serve the greatest share of low-income students outside of New York City have a rich and robust high school curriculum.

30% of Black students pursuing a bachelor’s degree graduate from college on time (compared to 55 percent of white students).

24% less is invested per pupil in the school districts that serve the greatest proportion of low-income students compared to the districts that serve the fewest low-income students.
OUR WORK

In our first year, we issued a series of reports covering critical equity issues. Here are some of the highlights:

TOWARD JUSTICE FOR ALL? (September 2016)
This report launched our coalition work with major civil rights, education, parent and business organizations from across New York. (see page 4 for additional information).

OUR EYES ON THE HORIZON (November 2016)
The Education Trust–New York, Educators for Excellence, New York Educator Voice Fellowship and High Achievement New York, with input from educators around the state, called for maintaining high standards and enhancing curricular resources and student support.

FOUR BIG EQUITY ISSUES IN THIS YEAR’S EXECUTIVE BUDGET (January 2017)
The Education Trust–New York identified four of the key educational equity budget issues to ensure a high-quality education for all New York students: early childhood education, improving K-12 funding, teacher equity and support, and college affordability, access and completion.

TO ‘EXCELSIOR,’ AND BEYOND (March 2017)
Our data analysis revealed that while lower-income communities shoulder $35 billion in student loan debt, students in those communities would see little benefit from the new Excelsior Scholarship program, and we offered recommendations for how to strengthen the program.

ACHIEVEMENT AND OPPORTUNITY IN NEW YORK STATE (April 2017)
Our report described the state of New York’s education system and offered a series of recommendations for improving equity, achievement and opportunity, from early childhood to K-12 schools to college access and completion.

SAFE HAVENS (May 2017)
Issued in partnership with Advocates for Children of New York, the New York Immigration Coalition and the Committee for Hispanic Children and Families, our report highlighted positive practices while also raising serious questions about how schools ensure safe and inclusive learning environments for immigrant students.
AND IT’S GETTING ATTENTION!
We are developing strong relationships with media outlets across New York State and are promoting the equity agenda through news articles and opinion pieces.

**DAILY NEWS | OPINION**
New York’s public schools need laser focus on high standards, fair funding

**Chalkbeat**
Coalition recommends laser focus on academics in state’s accountability system

**syracuse.com**
Only 38 percent of Upstate NY parents think public schools prepare kids for college

**EL DIARIO**
Encuesta: graduados no están listos para asistir a la universidad

**THE BUFFALO NEWS**
Every Student Succeeds is coming. What does that mean for New York?

**DAILY NEWS | OPINION**
How Trump’s budget would hurt New York kids

**USA TODAY**
NYS must address equity in new plan for schools

**POLITICO**
State Ed looks at ESSA reporting requirements

“NEW YORK’S FUTURE DEPENDS ON CLOSING THE OPPORTUNITY AND ACHIEVEMENT GAPS THAT HOLD BACK TOO MANY CHILDREN FROM REACHING THEIR FULL POTENTIAL AND ON UPHOLDING HIGH STANDARDS FOR ALL OF OUR STUDENTS.”

“The stakes couldn’t be higher, especially for low-income students and students of color who have been subjected to massive systemic inequities in educational access, opportunity and achievement.”
There’s more to come!

Working alongside our partners across New York State, we will continue to advocate for more access and opportunity to help all students be successful.

The Education Trust—New York is working with a coalition of 20 major civil rights, education, parent and business organizations from across New York to offer recommendations for how the state can seize the opportunities provided by the new federal education law, the Every Student Succeeds Act (ESSA). We aim to advance equity by creating a strong state accountability system that maintains high standards, prioritizes closing achievement and opportunity gaps, ensures transparency and provides the urgency and sustained support to address schools that are consistently underperforming for any group of children.

The coalition is an unprecedented partnership that shows the power of diverse organizations working together to advance equity.

Ian Rosenblum: Executive Director
Abja Midha: Deputy Director
Tiffany Lankes: Communications Director
Francisco Miguel Araiza: Senior Data & Policy Analyst
Tiffany Williams: Policy Fellow

Bill & Melinda Gates Foundation
Carnegie Corporation of New York
Collaborative for Student Success
IBM
U.S. Chamber of Commerce Foundation
Walton Family Foundation

300+ public comments submitted by coalition members and their community partners

The Equity Scorecard
An Initial Review of New York State’s Draft ESSA Plan
May 2017

The Every Student Succeeds Act (ESSA) is an opportunity to advance equity by defining what it means to be a successful school, setting clear expectations that schools must raise achievement for all of their students—not just some, and helping schools and school districts by targeting attention, resources, and support to the places where students are struggling. This is a critical moment for the future of accountability and school support and improvement in New York. Our coalition’s initial review of the draft state ESSA plan follows.

Overall Rating: SOME POSITIVE STEPS, BUT NEEDS IMPROVEMENT

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<tr>
<th>Issue</th>
<th>Rating</th>
<th>The Bottom Line</th>
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<tbody>
<tr>
<td>Prioritizing achievement</td>
<td></td>
<td>New York’s draft plan shows a commitment to strong academic standards and makes English language arts (ELA) and math proficiency the driving factors in identifying schools for support and improvement. However, the draft plan does not do enough to hold schools accountable for assessing all students. As a result, schools may encourage lower-performing students to stay home when state assessments are given—meaning the students most in need of support might not count at all.</td>
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<td>Long-term goals</td>
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<td>New York deserves credit for setting consistent “end goals” for all groups of students. Additional analysis is required to determine if the intermediary “long-term” goals—which are the ones that matter for accountability—sufficiently improve the trajectory of historically underserved groups of students.</td>
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<td>Additional indicators</td>
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<td>New York wisely limits the total number of accountability indicators while adding two important ones: a high school success index and a measure of chronic absenteeism. The lack of an accountability indicator that encourages schools to address excessive exclusionary discipline, including suspensions, is a missed opportunity.</td>
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<td>English learners</td>
<td></td>
<td>The draft plan wisely takes into account initial English proficiency and a measurement of expected growth against actual growth to determine if a student is making sufficient progress toward English proficiency. This approach reflects evidence that progress is faster at lower levels of English language proficiency. The state also plans to translate a number of assessments for English learners and provides specific attention to how ELs are supported in schools identified for comprehensive support. The draft plan’s proposal to exempt English learners who have been in school fewer than 12 months is in keeping with ESSA requirements; however, waiting to include all English learners in the accountability system until their third year is concerning. Instead, student-specific factors such as prior schooling, level of English proficiency, age, and other state assessments that are required in the given year should be used to determine when students are first given the state ELA assessment and how it will be used in the accountability system.</td>
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