engage ny

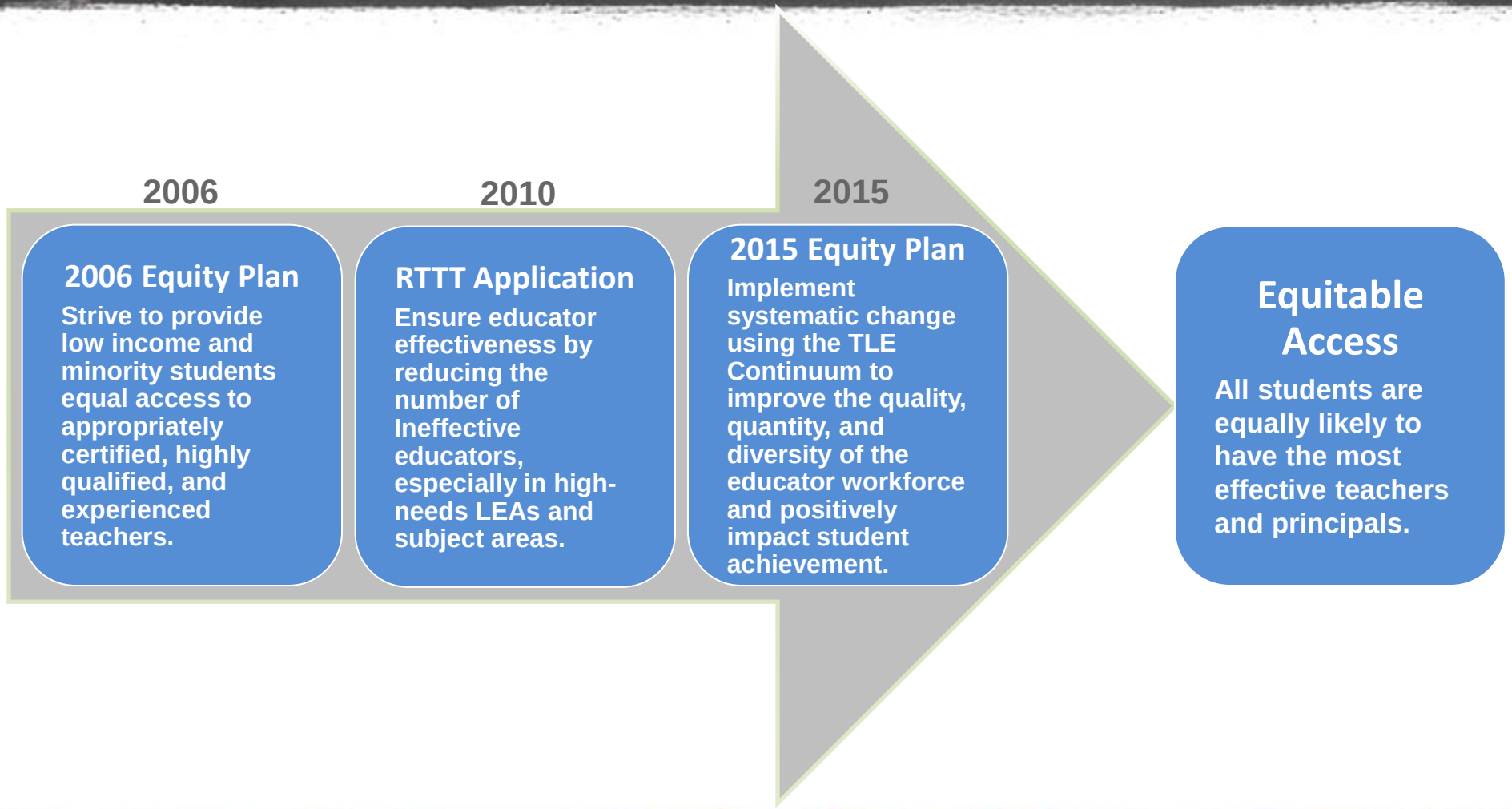
Our Students. Their Moment.

Examining Educator Excellence

New York State's Updated Plan for Equity

Dr. Julia Rafal-Baer, Assistant Commissioner

NYS has a long history of focusing on issues of equity. Over time, the focus has shifted from teacher qualification and experience to effectiveness and comprehensive talent management systems.

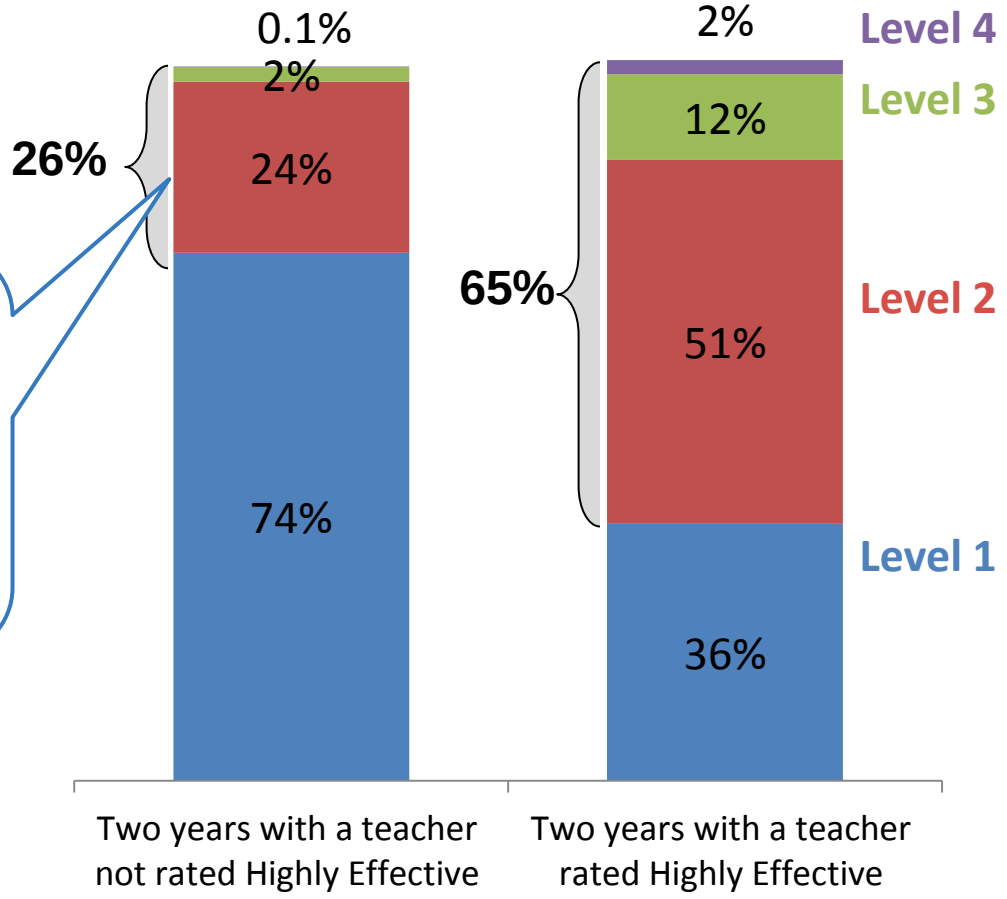


Historically, years of experience, certification, and highly qualified status have been used as measures of teacher quality. However, on their own, these characteristics do not necessarily ensure improved teaching and learning.

Historical Equity Metrics	2005-06	2012-13
Percent with fewer than three years of experience	11%	6%
Percent teaching out of certification	6%	3%
Percent not taught by highly qualified teachers	5%	3%

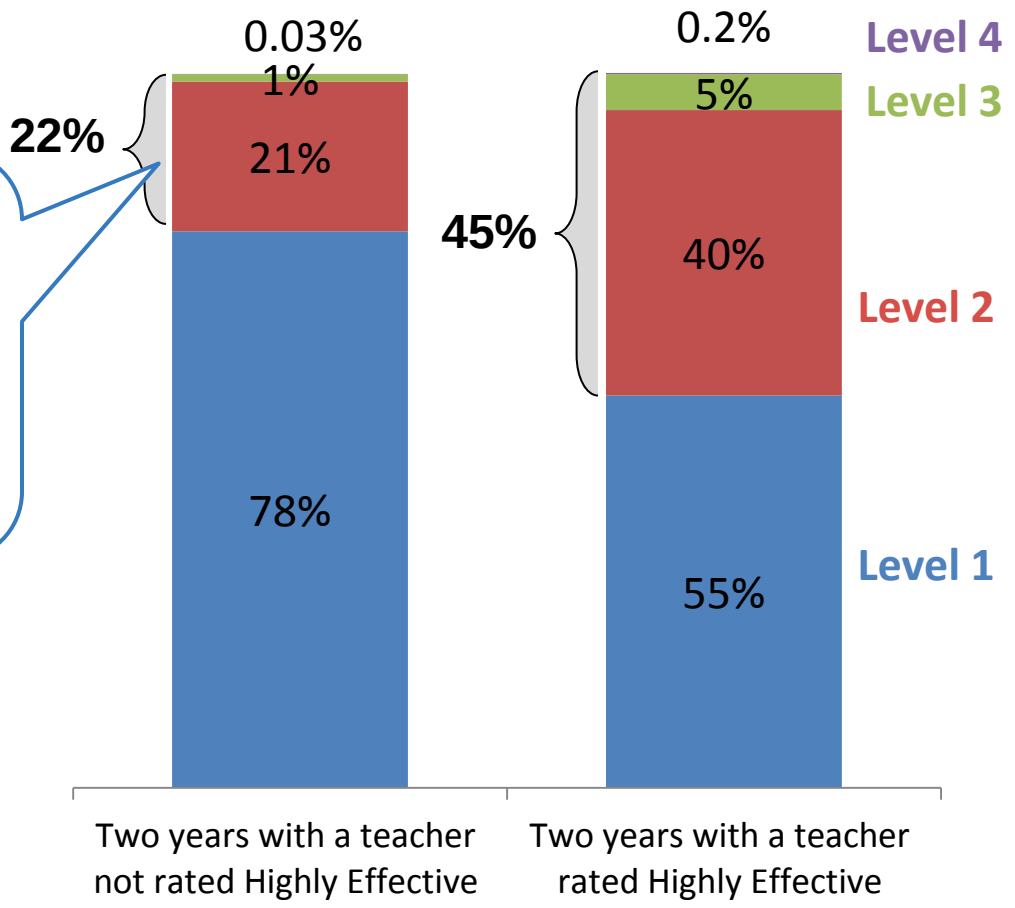
Teachers are the single most important school-based factor affecting student achievement. Students who scored a Level 1 in Math in 2011-12 were more likely to score a Level 2 or higher in 2013-14 if, for two years in a row, they were assigned to teachers who were rated Highly Effective on State-provided growth.

Students who scored a **Level 1** in 2011-12 were **39 percentage points** more likely to score a **Level 2 or above** in 2013-14 if they were assigned to teachers rated Highly Effective for two years.

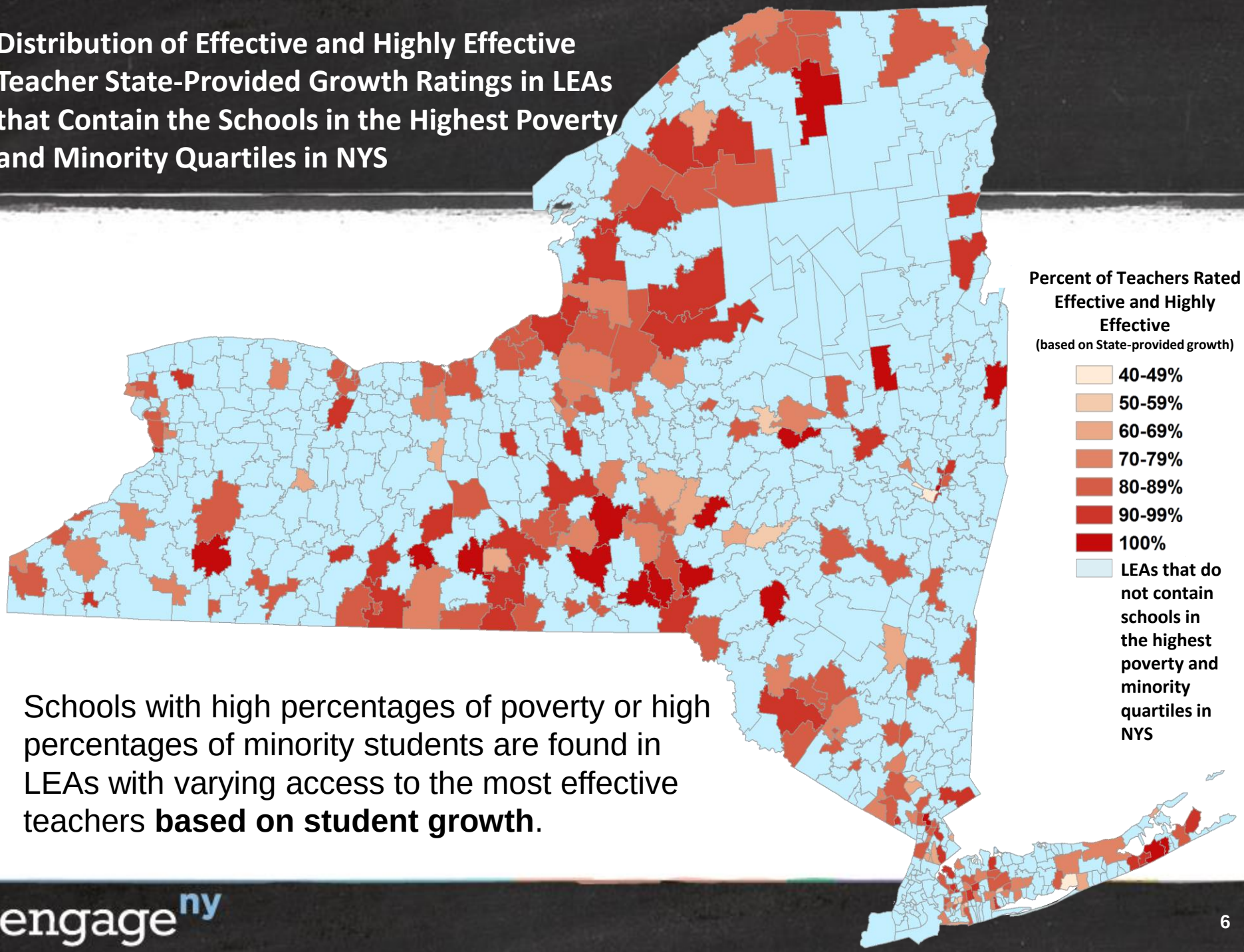


Although Overall Composite ratings typically provide less differentiation, the benefit of a Highly Effective teacher is still apparent. Students who scored a Level 1 in math in 2011-12 were more likely to score a Level 2 or higher in 2013-14 if, for two years in a row, they were assigned to teachers who were rated Highly Effective on the Overall Composite.

Students who scored a **Level 1** in 2011-12 were **23 percentage points** more likely to score a **Level 2 or above** in 2013-14 if they were assigned to teachers rated Highly Effective for two years.



Distribution of Effective and Highly Effective Teacher State-Provided Growth Ratings in LEAs that Contain the Schools in the Highest Poverty and Minority Quartiles in NYS



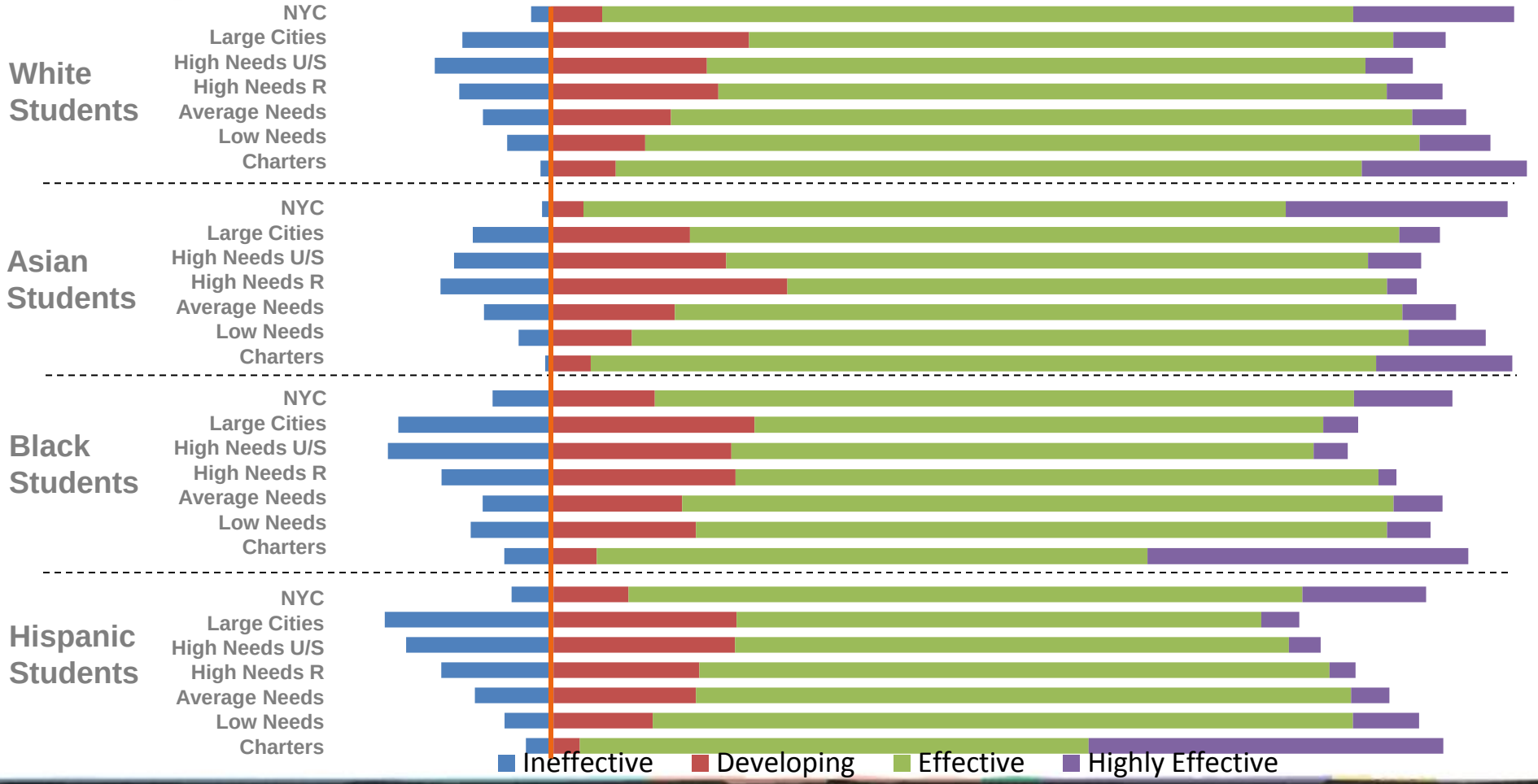
Schools with high percentages of poverty or high percentages of minority students are found in LEAs with varying access to the most effective teachers **based on student growth**.

Method to Explore Equitable Distribution of Teacher Effectiveness

- **The analyses presented in the following two slides use a data set based on:**
  - State-provided growth ratings for teachers for 2012-13
  - Teacher-student enrollment linkages in math for 2013-14

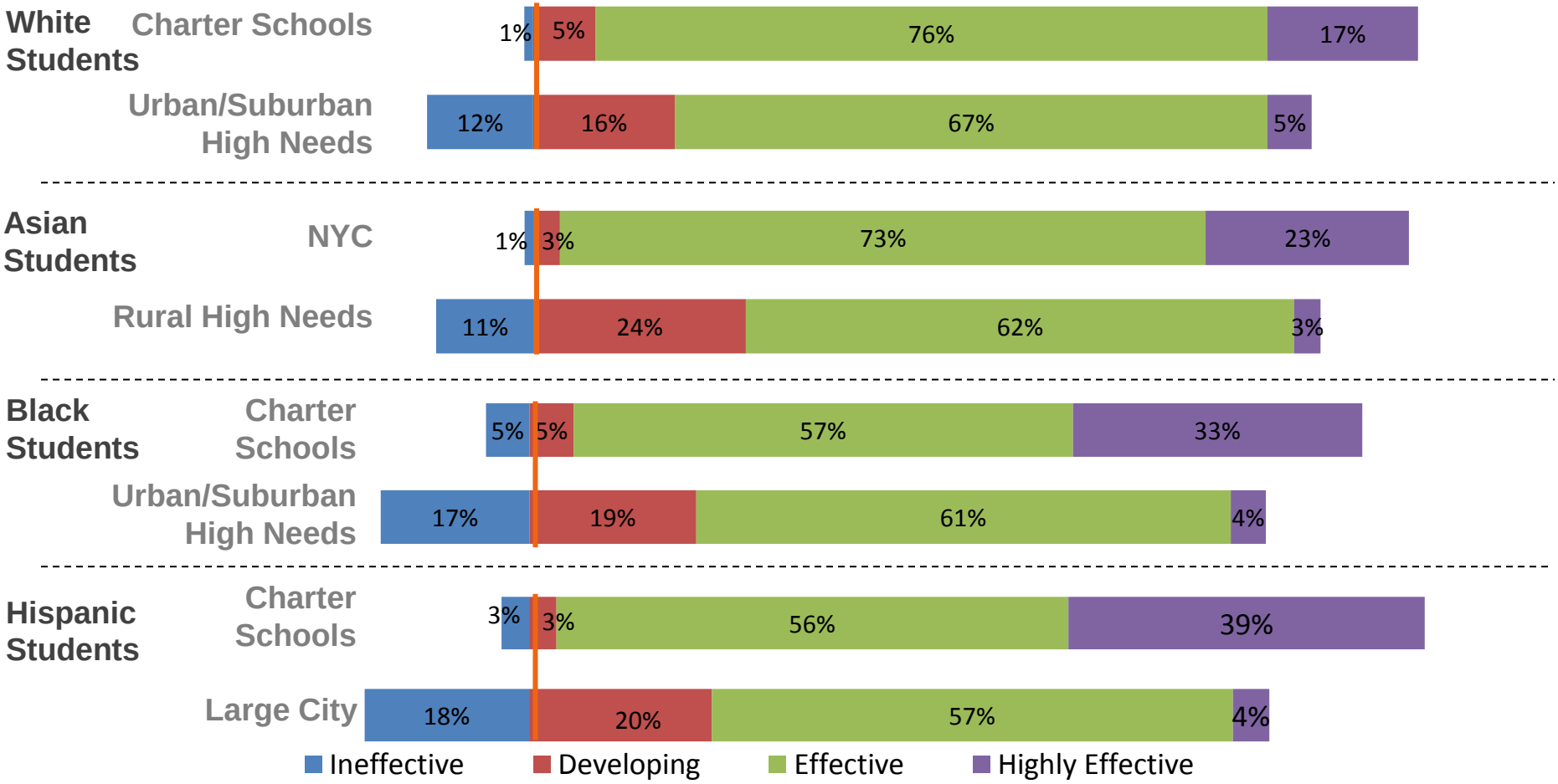
Within subgroups of race and ethnicity, access to the most effective educators varies dependent on Needs Resource category. Asian students are more likely to be placed with teachers who were rated Effective or Highly Effective across most Needs Resource categories. Black and Hispanic students are more likely to be assigned to teachers who were rated Ineffective in most Needs Resource categories.

State-Provided Growth Ratings for Teachers by Student Subgroup and Needs Resource Category, Math



Nuances are revealed when you examine the Needs Resource category with the greatest and least percentage of teachers rated Ineffective by race/ethnic subgroup. Black, Hispanic, and White students in Charter schools are least likely to be placed with teachers rated Ineffective.

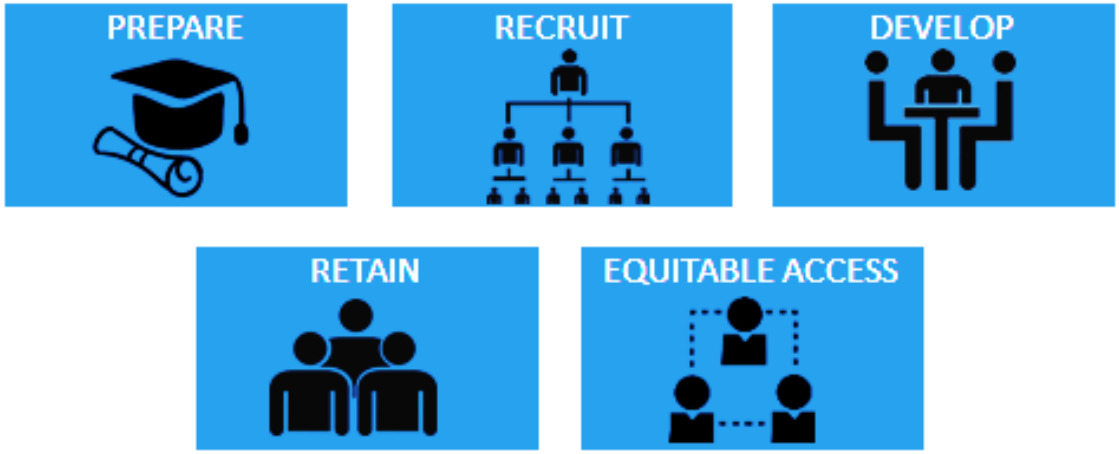
State-Provided Growth Ratings for Teachers by Student Subgroup and Needs Resource Category, Math



The Department recommends that each school and LEA leverage evaluation results to drive talent management decisions and strengthen educator practice. LEAs should examine their own data to gain insight into how students are placed locally to inform sound and equitable decisions.

- The TLE Continuum is made up of seven components that should be used in comprehensive and systematic ways to improve the quality, quantity, and diversity of the teacher and principal workforce, and most importantly – improve student outcomes.

Strengthening Teacher and Leader Effectiveness (STLE) grant recipients provide examples of LEAs that are successfully leveraging the TLE Continuum to increase equitable access to the most effective educators.



Examples of STLE districts who have shown promising practice in addressing these five talent management needs to ensure students have equitable educational opportunities and graduate college and career ready can be found in the accompanying appendix.

Approximately 40,000 teachers received State-provided growth ratings in 2013-14. Roughly 6% (2,400 teachers) were rated Ineffective. Decisions around talent management that impact student placement and initiatives to improve educator effectiveness are amongst the most important decisions districts are responsible for making each year.

- By examining effectiveness data, LEAs can determine which:
  - teacher and principal preparation programs are best preparing educators to succeed in schools and classrooms;
  - recruitment, hiring, and placement strategies help identify the most skilled candidates;
  - professional development investments have the largest impact on teaching and learning;
  - promising practices are employed by the most effective teachers and school leaders to close achievement gaps; and
  - retention strategies ensure the most effective educators are extending their reach and maximizing their impact on student learning
- Educator effectiveness data should be used to inform all talent management decisions, including hiring, retention, tenure decisions, professional development and the development of career ladder pathways.

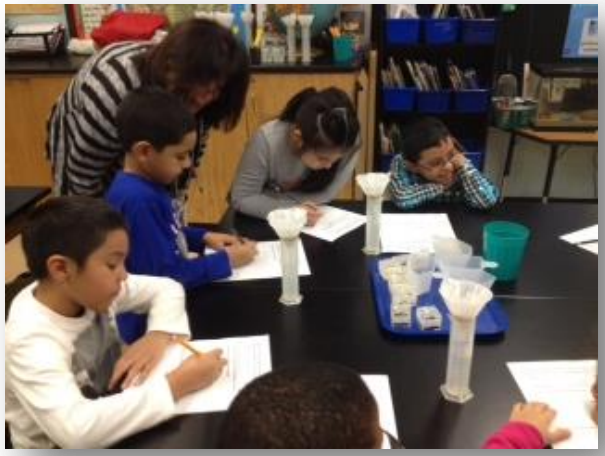
Appendix Slides

Equitable access means that every student, *regardless of background*, should have *equal access* to the most effective educators.

How Do We Ensure Equitable Access?

- Utilize multiple measures to identify teachers and principals who consistently demonstrate high levels of effectiveness that can serve as models and mentors, to identify educators who need support, and to inform high-quality professional development.

- Employ multiple talent management approaches, such as making strategic staffing decisions that ensure equitable access to the most effective teachers and principals.



Teacher Experience, Certification, and Highly Qualified Status

The following slides present information on three factors historically used to examine equity, with effectiveness ratings as an additional layer of analysis.

LEAs should examine their data locally to determine the characteristics of their own educators and identify potential areas of concern.

Years of experience, certification and highly qualified status provide one lens for examining equity. However, these factors do not illustrate the full picture of teacher effectiveness.

First-year teachers teaching grades 4-8 math or ELA had *slightly lower* impact on student learning based on 2013-14 State-provided growth ratings.

State-Provided Growth Rating	First-Year Teachers (n=1,294)	Not First Year Teachers (n=36,645)
Highly Effective or Effective	82%	85%
Developing or Ineffective	18%	16%

Teachers who were teaching **out of certification** and teaching grades 4-8 math or ELA had *slightly higher impact* on student learning based on 2013-14 State-provided growth ratings.

State-Provided Growth Rating	Teachers Out of Certification (n=2,046)	Certified Teachers (n=35,893)
Highly Effective or Effective	87%	84%
Developing or Ineffective	13%	16%

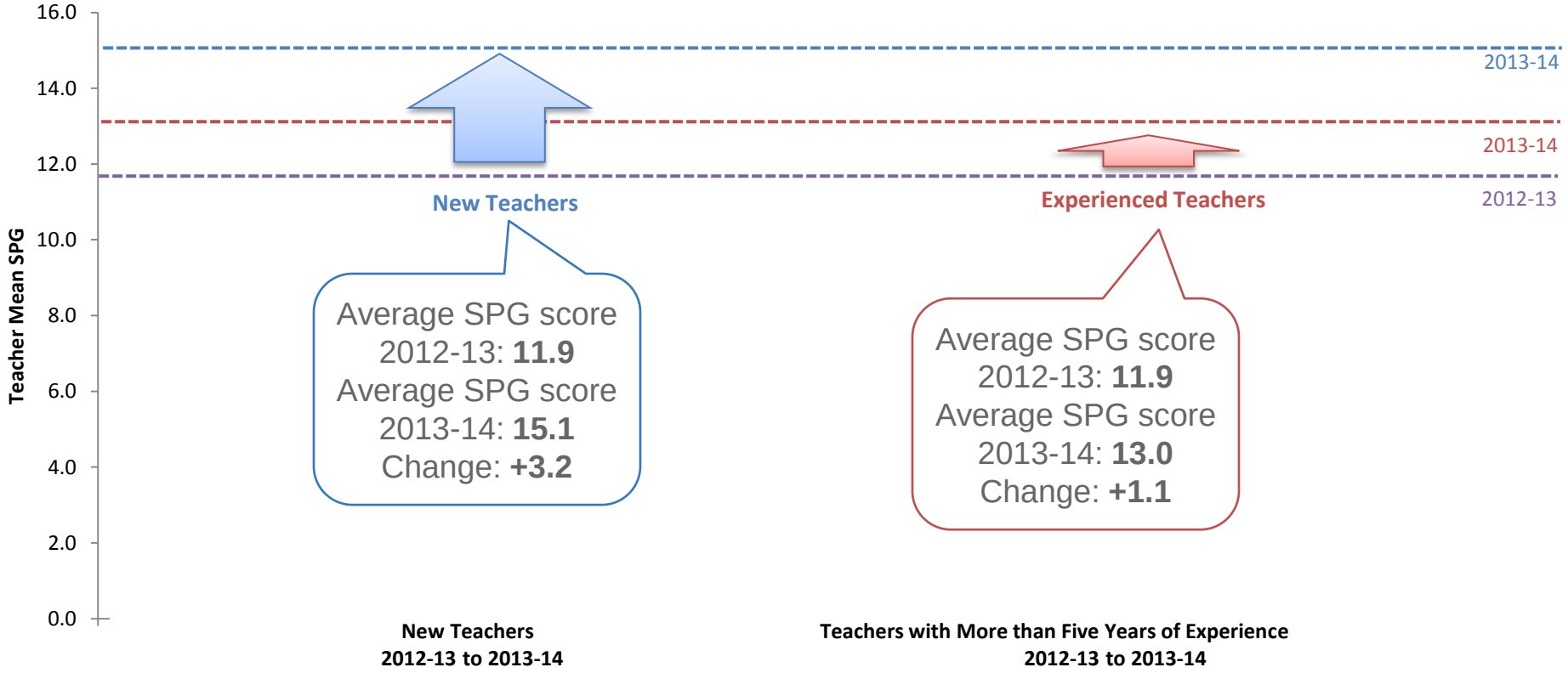
Teachers who were **not highly qualified** and teaching grades 4-8 math or ELA had *slightly higher impact* on student learning based on 2013-14 State-provided growth ratings.

State-Provided Growth Rating	Not Highly Qualified Teachers (n=955)	Highly Qualified Teachers (n=32,246)
Highly Effective or Effective	88%	84%
Developing or Ineffective	12%	16%

Combining both the traditional measures of equity with more nuanced metrics of educator effectiveness is important. Although first year teachers and those who have more than 5 years of experience show improvement over time, the average new teacher shows more improvement in State-provided growth than the average experienced teacher in one year.

Performance Comparison of New Teachers and Experienced Teachers

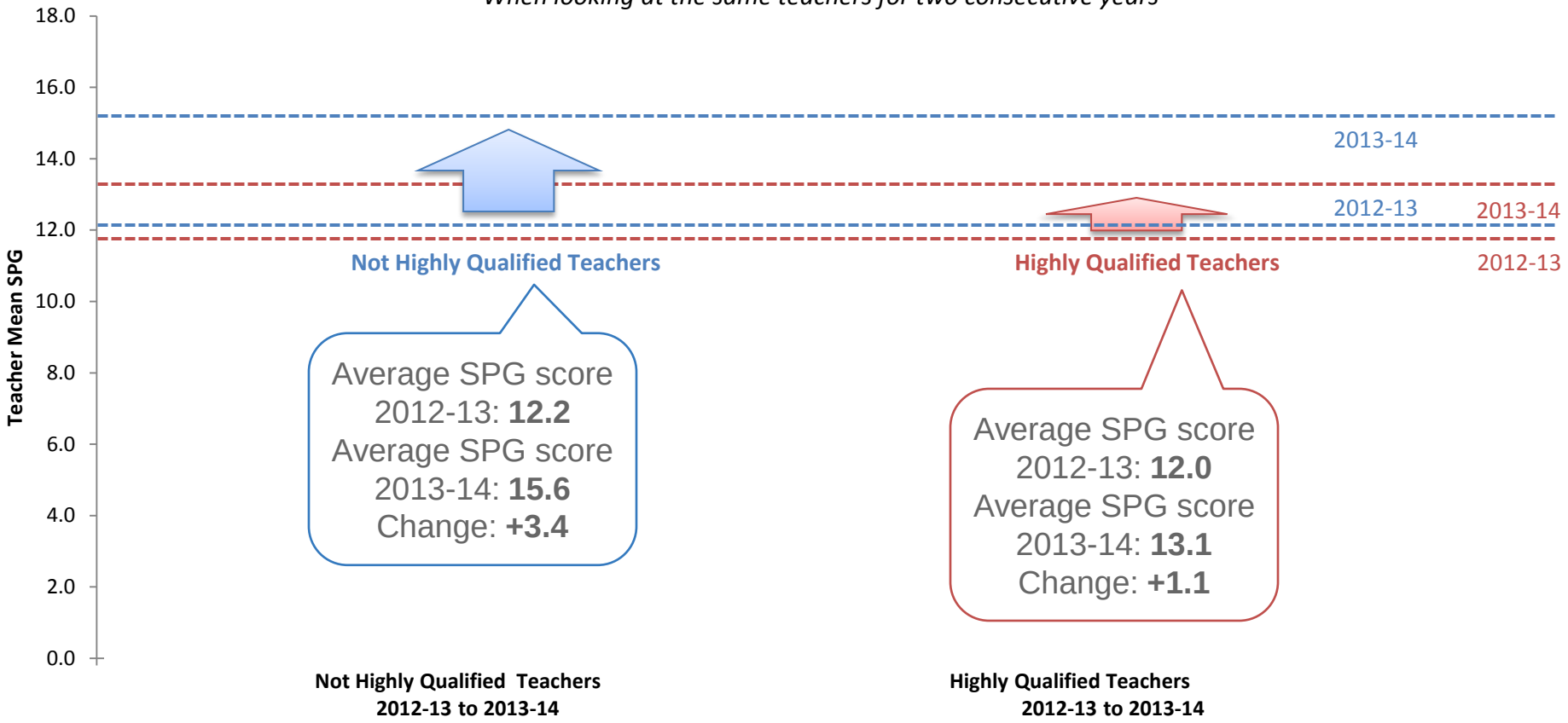
When looking at the same teachers for two consecutive years



Similarly, after one year, the average teacher not considered to be highly qualified shows more of an improvement in State-provided growth than the average teacher who is considered to be highly qualified.

Performance Comparison of Not Highly Qualified Teachers and Highly Qualified Teachers

When looking at the same teachers for two consecutive years



The Equitable Distribution of Teacher Effectiveness

The following slides explore student access to teachers based on effectiveness. The analyses present this information by race/ethnic group and Needs Resource Classification.

The analyses presented in these slides use a data set based on:

- State-provided growth ratings for teachers for 2012-13
- Teacher-student enrollment linkages in math or ELA for 2013-14

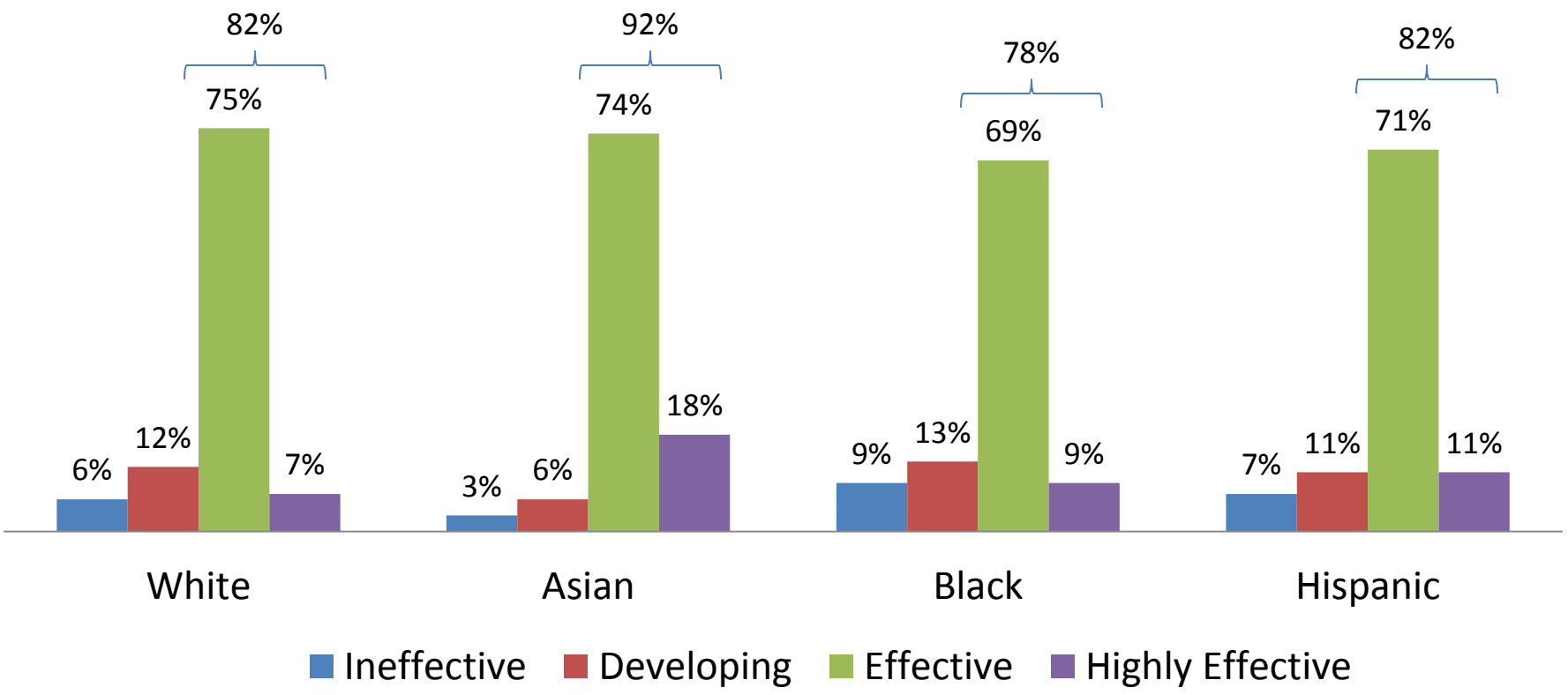
As a reminder, LEAs should examine their data locally to determine the characteristics of their own educators and identify potential areas of concern.

Results in Math

The following analyses are supplemental to the information found in the “Examining Educator Excellence” presentation.

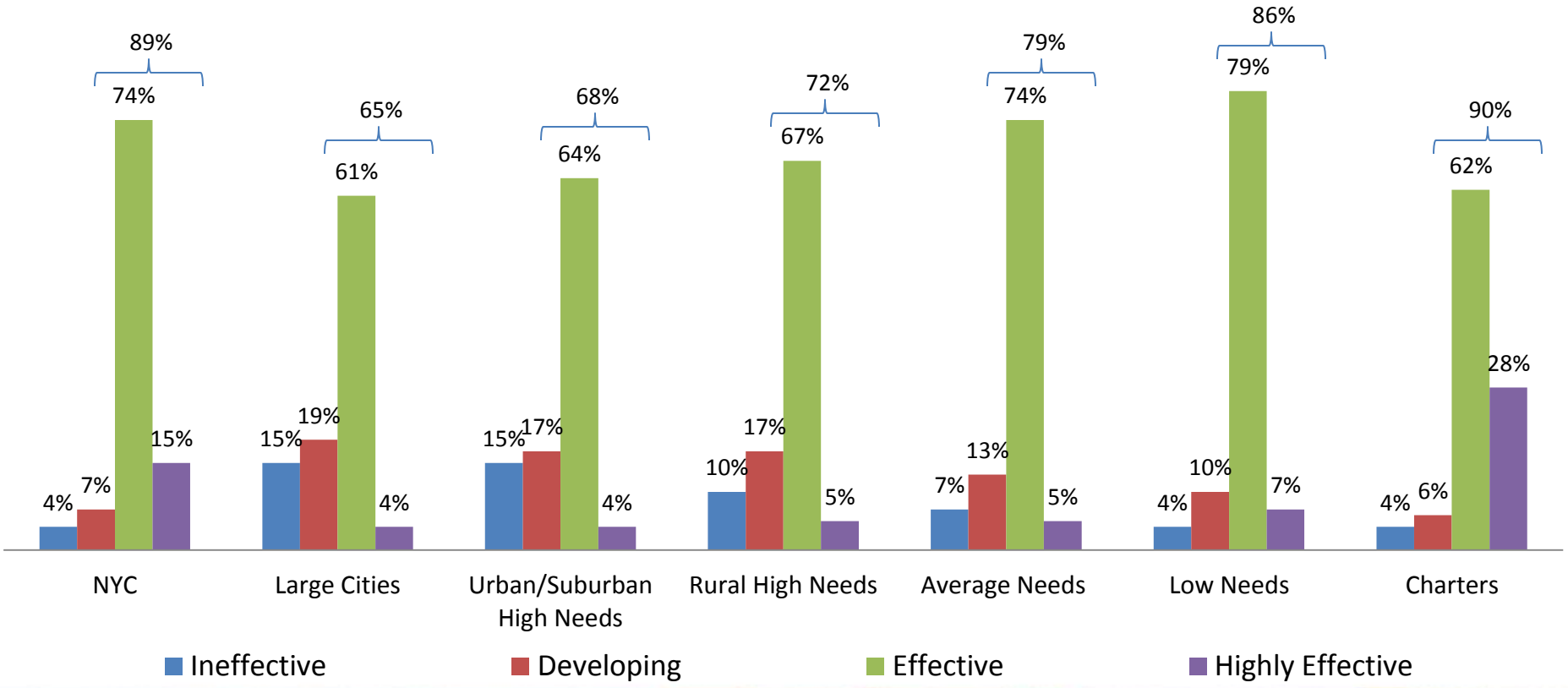
Inequities in access to teachers who are rated Effective or Highly Effective exist across student race/ethnicity subgroups. Asian students are more likely to be placed with a teacher who was rated Effective or Highly Effective. Black students have the lowest likelihood of being placed with a teacher who was rated Effective or Highly Effective.

State-Provided Growth Ratings of Teachers by Student Subgroup, Math



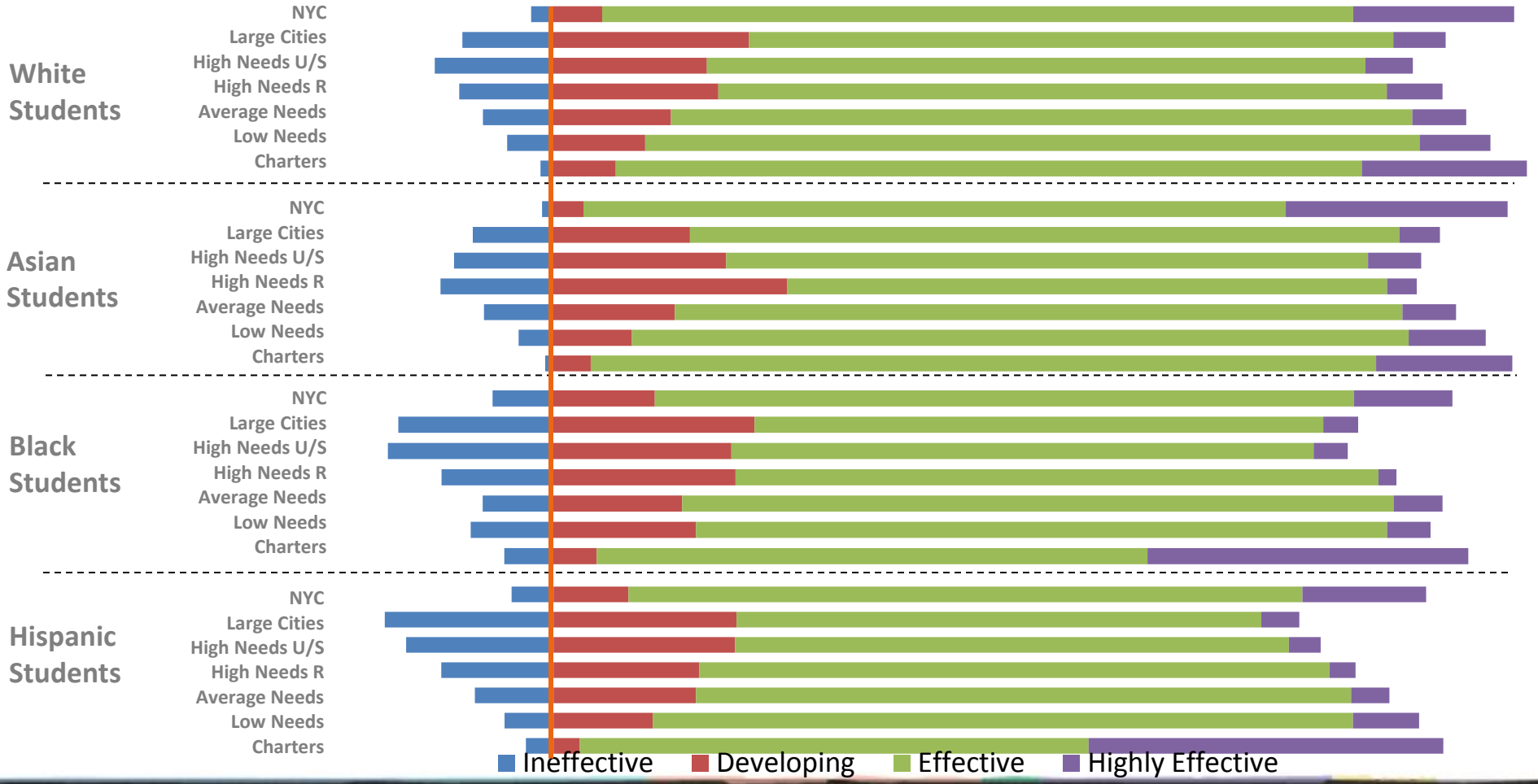
The distribution of teacher effectiveness varies across Needs Resource categories, making it less likely students in certain types of districts will be assigned to teachers who were rated Effective or Highly Effective.

State-Provided Growth Ratings for Teachers by Needs Resource Category, Math



Within subgroups of race and ethnicity, access to the most effective educators varies dependent on Needs Resource category. Asian students are more likely to be placed with teachers who were rated Effective or Highly Effective across most Needs Resource categories. Black and Hispanic students are more likely to be assigned to teachers who were rated Ineffective in most Needs Resource categories.

State-Provided Growth Ratings for Teachers by Student Subgroup and Needs Resource Category, Math



* This slide is a duplicate of slide 8; the data to accompany this chart can be found on the next slide.

State-Provided Growth Ratings for Teachers by Student Subgroup and Needs Resource Category, Math

Race/Ethnic Group	Needs Resource Category	Teacher State-Provided Growth Rating			
		Ineffective	Developing	Effective	Highly Effective
White	NYC	2%	5%	76%	16%
	Large Cities	9%	20%	66%	5%
	High Needs Urban/Suburban	12%	16%	67%	5%
	High Needs Rural	9%	17%	68%	6%
	Average Needs	7%	12%	75%	5%
	Low Needs	4%	10%	79%	7%
	Charters	1%	7%	76%	17%
Asian	NYC	1%	3%	73%	23%
	Large Cities	8%	14%	73%	4%
	High Needs Urban/Suburban	10%	18%	66%	5%
	High Needs Rural	11%	24%	62%	3%
	Average Needs	7%	13%	75%	6%
	Low Needs	3%	8%	80%	8%
	Charters	1%	4%	81%	14%
Black	NYC	6%	11%	73%	10%
	Large Cities	16%	21%	59%	4%
	High Needs Urban/Suburban	17%	19%	61%	4%
	High Needs Rural	12%	19%	67%	2%
	Average Needs	7%	14%	74%	5%
	Low Needs	9%	15%	72%	5%
	Charters	5%	5%	57%	33%
Hispanic	NYC	5%	8%	74%	14%
	Large Cities	18%	20%	57%	4%
	High Needs Urban/Suburban	16%	20%	61%	3%
	High Needs Rural	12%	16%	69%	3%
	Average Needs	9%	16%	72%	4%
	Low Needs	5%	11%	77%	7%
	Charters	3%	3%	56%	39%

** Due to rounding, total may be greater or less than 100%*

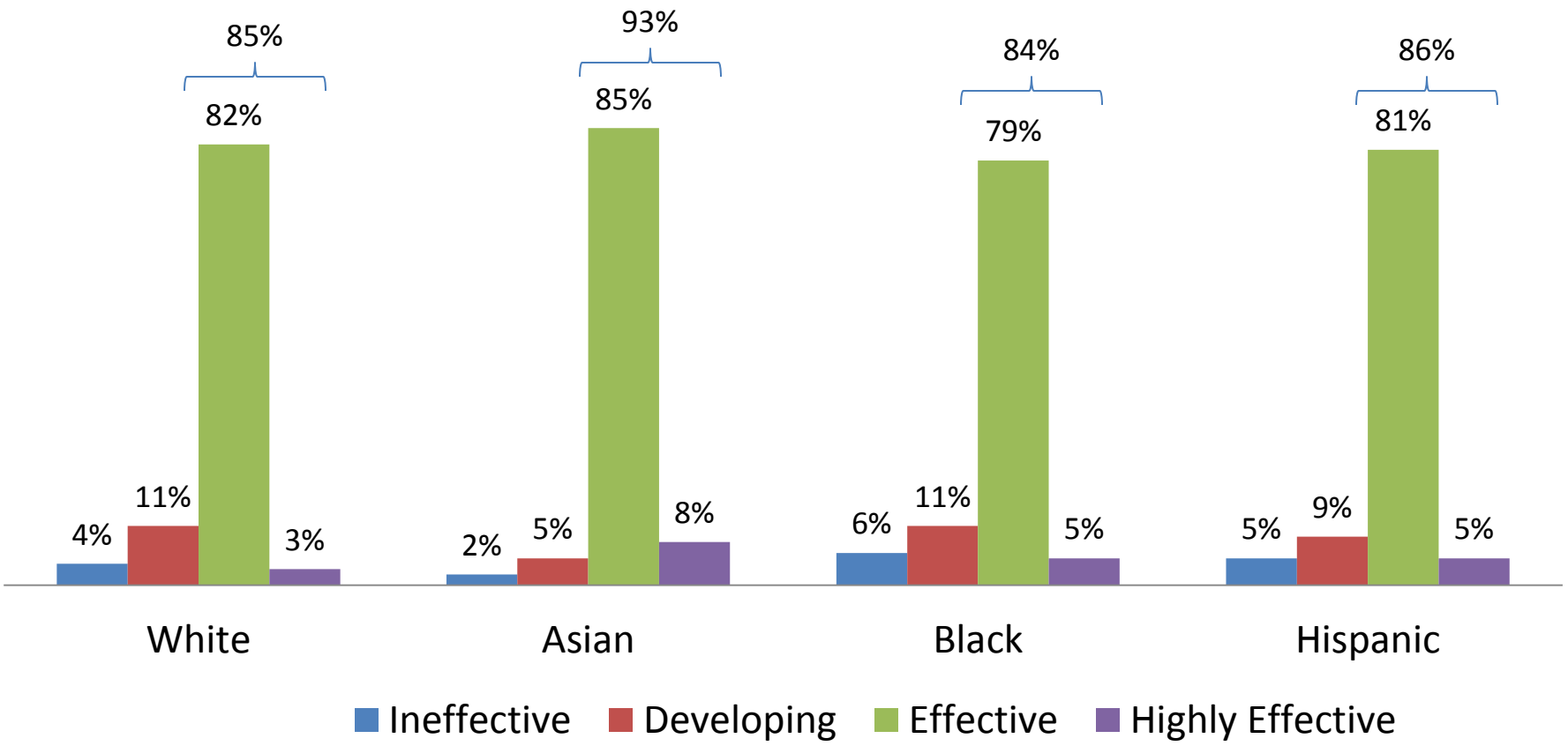
* This slide provides data to accompany the chart on the previous slide.

Results in ELA

The following slides parallel the analyses derived from teacher-student linkage in math.

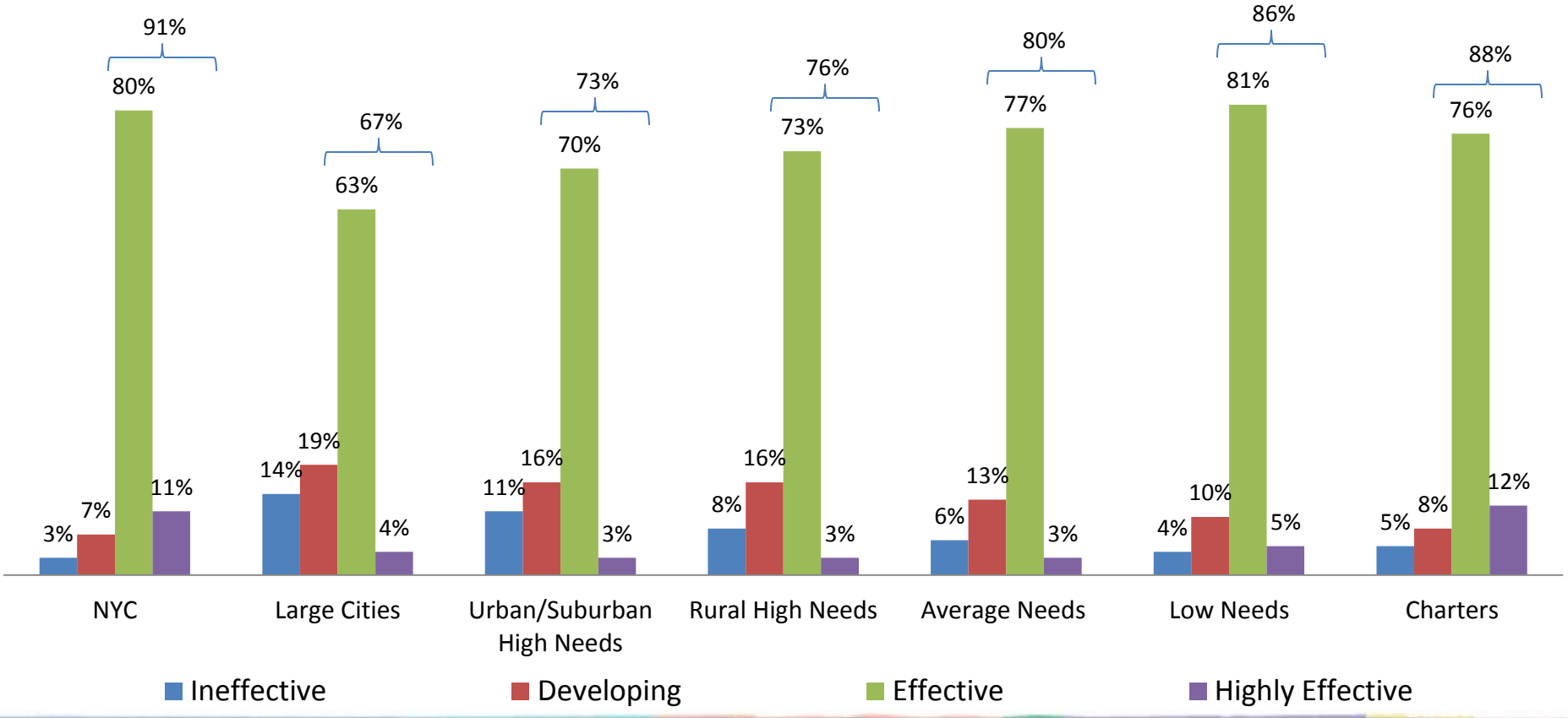
Inequities in access to teachers who are rated Effective or Highly Effective exist across student racial subgroups. Asian students are more likely to be placed with a teacher who was rated Effective or Highly Effective than other groups. Black students have the least likelihood of being placed with a teacher who was rated Effective or Highly Effective.

State-Provided Growth Ratings of Teachers by Student Subgroup, ELA



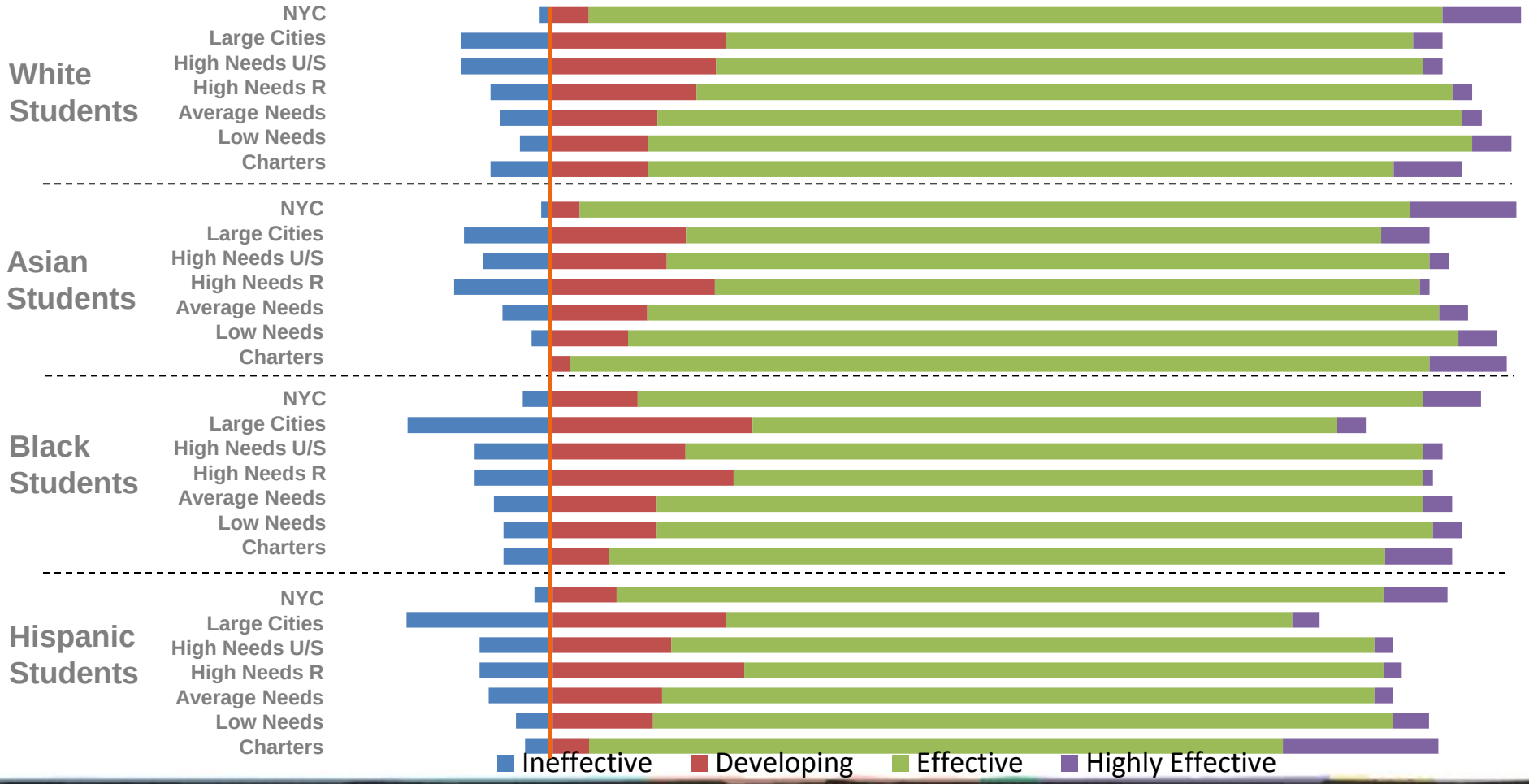
Teacher effectiveness distribution varies across Needs Resource categories, making it less likely that students in certain types of districts will be assigned to teachers who were rated Effective or Highly Effective.

State-Provided Growth Ratings for Teachers by Needs Resource Category, ELA



Asian students are more likely to be placed with teachers who were rated Effective or Highly Effective across most Needs Resource categories. Black and Hispanic students are more likely to be assigned to teachers who were rated Ineffective in most Needs Resource categories.

State-Provided Growth Ratings for Teachers by Student Subgroup and Needs Resource Category, ELA



State-Provided Growth Ratings for Teachers by Student Subgroup and Needs Resource Category, ELA

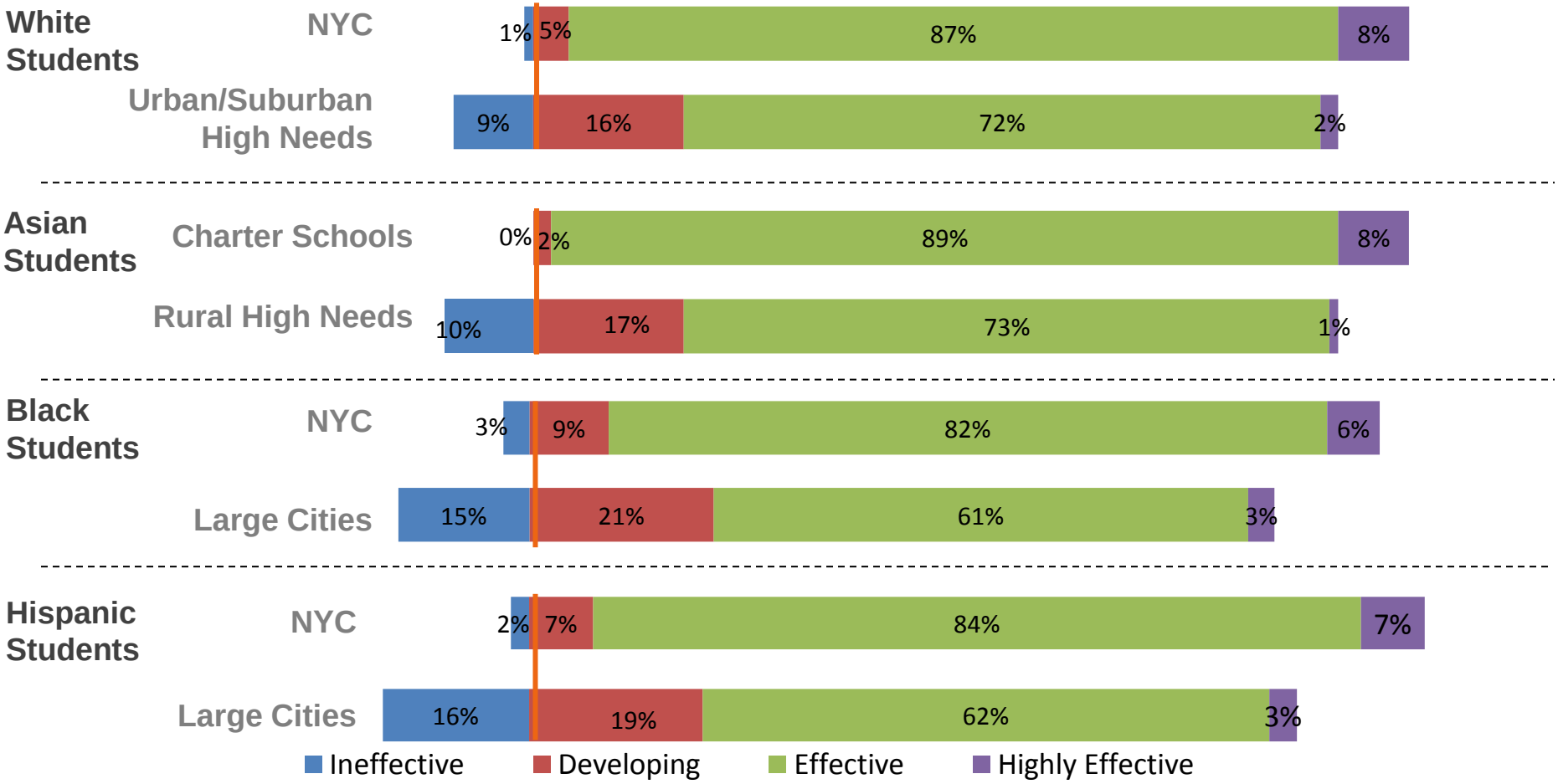
Race/Ethnic Group	Needs Resource Category	Teacher State-Provided Growth Rating			
		Ineffective	Developing	Effective	Highly Effective
White	NYC	1%	4%	87%	8%
	Large Cities	9%	18%	70%	3%
	High Needs Urban/Suburban	9%	17%	72%	2%
	High Needs Rural	6%	15%	77%	2%
	Average Needs	5%	11%	82%	2%
	Low Needs	3%	10%	84%	4%
	Charters	6%	10%	76%	7%
Asian	NYC	1%	3%	86%	11%
	Large Cities	9%	14%	72%	5%
	High Needs Urban/Suburban	7%	12%	79%	2%
	High Needs Rural	10%	17%	73%	1%
	Average Needs	5%	10%	82%	3%
	Low Needs	2%	8%	86%	4%
	Charters	0%	2%	89%	8%
Black	NYC	3%	9%	82%	6%
	Large Cities	15%	21%	61%	3%
	High Needs Urban/Suburban	8%	14%	77%	2%
	High Needs Rural	8%	19%	72%	1%
	Average Needs	6%	11%	80%	3%
	Low Needs	5%	11%	81%	3%
	Charters	5%	6%	81%	7%
Hispanic	NYC	2%	7%	84%	7%
	Large Cities	16%	19%	62%	3%
	High Needs Urban/Suburban	8%	13%	77%	2%
	High Needs Rural	8%	21%	70%	2%
	Average Needs	7%	12%	78%	2%
	Low Needs	4%	11%	81%	4%
	Charters	3%	4%	76%	17%

** Due to rounding, total may be greater or less than 100%*

* This slide provides data to accompany the chart on the previous slide.

The uniqueness of equity analyses is revealed when you examine the Needs Resource category with the greatest and least percentage of teachers rated Ineffective by racial subgroup. Black, Hispanic and White students are least likely to be placed with teachers rated Ineffective in New York City.

State Provided Growth Ratings for Teachers by Student Subgroup and Needs Resource Category, ELA



Additional Student Demographics

The following slides present statewide analyses of how economically-disadvantaged students, English language learners, students with disabilities, and the lowest performing students are placed with teachers of varying effectiveness ratings.

Additionally, graduation rates for the highest poverty and minority quartile schools are shown.

As a reminder, LEAs should examine their data locally to determine the characteristics of their own educators and identify potential areas of concern.

Statewide, in math, economically-disadvantaged students and English language learners were more likely to be assigned to teachers who had been rated Highly Effective in the previous year.

Percentage of Grades 4-8 Students Assigned to Teachers in 2013-14, by 2012-13 Teacher State-Provided Growth Rating and Student Characteristics, Math

	2012-13 State-Provided Growth Rating			
	Ineffective	Developing	Effective	Highly Effective
Student Characteristics				
Economically-disadvantaged	7%	11%	71%	11%
Not economically-disadvantaged	6%	11%	75%	7%
English language learners	6%	10%	71%	13%
English proficient	7%	11%	73%	9%

Economically-disadvantaged students were **4 percentage points more likely** to be assigned, in 2013-14, to a teacher who had been rated **Highly Effective** in the previous year.

English language learners were **4 percentage points more likely** to be assigned, in 2013-14, to a teacher who had been rated **Highly Effective** in the previous year.

Similarly, in ELA, economically-disadvantaged students and English language learners were more likely to be assigned to teachers who had been rated Highly Effective in the previous year.

Percentage of grades 4-8 Students Assigned to Teachers in 2013-14, by 2012-13 Teacher State-Provided Growth Rating and Student Characteristics, ELA

	2012-13 State-Provided Growth Rating			
	Ineffective	Developing	Effective	Highly Effective
Student Characteristics				
Economically-disadvantaged	5%	10%	81%	5%
Not economically-disadvantaged	4%	10%	83%	4%
English language learners	5%	8%	80%	7%
English proficient	4%	10%	82%	4%

Economically-disadvantaged students were **1 percentage point more likely** to be assigned, in 2013-14, to a teacher who had been rated **Highly Effective** in the previous year.

English language learners were **3 percentage points more likely** to be assigned, in 2013-14, to a teacher who had been rated **Highly Effective** in the previous year.

In math, students with disabilities were as likely as their counterparts to be assigned to teachers who had been rated Highly Effective in the previous year, whereas the lowest performing students were less likely than their counterparts to be assigned to teachers previously rated Highly Effective.

Percentage of Grades 4-8 Students Assigned to Teachers in 2013-14, by 2012-13 Teacher State-Provided Growth Rating and Student Characteristics, Math

	2012-13 State-Provided Growth Rating			
	Ineffective	Developing	Effective	Highly Effective
Student Characteristics				
Students with disabilities	6%	11%	75%	9%
General education students	7%	11%	73%	9%
Lowest performing students	7%	12%	74%	7%
Highest performing students	6%	10%	72%	12%

Students with disabilities were **as likely** to be assigned, in 2013-14, to a teacher who had been rated **Highly Effective** in the previous year compared to general education students.

Students who scored in the **lowest performing** quintile in 2012-13 were **5 percentage points less likely** to be assigned, in 2013-14, to a teacher who had been rated **Highly Effective** in the previous year.

In ELA, students with disabilities were more likely than their counterparts to be assigned to teachers who had been rated Highly Effective in the previous year, whereas the lowest performing students were less likely than their counterparts to be assigned to teachers previously rated Highly Effective.

Percentage of grades 4-8 Students Assigned to Teachers in 2013-14, by 2012-13 Teacher State-Provided Growth Rating and Student Characteristics, ELA

	2012-13 State-Provided Growth Rating			
	Ineffective	Developing	Effective	Highly Effective
Student Characteristics				
Students with disabilities	4%	9%	81%	6%
General education students	5%	10%	81%	4%
Lowest performing students	5%	10%	81%	4%
Highest performing students	4%	9%	82%	5%

Students with disabilities were **2 percentage points more likely** to be assigned, in 2013-14, to a teacher who had been rated **Highly Effective** in the previous year compared to general education students.

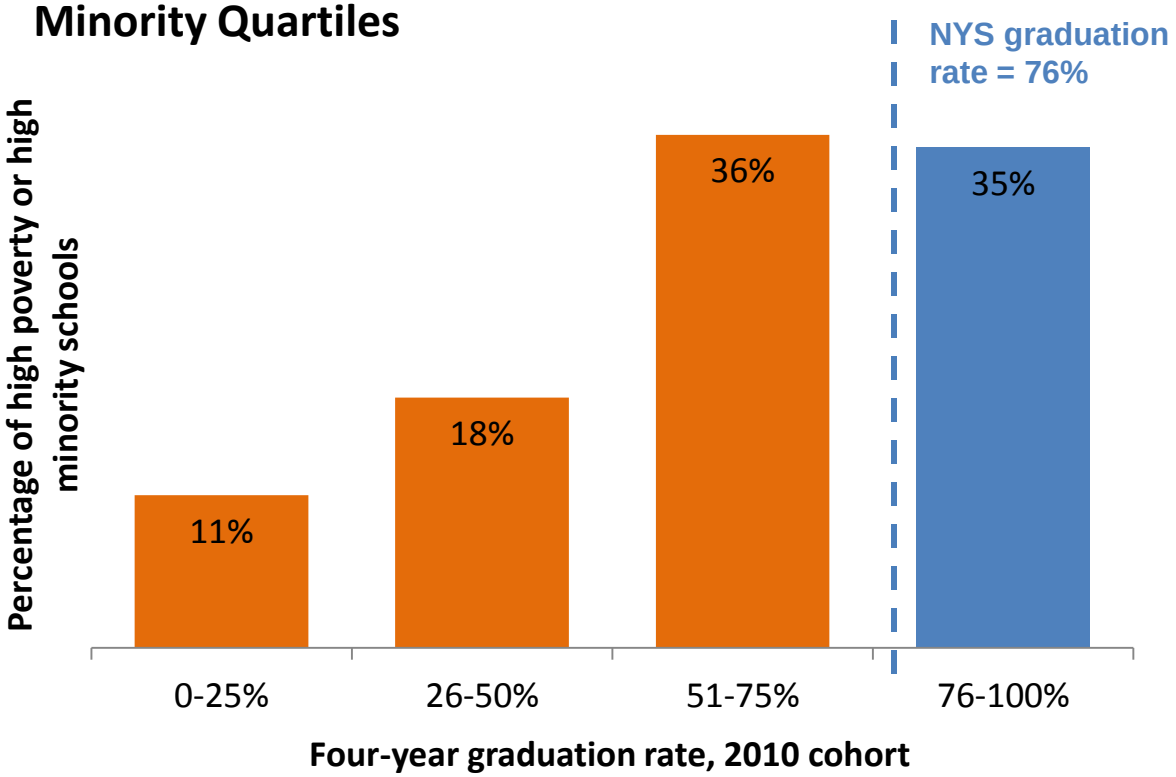
Students who scored in the **lowest performing** quintile in 2012-13 were **1 percentage point less likely** to be assigned, in 2013-14, to a teacher who had been rated **Highly Effective** in the previous year.

State-provided growth only considers the impact of educators in grades 4-8 ELA and Math. To get a sense of the impact of educators at the high school level, we examined graduation rates and found that the majority of schools in the highest poverty and minority quartiles within NYS have a graduation rate below the State average graduation rate of 76%.

65% of all schools in the highest poverty and minority quartiles graduate **less than 76% of their students** within four years.

About **30% graduate only half of their students or less** within four years.

Graduation Rates of Schools in the Highest Poverty and Minority Quartiles



Talent Management

The following slides present promising practices associated with a comprehensive approach to talent management.

LEAs should examine their own talent management systems to address barriers to student achievement and equal education opportunity.

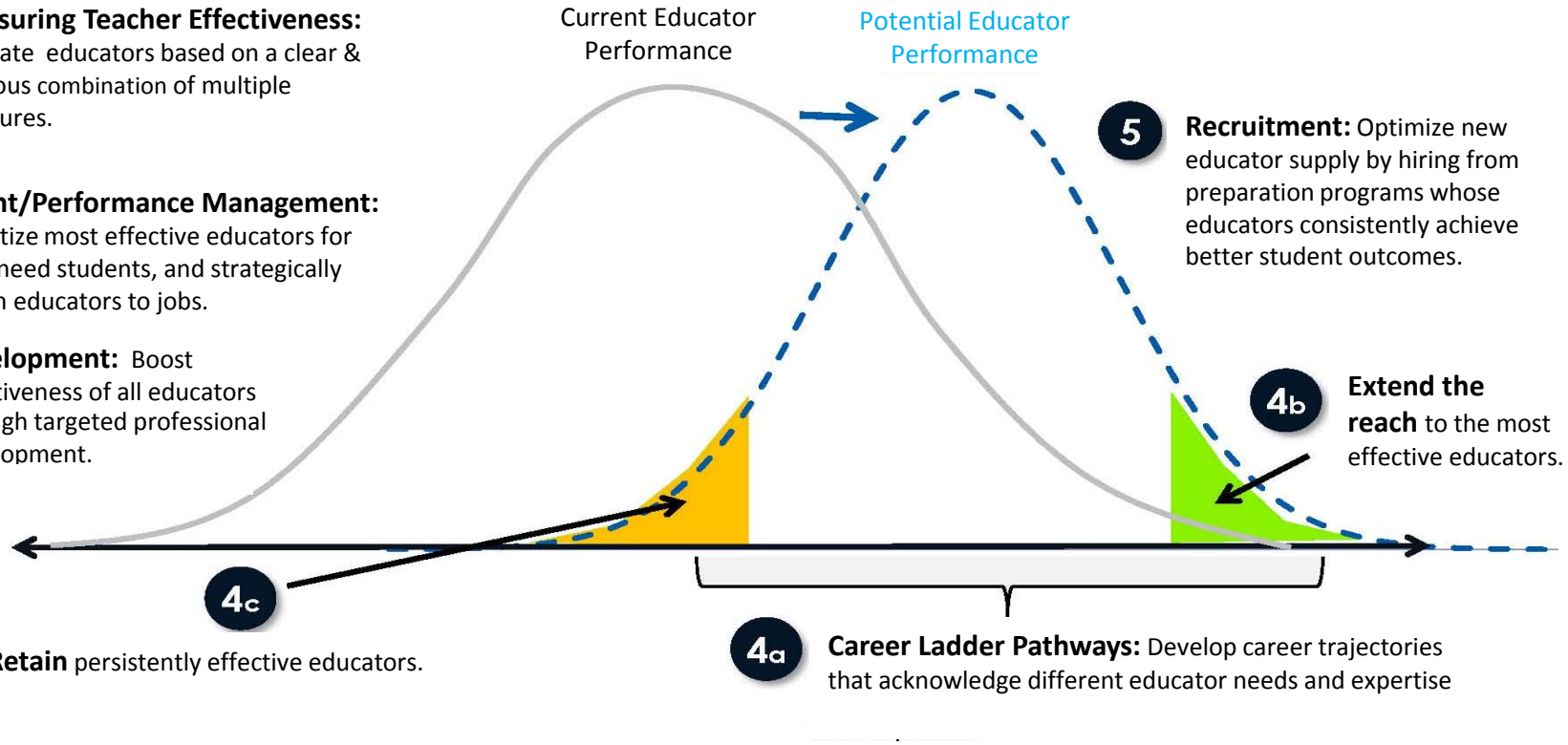
Aspects of a Comprehensive Talent Management System

ADDRESSING STUDENT NEEDS AND IMPROVING OUTCOMES THROUGH A STRATEGICALLY-PLANNED TALENT MANAGEMENT SYSTEM

1. **Measuring Teacher Effectiveness:** Evaluate educators based on a clear & rigorous combination of multiple measures.

2. **Talent/Performance Management:** Prioritize most effective educators for high-need students, and strategically assign educators to jobs.

3. **Development:** Boost effectiveness of all educators through targeted professional development.



Source: Slide adapted from The New Teacher Project's "School Leader's Toolbox," http://schoolleaderstoolbox.org.

Using the TLE continuum as a framework, LEAs across NYS are utilizing their evaluation results to plan and implement systems to address their student and talent management needs.

The Department will continue to provide support and resources so that all LEAs can successfully design and implement a comprehensive talent management strategy. Three key components are at the root of this work:

Key Component 1: Educator Preparation

- 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

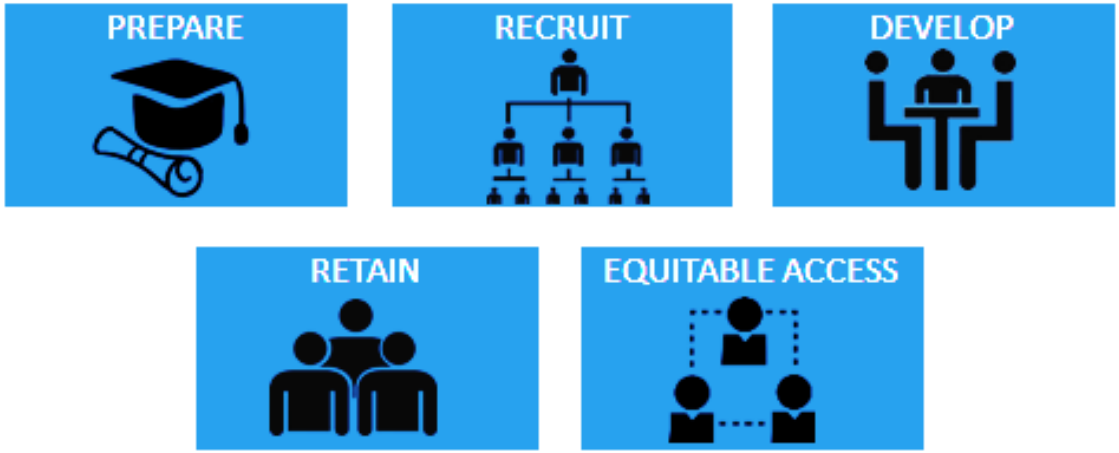
- Teacher and principal evaluation systems that meaningfully differentiate the effectiveness of educators and are linked to employment decisions.

Key Component 3: The TLE Continuum

- Use of evaluation results by LEAs in the design and implementation of robust career ladder pathways as part of their systemic use of the TLE continuum.

Strengthening Teacher and Leader Effectiveness (STLE) grant recipients provide examples of LEAs that are successfully leveraging the TLE Continuum to increase equitable access despite having school buildings with some of the highest levels of poverty and high concentrations of minority students.

NYS has identified five common talent needs faced by LEAs.



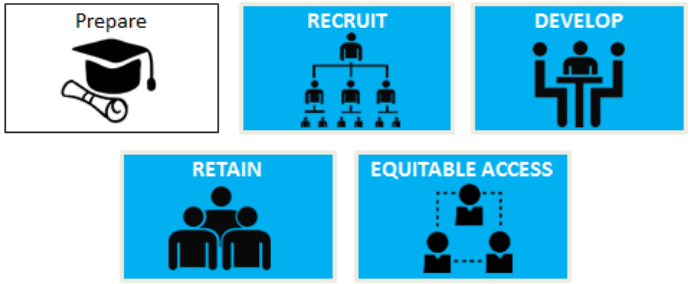
The following STLE districts are examples of districts who have shown promising practice in addressing these five talent management needs to ensure students have equitable educational opportunities and graduate college and career ready.

- **Greece Central Schoo/ District**
- **Huntington Union Free School District**
- **North Tonawanda City School District**

Greece Central School District

Total Grant Amount of ~$3.5M through STLE Cohorts 1, 2 and D

The career ladder pathways in Greece CSD address four out of the five talent management challenges to positively impact both student learning and teacher practice.



Initial Student Impact

- Strategies developed using the Public Education Leadership Project (PELP) Coherence Framework coupled with the district's strategic plan for improved performance have contributed to increased student performance:
  - Increased number of students meeting proficiency in Grades 3-8 Math by 4% from 2012-13 to 2013-14.
  - Reduced the number of student subgroups, by measure, where the district did not meet AYP from 11 in 2011-12 to 4 in 2012-13.
- Credits recovered through blended online learning opportunities have increased by 60% in the first quarter of 2014-15 from the previous year.

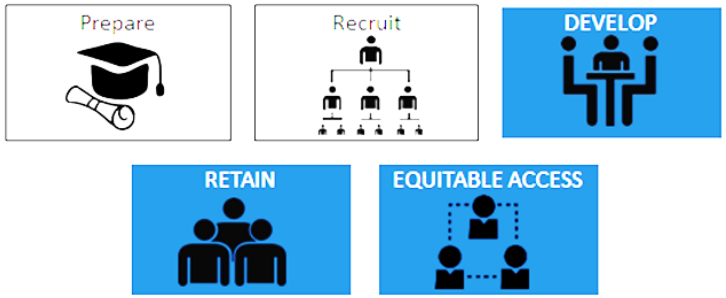
Early Impact on the Talent Management System

- Restructuring of roles increased the percent of Highly Effective and Effective educators working with the highest needs students. Teacher Leaders spend 50% of their time working specifically in high need areas.
- The shift from grade level and department meetings to Professional Learning Communities has increased time spent in evidence-based analysis and action by 30%.
- Embedded professional development (PD) provided by Teacher Leaders has accounted for 50-75% of the PD experiences in schools.
- By creating a structure involving intrinsic and extrinsic rewards, as well as formal and informal recognition, 100% of principal and teacher leaders have been retained in leadership roles in the district through Career Ladder Pathways.

Huntington Union Free School District

Total Grant Amount of ~$1M through STLE Cohorts 1 and 2

The career ladder pathways in Huntington UFSD address three of the five talent management challenges.



Initial Student Impact

- Focus Walks provide teachers support as they integrate college and career readiness standards. Since Focus Walks and peer coaching began, the use of targeted strategies has increased by 30%. These initiatives have resulted in:
  - Increased proficiency in Grade 3-8 Math by 3% for English language learners from 2012-13 to 2013-14.
  - Increased proficiency in Grade 3-8 Math by 6% for economically-disadvantaged students from 2012-13 to 2013-14.
- Curriculum developed for the district's STEM magnet school, allocates an uninterrupted hour+ STEM block every day in which inquiry-based instruction and project-based learning experiences are implemented.

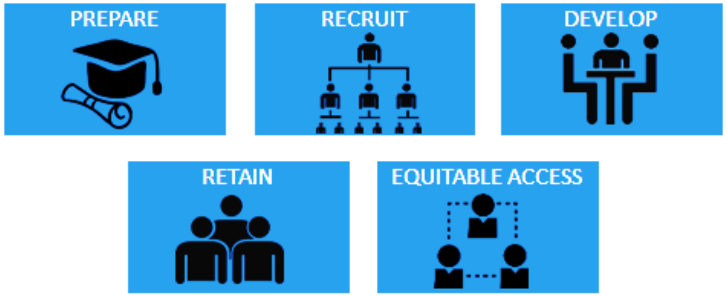
Early Impact on the Talent Management System

- Embedded professional development provided by teacher leaders has saved the district a significant amount, which would have been otherwise spent on consultants for similar work. There has been a 20-25% increase in the amount of professional development provided from within the district.
- This comprehensive support system has led to a 15% increase in teachers rated Effective or Highly Effective in 2013-14, as compared to 2012-13, on State-Provided Growth.
- 100% of principals have targeted annual action plans built around the district's goals and mission. Professional principals serve as mentors to novice principals in more formalized and weekly programming than prior years.

North Tonawanda City School District

Total Grant Amount of ~$400K through STLE Cohorts 3 and D

The career ladder pathways in North Tonawanda CSD address all of the five talent management challenges.



Initial Student Impact

- Instructional coaching and co-teaching has contributed to gains in third grade students' performance in math and ELA as seen through the comparison of September to January district benchmarks.
- Reorganization has increased student access to the most effective teachers. Five Lead Teachers are working with 75 staff to support the top 10% at-risk students through targeted instruction.
- Parent workshops have increased parental involvement for students in grades 3-6 by 50%.

Early Impact on the Talent Management System

- Embedded professional development (PD) has increased elementary teachers' PD time by 24 hours per month.
- The shift from grade level and department meetings to embedded coaching and co-teaching models by Lead Teachers has allowed the district to decrease teacher time out of the classroom by 20%.
- In the 2014-15 school year, 2 Principal Leaders and 17 Teacher Leaders will lead 24 workshops for all 294 teachers, designed to address areas of need using APPR data for teachers, with a specific focus on ELA and math.

For multiple years, STLE districts have been working to successfully implement the TLE Continuum. The goal is to expand this work to non-STLE districts across the state, some of which have already strengthened their talent management systems in a variety of ways.

Some districts across the state have made positive strides toward equity through the effective implementation of talent management systems.

Others have not taken a comprehensive approach to talent management and may struggle to maintain a workforce that will result in all students having equitable access to the most effective teachers and principals.

In addition to STLE, a variety of existing federal and state funding sources include goals that closely align with the strategies outlined in the State's equity plan.

Federal Funds:

- Improving Basic Programs Operated by LEAs (ESEA Title I, Part A)
  (http://www2.ed.gov/programs/titleiparta/index.html)
- Improving Teacher Quality Grants (ESEA Title II, Part A)
  (http://www2.ed.gov/programs/teacherqual/hqt.html)
- English Language Acquisition, Language Enhancement, and Academic Achievement Act (ESEA Title III, Part A)
  (http://www2.ed.gov/policy/elsec/leg/esea02/pg40.html)
- School Improvement Grants (SIG) (ESEA, Title I)
  (http://www2.ed.gov/programs/sif/index.html)
- Individuals with Disabilities Education Act (IDEA, Part B)
  (http://idea.ed.gov/explore/home)

Competitive Programs:

Federal competitive grant programs:

- Teacher/Leader Quality Partnerships (TLQP) (http://www2.ed.gov/programs/tqpartnership/index.html)
- Transition to Teaching (TTT) (http://www2.ed.gov/programs/transitionteach/index.html)
- School Leadership Program (http://www2.ed.gov/programs/leadership/index.html)

New York State competitive grant programs:

- Teacher Opportunity Corps (TOC) (http://www.highered.nysed.gov/tcert/resteachers/toc.html)
- Teachers of Tomorrow (TOT) (http://www.highered.nysed.gov/tcert/resteachers/tot.html

The Teacher Opportunity Corps (TOC) and Teachers of Tomorrow (TOT) programs are evidence of the Department's long-standing dedication to issues of equitable access.

Teacher Opportunity Corps (TOC)

Enacted in Chapter 53 of the Laws of 1987

Purpose: enhance the preparation of teachers and prospective teachers in addressing the learning needs of students at-risk of truancy, academic failure, or dropping out of school; and, to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers

Recent Reach: 8 projects were funded across the state in 2013-14, with 237 participants and 68 graduates

Teachers of Tomorrow (TOT)

Established under an amendment to Education Law, Chapter 62 of the Laws of 2000

Purpose: assist school districts in the recruitment, retention, and certification activities necessary to increase the supply of qualified teachers in school districts experiencing a teacher shortage, especially those with Schools Under Registration Review (SURR) and low performing schools.

Recent Reach: 4,405 people participated during the 2013-14

Persistent achievement gaps among student subgroups and inequitable access to the most effective educators interfere with the goal that all students graduate college and career ready.

- In order to eliminate these gaps and ensure equitable access, LEAs must **use data as a key lever to identify effective educators** as models and peer mentors, to **identify educators who need the most intensive support**, to inform high quality professional development, and **to make strategic staffing decisions**.
- The **framework of the TLE Continuum** will allow LEAs to apply their **data in a meaningful way** through three key components – **educator preparation, educator evaluation, and career ladder pathways.**
- A **systematic approach based on the TLE Continuum** can help ensure that both student and talent management needs are met **and all students have equitable access to the most effective educators.**

Student's full participation in New York State assessments is vital to ensuring they receive a high caliber education regardless of characteristics such as their race, ethnicity, special education status, or other factors.

It is our goal that all students, including:

- students in poverty,
- minority students,
- the lowest achieving students,
- English language learners, and
- students with disabilities

have equal access to the most effective teachers and principals.

The Department, LEAs, and schools need sufficient and accurate information to better identify student strengths and needs and best support student growth and placement.

Families can use assessment results to advocate for, and support, their children.

Information gained from the New York State assessment program allows the Department to continuously refine strategies and policies aimed to ensure all students have equitable access to effective teachers and principals.