



Understanding and Improving Educational Equity in New York State

A partnership between the New York State Education Department and the Educational Opportunity Project at Stanford University

Presentation to the Board of Regents
November 14, 2022



**The Educational Opportunity Project
at Stanford University**



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Our Team

The Educational Opportunity Project (EOP)

Core Researchers

- **Sean Reardon**, *Stanford University*
- **Erin Fahle**, *NWEA (formerly at St. John's University)*
- **Andrew Ho**, *Harvard University*
- **Benjamin Shear**, *University of Colorado Boulder*

Advisory Board

- **Susanna Loeb**, *Brown University*
- **Rucker Johnson**, *UC Berkeley*
- **Christopher Edley, Jr.**, *UC Berkeley*
- **Carrie Conaway**, *Harvard University*

New York State Education Department (NYSED)

- **Allison Armour-Garb**, *Special Advisor to the Executive Deputy Commissioner*
- **Rose LeRoy**, *Director of Educational Data and Research*
- **Jason Harmon**, *Deputy Commissioner, P-12 Operational Support*
- **Zach Warner**, *Assistant Commissioner, Office of State Assessment*
- **Alexander Trikalinos**, *Assistant Commissioner, Office of Teacher and Leader Development*

Guiding Principles

Our goals are to **increase educational equity** in the New York State school system and **support better life trajectories** for all children

Test scores and graduation rates provide useful—but incomplete—information about educational opportunity and equity.

Education leaders also need contextual information on students' access to educational resources and supports.

Schools, districts, and the State *already* collect rich information about students' access to school, district, and State resources.

This data can be re-examined with a focus on educational equity, to inform State and local collaboration to address systemic disparities.

Alignment with NYSED Initiatives and Prior Research

Our research agenda aligns with New York State's commitment to

“remove the inequities that stand in the way of success for whole segments of New York’s student population”

([New York State Board of Regents Diversity, Equity, and Inclusion Policy Statement](#), May 2021, p. 1)

“publish a set of indicators that highlight school conditions and students’ opportunities to learn...for diagnosing needs and progress in achieving quality and equity at the school, district, and State levels”

([New York State Every Student Succeeds Act \(ESSA\) Plan](#), March 2017, p. 68)

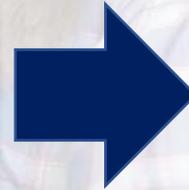
and is supported by extensive existing research, synthesized by [the National Academy of Sciences, Engineering, and Medicine’s Committee on Developing Indicators of Educational Equity](#)

Supporting Shared Accountability and Responsibility

EOP-NYSED partnership

Provides foundational information on construction and validity of such equity indicators

Generates research and context on factors affecting equity to inform work of Department leaders



New paradigm of shared accountability and responsibility

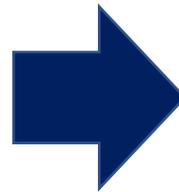
Uses equity indicators to better understand students' access to resources and opportunities

Identifies and celebrates characteristics of highly effective schools

Better collaborate with schools and districts in support of systemic improvement efforts

5-Year Research Priorities & Deliverables

Use existing data to construct measures of equity at the state, district, and school levels (a.k.a. “equity indicators”)	Explore multiple features of schooling (e.g., access to teachers, resources) and student outcomes (e.g., test scores, graduation rates) identified as important by existing research
<p style="text-align: center;">Deliverables:</p> <ul style="list-style-type: none">• Data set of the equity indicators• Documentation describing creation and use	



Identify which opportunities to learn are most strongly connected to inequity of student outcomes	Identify where, when, and among whom there are inequities in these factors, and which are most impactful in shaping disparities in outcomes
<p style="text-align: center;">Deliverables:</p> <ul style="list-style-type: none">• Research papers and briefs• Recommendations for how NYSED might target equity efforts	

Data Transfer and Security



All transferred data will be de-identified before delivery to the researchers to protect personally identifiable information (PII).



File transfer will be done via a secure file transfer protocol (SFTP), which encrypts the data in motion and at rest.



Transferred data will be stored and managed by Stanford on a secure cloud server designed for data categorized as high risk.



Data will only be used as authorized by the EOP NYSED data security agreement in support of our joint agenda.



Thank you



Appendix

Research Agenda

- **Measure equity and progress toward equity in student outcomes**, including test scores, attendance/absenteeism, and graduation, in NYS schools and districts
- **Measure equity in opportunities to learn** from kindergarten through high school, including access to early childhood care, school and teacher characteristics, school funding and resources, and neighborhood features, and analyze how these factors relate to equity in outcomes
- **Assess the reliability and feasibility of using such measures** of opportunities to learn in the NYS data system to monitor educational equity