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# CRITICAL CONDITION: The State of Education in New York 2024

*A National Parents Union  
Special Report*

BACK TO BASICS  
2024 STATE

NEW YORK  
NY GOV/SIGNUP

## FOREWARD



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AUGUST 2024

As the New York State Director of the National Parents Union, it is with extreme frustration yet unwavering resolve that I introduce the latest Critical Condition: State of Education in New York report. The data doesn't lie: New York is failing our children. Long-standing inequities in our education system, exacerbated by the COVID-19 pandemic, coupled with vague policies and limited accountability, are jeopardizing the futures of generations of New York kids.

Our annual report outlines the stark reality of an antiquated New York education system, highlighting an increase in child poverty and barriers to economic mobility. As parents, we know better than to simply point out a problem without coming to the table with real solutions. The National Parents Union (NPU) - New York, in partnership with families, allies, and elected leaders across the Big 5 school districts, including Buffalo, Rochester, Syracuse, Albany, and New York City - continues to convene across the state to ensure we are advocating, funding, and implementing solutions that will help our families and children thrive. The following report offers community-led, evidence-based solutions that we can adopt to turn this situation around.

In 2023-2024, the National Parents Union was proud to support New York legislation including [Assembly Bill A2185B](#) establishing a dyslexia and dysgraphia task force to examine appropriate and effective evidence-based dyslexia and dysgraphia screening methods, reading interventions, and other educational supports for students in kindergarten through grade five. We also supported [Senate Bill S6418](#), [Assembly Bill A08148](#), and [Senate Bill S07694](#), bills ensuring our children are safe on online platforms. We continue to support [A02897](#) and [Senate Bill S05480](#), "The Right to Read Act" which establishes statewide standards for teaching literacy based on the science/ evidence-based curricula. The bill requires the State Education Department to develop a list of approved instructional programming for literacy which is evidence-based. It would also require 50 hours of training for all teachers from K-5 in evidence-based literacy curricula. Although the state has yet to adopt this important legislation, we applaud Governor Kathy Hochul for introducing the ["Back to Basics" plan](#) and teacher training in the science of reading in the FY 2025 Enacted New York State Budget.

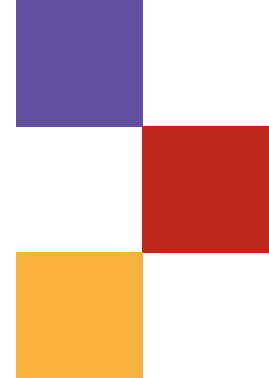
As a proud New York parent and organizer, I witnessed firsthand thousands of families worried about their children's future. With the unprecedented amount of federal COVID-19 relief dollars evaporating in September and historic state investments in education within this year's state budget, we needed to ensure transparency and accountability are attached to measurable outcomes. The future of our children and the prosperity of our state depends on the actions we take now. I invite you to join us at National Parents Union - New York in the fight for excellent, equitable education for all kids and economic opportunities for all families.

Onward to a bright future,

Ashara Baker  
NPU New York State Director

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## INTRODUCTION

The National Parents Union (NPU) conducts annual research, builds powerful coalitions led by parents and community leaders, and continues to monitor how schools are serving our kids. Our annual New York state report examines how we must improve New York schools and provide more opportunities for families and their students to succeed. The brilliance of our children is evident, yet in many cases, not enough has been done to help them fully realize their potential and prepare them for their preferred future. But a different future is possible.

In New York, students face significant challenges that demand immediate attention and evidence-based solutions. The state of K-12 education data in New York reflects successes and persistent challenges. In terms of academic performance in math and reading, according to 2023 New York State Education Department data, about 52% of 3rd through 8th grade students in New York public schools are proficient in math, and approximately 48% are proficient in reading. This presents concerns about whether New York students are adequately prepared for post-secondary success and economic mobility.

Simultaneously, poverty rates among New York's children are some of the highest in the nation. A recent report by State Comptroller Thomas P. DiNapoli, [New York Children in Need, The Urgency of Lifting Children Out of Poverty](#), has found that nearly one in five New York children live in poverty and that half of all children living in poverty are under the age of six. These systemic failures demand immediate and effective action from our elected leaders.

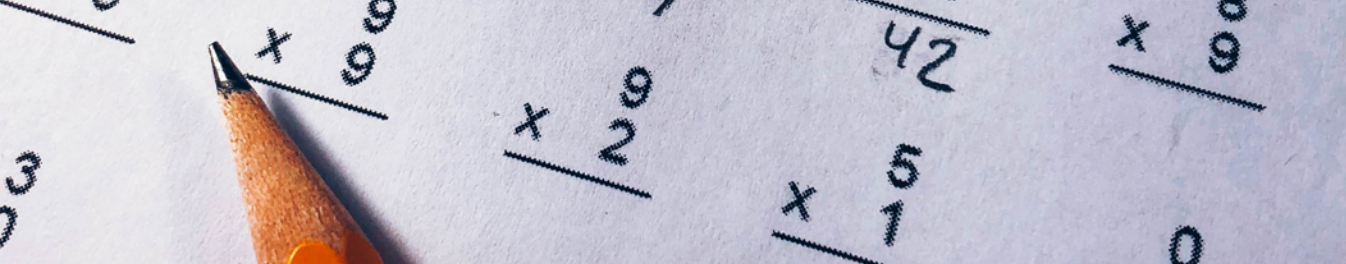
This report:

- 1. Acknowledges the education and socioeconomic emergency that is before us.** We must meet this moment, even if it means getting uncomfortable. The report does not assign blame, but offers opportunities for community-led transformation.
- 2. Acknowledges that New York, under the leadership of Governor Hochul, has made historic investments in education** and includes information about how much additional funding has been poured into education and evidence-based strategies for literacy and numeracy.
- 3. Shares bright spots and researched-based solutions to help close widening achievement gaps.** We aren't reinventing the wheel - these are the same solutions, best practices and state spotlights we often share with state leaders and policymakers.

Along with historic investment must come transparency and accountability for delivering meaningful, measurable results. Inconsistent delivery has resulted in an unprecedented crisis as our children fall further behind. If we do not act with urgency, the future of New York looks grim for us all.

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# STUDENT PERFORMANCE DATA

Families deserve meaningful, measurable results that prepare their kids for the future. When our kids cannot read on grade level, when they cannot do math on grade level, they face immense hurdles in school and life. As previously mentioned, according to 2023 New York State Education Department<sup>3</sup> data, **about 52% of 3rd-8th-grade students in New York public schools are proficient in math, and approximately 48% are proficient in reading.** Though we are seeing some growth across the state, it is important to break this data down by the major districts and student groups.

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## New York State NAEP 2023 Data for Math and Reading — Grade 4 and 8

The National Assessment of Educational Progress (NAEP), also known as The Nation’s Report Card, is the only nationally representative and continuing assessment of what America’s students know and can do in various subjects. Here we are examining the NAEP 2022-2023 results broken down by all student groups in Grade 4 and Grade 8 in reading and math based on race and ethnicity, students with disabilities, English Language Learners, and students who are economically disadvantaged across the state of New York.

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	3%

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	5%

Source: New York State Report Card 2022-2023, New York State Education Department<sup>3</sup>



# STUDENT PERFORMANCE DATA

## Major Districts in New York State 2023 Data for Math and Reading

Here we are examining the results of the 2022-23 Grades 3-8 English Language Arts and Math student achievement on the new Next Generation Learning Standards across the Big 5 school districts, including Buffalo, Rochester, Syracuse, Albany, and New York City. The tests are designed to measure how well students are mastering the learning standards that guide classroom instruction and help to ensure that students are on track to graduate from high school with the skills needed for success in college and beyond.

School District	Rochester	Buffalo	Albany	Syracuse	New York City
Reading 2022-2023	Grade 3: 11%	Grade 3: 24%	Grade 3: 28%	Grade 3: 17%	Grade 3: 50%
	Grade 4: 8%	Grade 4: 19%	Grade 4: 28%	Grade 4: 16%	Grade 4: 54%
	Grade 5: 8%	Grade 5: 16%	Grade 5: 26%	Grade 5: 18%	Grade 5: 51%
	Grade 6: 22%	Grade 6: 36%	Grade 6: 25%	Grade 6: 18%	Grade 6: 49%
	Grade 7: 13%	Grade 7: 22%	Grade 7: 27%	Grade 7: 20%	Grade 7: 53%
	Grade 8: 16%	Grade 8: 28%	Grade 8: 32%	Grade 8: 29%	Grade 8: 61%
Math 2022-2023	Grade 3: 14%	Grade 3: 23%	Grade 3: 35%	Grade 3: 17%	Grade 3: 58%
	Grade 4: 6%	Grade 4: 15%	Grade 4: 33%	Grade 4: 16%	Grade 4: 44%
	Grade 5: 6%	Grade 5: 13%	Grade 5: 30%	Grade 5: 18%	Grade 5: 38%
	Grade 6: 7%	Grade 6: 16%	Grade 6: 24%	Grade 6: 18%	Grade 6: 36%
	Grade 7: 4%	Grade 7: 11%	Grade 7: 23%	Grade 7: 20%	Grade 7: 37%
	Grade 8: 2%	Grade 8: 12%	Grade 8: 4%	Grade 8: 29%	Grade 8: 26%

Source: New York State Report Card 2022-2023, New York State Education Department

## Major Districts in New York State 2023 Data for Math and Reading Disaggregated by Race and Ethnicity

Here we see the 2022-2023 New York State Assessments results for Grades 3-8 for English Language Arts (ELA) and Mathematics broken down by all student groups based on race and ethnicity across Buffalo, Rochester, Syracuse, and Albany school districts.

SUBGROUP	READING				MATH			
	ROCHESTER	BUFFALO	ALBANY	SYRACUSE	ROCHESTER	BUFFALO	ALBANY	SYRACUSE
All Students	16%	27%	28%	20%	14%	23%	29%	16%
American Indian/Alaska Native	*	30%	*	11%	*	15%	*	6%
Asian/Pacific Islander	29%	43%	41%	33%	16%	36%	39%	29%
Black	13%	19%	18%	14%	9%	13%	15%	8%
Hispanic	14%	17%	21%	14%	10%	12%	20%	9%
White	36%	43%	50%	33%	32%	40%	51%	27%
Two or more races	20%	30%	32%	23%	18%	23%	30%	13%

Source: GreatSchools.org<sup>4</sup>

Data does not lie - our children are not being adequately prepared to succeed in school, college, and/or their future careers. The data paints a profoundly sobering picture of the academic gaps for students from different ethnic and racial groups, students who are neurodiverse and/or have disabilities, and those from families facing economic hardship. The academic achievement gap predicts gaps in what researchers call “life outcomes” — long-term health and overall wellbeing, economic mobility, employment, and incarceration rates. **This is both a state and national disgrace.**

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Source: New York State Flickr

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## BUDGET INVESTMENTS

NPU - New York is concerned with the lack of transparency in our state and local education agencies (LEA's) budgets to ensure funds are being allocated to implement evidence-based strategies and meet the needs of students and families. Here is a breakdown of the 2025 budget for New York and a look into the burgeoning socioeconomic crisis children are facing.

In January, Governor Kathy Hochul announced historic education investments in the [FY 2025 Enacted Budget](#) that passed the Legislature in April 2024. The Executive Budget includes the Governor's "[Back to Basics](#)" reading plan intended to ensure every school district utilizes instructional best practices grounded in the science of reading to improve reading proficiency among New York's children.

The State Education Department (SED) will provide instructional best practices to school districts in the teaching of reading to students in pre-k through third grade by January 1, 2025. School districts will be required to annually review their curriculum and instructional practices for alignment with those issued by SED, and verify by September 2025.

To promote adoption of instructional best practices, the Executive Budget invests \$10 million to support training through the New York State United Teachers (NYSUT) Education and Learning Trust for 20,000 elementary school teachers and teaching assistants across the State. School Aid will also increase to approximately \$36 billion, including \$24.9 billion in Foundation Aid.

What does this legislation and investment mean to families and students? If implemented with fidelity across the state, it will ensure every child has the opportunity to become a proficient reader, provide access to identification and targeted interventions for struggling readers, and expand State University of New York (SUNY) and City University of New York's (CUNY's) micro-credentialing programs for teachers focused on the Science of Reading. Collectively these efforts will support the use of effective and evidence-based reading instruction and help improve reading proficiency rates across New York.

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## BUDGET INVESTMENTS

### ALL FUNDS RECOMMENDED FY 2025 COMPARED TO FY 2024 AVAILABLE (dollars)

	Available FY 2024	State Operations Recommended FY 2025	Aid to Localities Recommended FY 2025	Capital Projects Recommended FY 2025	Total Recommended FY 2025	Change From FY 2024
Addition Services and Supports, Office of	1,340,867,000	171,430,000	898,037,000	92,000,000	1,161,467,000	(179,400,000)
Adirondack Park Agency	6,566,278	6,638,000	0	0	6,638,000	71,722
Aging, Office for the	324,269,733	16,622,400	351,700,824	0	368,323,224	44,053,491
Agriculture and Markets, Department of	308,154,597	185,041,000	68,895,000	70,615,000	324,551,000	16,396,403
Alcoholic Beverage Control, Division of	83,211,000	79,663,000	5,000,000	0	84,663,000	1,452,000
Arts, Council on the	105,026,000	5,955,000	44,044,000	0	49,999,000	(55,027,000)
Audit and Control, Department of	557,564,000	563,483,000	0	0	563,483,000	5,919,000
Budget, Division of the	50,721,000	50,184,000	0	0	50,184,000	(537,000)
Children and Family Services, Office of	5,930,086,224	586,961,000	4,890,292,300	60,192,000	5,537,445,300	(392,640,924)
City University of New York	6,329,085,425	3,299,597,400	2,059,615,275	441,164,000	5,800,376,675	(528,708,750)
Civil Service, Department of	89,192,104	97,811,000	2,000,000	0	99,811,000	10,618,896
Correction, Commission of	4,072,574	4,101,000	0	0	4,101,000	28,426
Corrections and Community Supervision, Department of	3,566,926,671	2,987,502,000	39,013,000	563,427,000	3,589,942,000	23,015,329
Council on Developmental Disabilities	4,760,000	4,760,000	0	0	4,760,000	0
Criminal Justice Services, Division of	874,320,500	93,405,000	609,450,000	85,000,000	787,855,000	(86,465,500)
Department of Veterans' Services	29,273,440	14,082,000	12,359,000	0	26,441,000	(2,832,440)
Economic Development, Department of	108,011,768	33,231,000	67,156,325	0	100,387,325	(7,624,443)
Education Department, State	44,312,649,822	688,546,000	44,970,888,350	114,163,000	45,773,597,350	1,460,947,528

In a world increasingly shaped by information and innovation, education stands as the bedrock upon which individual success and economic mobility are built. Research has proven over and over that students who are not taught foundational literacy skills are much more likely to have lower academic achievement, face social and economic adversity throughout their lives, are more likely to leave school before graduation, struggle with mental health issues, and be incarcerated or unemployed.<sup>5</sup> The intergenerational failure to address our education crisis is deeply apparent in the economic crisis children and families face in New York.

Poverty rates amongst New York's children are some of the highest in the nation. A recent report by State Comptroller Thomas P. DiNapoli, [New York Children in Need, The Urgency of Lifting Children Out of Poverty](#), has found that **nearly one in five New York children live in poverty and that half of all children living in poverty are under the age of six**. This is a crisis that demands immediate and effective action from our elected leaders.

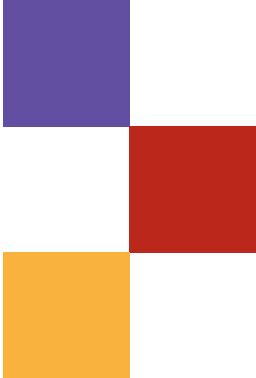
### The report exposed devastating child poverty trends across New York, including:

- Nearly one in five New York children live in poverty. More than 2.7 million New Yorkers were living in poverty in 2022, and more than a quarter (735,742) were children.<sup>6</sup> Under the Official Poverty Measure (OPM), 18.8% of New York's children were in poverty in 2022.
- Almost half of all children living in poverty in the state are in deep poverty, meaning they are in a household with a total cash income that is 50% below the federal poverty line. While poverty thresholds vary by the size and household composition, for a family of four with two children, their total cash income would be \$13,740.
- In New York, every year more children are in poverty. Since 2021, child poverty has continued to decrease nationally but not in New York, producing a gap of 2.5 percentage points. If New York's 2022 rates were equivalent to the national average, approximately 100,000 fewer children would be in poverty.
- New York State's child poverty rate is one of the worst in the nation. New York ranked 41st in the nation in 2022 and second highest among its five most populous peer states: California, Florida, Texas, Illinois, and Pennsylvania.<sup>7</sup>

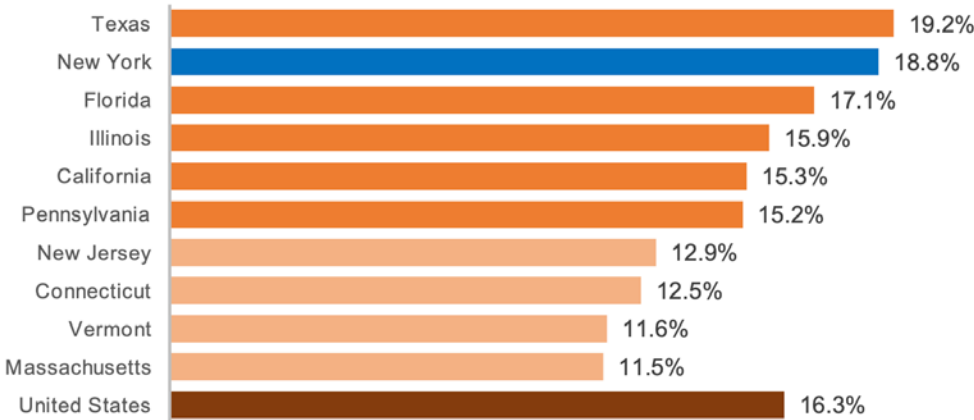
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**Figure 2**  
**Percent Below the Poverty Level, Under Age 18, New York Compared to Select Other States, 2022**



Source: U.S. Census Bureau, ACS 1-year estimates.

- Children five to 17 years old are in poverty at the highest rates in New York. The poverty rate for children under five has been about 1 percentage point on average higher than for school-age children in New York State. In 2022, this trend reversed and the rate for children under five was .5 percentage points lower than for children 5 to 17. Nationwide, children under five also experience the highest levels of poverty – on average 2 percentage points higher than school-age children, including in 2022 – a concerning trend given this critical period of early child development.
- Overall, 22 counties had a child poverty rate that was higher than the statewide rate. Child poverty rates for New York counties ranged from 5.8 percent in Putnam County to 35.3 percent in the Bronx. Four counties – Bronx, Brooklyn, Chautauqua and Broome – had child poverty rates above 25 percent. Nassau and Suffolk counties (Long Island) had the lowest child poverty rates following Putnam County.

The child poverty rate in New York dropped by half during the pandemic, thanks largely to the temporary federal relief measures put in place through the Child Tax Credit (CTC) and the Empire State Child Credit – now that relief is gone and New York families are struggling.

It is our moral obligation to ensure that every child in New York has access to the resources and support they need to thrive and reach their full potential. Specific actions that should be taken immediately include reinstating and expanding the Child Tax Credit and the Empire State Child Credit, increasing funding for affordable childcare, and ensuring universal access to nutritious meals in schools. Additionally, we need to invest in quality early childhood education programs and provide robust support services for families facing economic hardship. Our leaders must prioritize the well-being of our children by implementing these programs that offer financial stability, access to quality education and healthcare, and safe, supportive environments.

The future of our children, and indeed the future of our society, depends on it



## NEW YORK BRIGHT SPOTS

THE GOOD NEWS IS WE SAW PROGRESS THIS YEAR  
ACROSS THE STATE.

### WNY Education Equity Task Force — Buffalo



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The WNY Education Equity Task Force is a testament to the strength of community in the City of Buffalo. This task force is composed of a diverse catalog of coalition members including parent groups, community-based organizations, higher education institutions, clergy and churches, businesses, and government and public agencies.

The WNY Education Equity Task Force, in collaboration with the University of Buffalo and [Read to Succeed Buffalo](#), launched a comprehensive tutoring and mentoring program targeting K-12 students. The program offers personalized tutoring and mentorship for 3rd-12th graders provided by University of Buffalo undergrad students through the Brainy Bulls program. Students are partnered with UB student mentors for regular one-on-one online tutoring sessions and appointments are available in all subjects.

Additionally, [Read to Succeed Buffalo](#) provides tutoring for Pre-K through 2nd grade students with support from senior citizens and retirees. This initiative aims to support educational equity and improve academic achievement, responding to the call for high-impact tutoring highlighted by US Secretary of Education Cardona and supported by SUNY Chancellor Dr. John King Jr.

The task force's ultimate goal is to ensure that every child, regardless of their background, can read, write and do math on grade level, graduate college- and career-ready, has the opportunity to achieve academic excellence, and is prepared for a prosperous future. This

### NYC Solves — New York City



Source: NYC.gov

In June, New York City Mayor Eric Adams and New York City Public Schools Chancellor David C. Banks unveiled their visionary blueprint for the city's public schools with the launch of "[NYC Solves](#)," a transformative citywide initiative aimed at dramatically raising math achievement so all students graduate with robust math skills.

Building on the early success of "[NYC Reads](#)," this initiative revolutionizes and standardizes math education with high-quality, research-based curricula implemented across districts, backed by intensive educator training and coaching. Through NYC Solves, schools will adopt a collaborative problem-solving approach that encourages students to explore multiple strategies and connect past and present solutions, fostering deeper understanding and independence in learning to conquer the persistent issue of math anxiety.

This fall, 93 middle schools in eight districts and 420 high schools across the city will implement the Illustrative Math curriculum, supported by intensive teacher coaching. This crucial investment addresses the longstanding learning gap for NYC students and paves the way for their future economic mobility.

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# NEW YORK BRIGHT SPOTS

## New York State Math Coalition

**NPU NATIONAL PARENTS UNION MATH SPOTLIGHT**

"Math is the cornerstone of critical thinking and problem-solving abilities. Our focused legislative efforts in math are imperative to ensure that the youth of New York are not merely versed in numerical concepts but are equipped with the analytical skills essential in a technology-driven era, especially in STEM fields."

— S. Radford II, Director GAO Better Schools Better Neighborhoods & Co-Chair We the Parents, from Western New York

**URGENT CALL!** New York State needs to invest in top-notch instructional materials NOW!

**NPU NATIONAL PARENTS UNION MATH SPOTLIGHT**

"Mathematics is the glue that holds our world together! It's been the backbone of human innovation since the beginning of time and continues to be a key player in our modern world. With this new legislation focusing on improving student's math proficiency, we are setting future leaders up for a bright and successful future."

— Hailey Cox, Education Liaison + Education Consultant K-8, Rochester, NY

**URGENT CALL!** New York State needs to invest in top-notch instructional materials NOW!

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Last year NPU conducted a listening tour that started the journey for this report. The reality was parents couldn't shy away from the alarming statistics about their children's poor performance in math across the state. At the same time we learned that other states had already begun to adopt policies that embraced the science and strategy behind high-quality math instruction and were seeing gains. That was enough evidence for a dynamic group of parents to say- it's time for NY to step up. And just like that the NPU NY Math coalition was created!

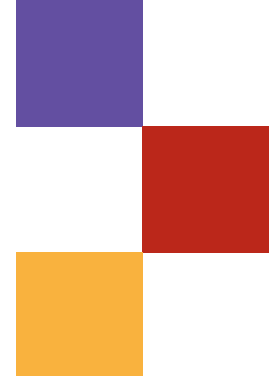
Composed of parents, higher education professors, current and retired math teachers, principals, community based organizations, and policy makers. This Math Coalition aimed at finding innovative solutions to improve math proficiency. Over the last year, this group has met with other states who have adopted legislation in numeracy as well as understanding our state education departments infrastructure and learning standards. The New York Math Coalition knows that if we embrace the following via policy change, we will see increases in student achievement. This includes:

- Supporting districts with the desire to improve math student achievement through evidence based strategies.
- Embracing high quality instructional materials for all our learners.
- Supporting high quality and ongoing professional development and coaching for our teachers.
- Providing math coaching to our highest needs schools for our earliest learners.

The coalition is excited for the work ahead this school year as they will be sharing out more resources and hosting workshops for families and legislators.

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## RESEARCH-BASED SOLUTIONS

WE, PARENTS ACROSS NEW YORK, BELIEVE THAT THE FUTURE OF NEW YORK STUDENTS IS A BRIGHT ONE — FULL OF BIG OPPORTUNITIES AND LIMITLESS POTENTIAL, BUT THAT WON'T HAPPEN UNLESS WE TAKE REAL AND SUBSTANTIVE ACTION TODAY.

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### Here are our recommendations:

- 1. High-impact tutoring and extended learning opportunities:** Kids need extra time beyond the seven-hour school day to catch up. Districts across New York should be initiating free tutoring programs for families that employ research-based methods to help students catch up in reading and math.
- 2. Timely transparency for parents about student achievement:** Parents deserve to know if their student is behind and how their school, district and the state are performing. Without up-to-date performance data, parents are missing the critical information necessary to understand how schools are supporting their students, both in K12 and as they prepare for college or career after high school.
  - a. Schools should report regularly to parents about their students' progress.
  - b. Simultaneously, the state needs to ensure that data about aggregate student performance, school, and district progress is collected, analysed, and made public so that policymakers can direct interventions in a timely and equitable manner.
  - c. New York is one of the few remaining states that is not connecting data across its early learning, K12, postsecondary, and workforce agencies. Without the ability to look at student success in the long term, the state is failing to use every tool at its disposal to empower parents with valuable information.
- 3. Empire Tax Credit and Child Tax Credit:** Almost two decades ago, New York implemented the Empire State Child Credit (ESCC), the first state-wide child tax credit in the country. It gives low- and middle-income families a maximum of \$330 per child annually, and about 1.3 million families received the credit in 2022. Our leaders must act now to reinstate and expand critical support programs like the Child Tax Credit and the Empire State Child Credit, ensuring they are made permanent fixtures in our fight against poverty. There are two proposed bills in New York that we need to pass that can help reduce the number of children in poverty in the state including; NY A09257 which increases the applicable percentage of the child tax credit allowed in the Empire State child tax credit from 33% to 45%; NY A03911 which expands the empire state child credit to cover children under the age of four and doubles such credit for young children.





## RESEARCH-BASED SOLUTIONS

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- 4. Implement research-based teaching and targeted interventions:** States across the country are making real, observable progress by adopting evidence-based instructional programming and services in literacy and numeracy, aligned with state standards. We support local policy efforts such as Assembly Bill A2897A the “Right to Read Act” requiring school districts to provide instructional programming and services in reading and literacy that are evidence-based and aligned with state standards and require teachers in grades pre-K through fifth grade to attend professional development courses in the science of reading. Parents and communities need to be involved in district improvement planning and efforts.

This requires transparency around student progress, early identification, and equitable access to targeted interventions for struggling students to prevent the development of long-term learning gaps. Interventions can take various forms, including personalized tutoring, small-group instruction, and evidence-based programs tailored to meet individual needs.

Ensuring these interventions are effective is also part of the picture. New York is one of the few remaining states that is not connecting data across its early learning, K12, postsecondary, and workforce agencies. Without the ability to look at student outcomes in the long term, the state is failing to use every tool at its disposal to determine if interventions are being successful. New York should prioritize robust, high quality data linkages focused on empowering parents with valuable information.

- 5. Expanding access to high quality public school choice:** Families are looking for more high-quality public school options in New York to ensure their child has the opportunity to receive an excellent, joyous, affirming, and safe education. Increasing access to diverse educational environments can help address inequities and better meet the unique needs of every child, regardless of their zip code.

## CONCLUSION

The State of New York alongside the community must pass meaningful legislation that ensures no child lives in a state of poverty and holds local education agencies accountable for delivering measurable and impactful results for our children. Within New York public education, this includes adopting evidence-based methods for teaching math and reading, ensuring every child reads proficiently by third grade, and ensuring teacher professional development aligns with state standards and all elements of instructional best practices.

Specific actions that should be taken immediately to address financial hardships millions of families and children face include reinstating and expanding the Child Tax Credit and the Empire State Child Credit, increasing funding for affordable childcare, and ensuring universal access to nutritious meals in schools. Every student in New York deserves a clear, independent path to opportunity, supported by well-defined programmatic goals, targeted interventions, and the necessary resources to achieve economic mobility.

New York has taken several important first steps yet the urgency of our situation remains and cannot be overstated. The future of our children and the prosperity of our state depends on the actions we take now. We invite you to join us at the National Parents Union - New York and our national work in the fight for excellent, equitable education for all kids and economic opportunities for all families.

# FOOTNOTES

<sup>1</sup> New York State Report Card 2022-2023, New York State Education Department <https://data.nysed.gov/essa.php?instid=7889678368&year=2023&createreport=1&38ELA=1&38MATH=1>

<sup>2</sup> New York Children in Need, The Urgency of Lifting Children Out of Poverty, 2024, <https://www.osc.ny.gov/files/reports/pdf/nys-children-in-need.pdf>

<sup>3</sup> New York State Report Card 2022-2023, New York State Education Department <https://data.nysed.gov/essa.php?instid=7889678368&year=2023&createreport=1&38ELA=1&38MATH=1>

<sup>4</sup> Source: GreatSchools.org

<sup>5</sup> Early Warning! Why Reading by the End of Third Grade Matters. The Annie E. Casey Foundation. 2010. [https://assets.aecf.org/m/resourcedoc/AECF-Early\\_Warning\\_Full\\_Report-2010.pdf](https://assets.aecf.org/m/resourcedoc/AECF-Early_Warning_Full_Report-2010.pdf)  
<https://nces.ed.gov/nationsreportcard/subject/publications/stt2022/pdf/2023011NY4.pdf>

<sup>6</sup> Source: U.S. Census Bureau, ACS 1-year estimates.

<sup>7</sup> The rank includes all 50 states plus the District of Columbia and Puerto Rico. See also Annie E. Casey Foundation, 2023 Kids Count Data Book: State Trends in Child Wellbeing, <https://assets.aecf.org/m/resourcedoc/aecf-2023kidscountdatabook-2023.pdf>

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