



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

A photograph of three young children sitting together in a classroom, smiling warmly at the camera. The child on the left has blonde hair and is wearing a blue denim shirt. The child in the middle is wearing a pink and white headscarf and a light green long-sleeved shirt. The child on the right has dark hair and is wearing a blue and white plaid shirt. The background is a blurred classroom setting with bookshelves.

Committee of Practitioners

July 26, 2023

Agenda

Topic	Presenter	Time
Welcome	Theresa Billington Assistant Commissioner, Office of P-12 Operational Support	1:00 – 1:05
Accountability Update	Theresa Billington Assistant Commissioner, Office of P-12 Operational Support	1:05 – 1:15
Discussion: Growth	Theresa Billington Assistant Commissioner, Office of P-12 Operational Support	1:15 – 1:45
Late Liquidation	Christina Coughlin Assistant Commissioner for the Office of School Governance, Policy, and Religious and Independent Schools Ed Lenart Supervising Accountant, Fiscal Management	1:45 – 2:00
Certification	Alexander Trikalinos Assistant Commissioner, Office of Teacher and Leader Development	2:00 – 2:15
COPS By-Laws	Theresa Billington Assistant Commissioner, Office of P-12 Operational Support	2:15 – 2:30

Next Meeting Date: October 25, 2023

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Accountability System Updates

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NYSED Guiding Values

Reliability

Input from educational/data experts and NYS stakeholders

Transparency

Frequent communication with NYS stakeholders

Explainability

Building understanding through various communication modalities

Rebuilding the System



Restart

2022-2023 SY
Based on:
2021-2022 Results

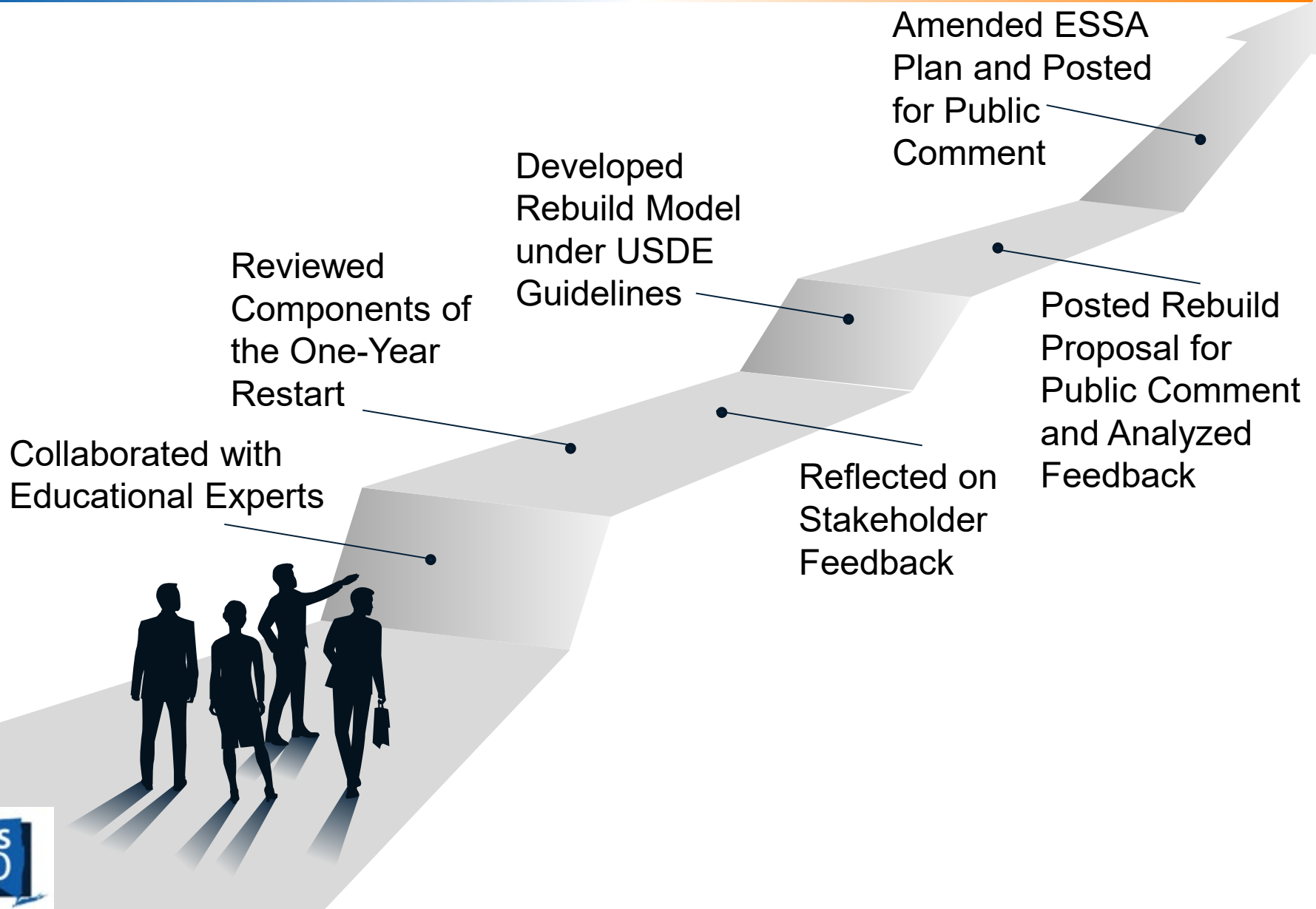
Rebuild

2023-2024 SY
Based on:
2022-2023 Results
AND
2024-2025 SY
Based on:
2023-2024 Results

Reimagine

Beginning with-
2025-2026 SY
Based on:
2024-2025 Results

Developing the Two-Year Rebuild Model



Accountability Indicators

Indicators Calculated in the 2023-24 and 2024-25 School Years (using 2022-23 and 2023-24 SY results respectively)	
Elementary/Middle	High School
Weighted Average Achievement	Weighted Average Achievement
Core Subject Performance	Core Subject Performance
ELP	ELP
Chronic Absenteeism	Chronic Absenteeism
Student Growth (Informational)	Graduation Rate
	CCCR (Informational)

Indicators NOT Calculated for the 2023-24 and 2024-25 SYs	
Elementary/Middle (EM)	High School (HS)
Academic Progress	Academic Progress

Elementary/Middle Academic Indicators

Temporarily pause the use of Science Assessment outcomes as part of the academic performance indicators.

	Rebuild		Reimagine
Results	2022 – 2023	2023 – 2024	2024 – 2025 +
School Year (SY)	2023 – 2024	2024 – 2025	2025 – 2026
Elementary Science Assessment	None	New Assessment based NYSSLS	Reinstate Science outcomes as part of academic indicators
Intermediate Science Assessment	Last Year for Assessment based on 1996 Standards	New Assessment based NYSSLS	

High School Academic Indicators

Temporarily pause the use of Social Studies Assessment outcomes as part of the academic performance indicators.

Global History and Geography - Typically taken in 10th grade

Administration	2020	2021	2022	2023
January	Administered	Cancelled	Cancelled	Administered
June	Cancelled	Cancelled	Administered	Scheduled
August	Cancelled	Cancelled	Administered	Scheduled

US History and Government - Typically taken in 11th grade

Administration	2020	2021	2022	2023
January	n/a	n/a	n/a	n/a
June	Cancelled	Cancelled	Cancelled	Administered
August	n/a	n/a	n/a	Scheduled

Identification for a Support Model

- **NYSED will not identify new schools for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) until 2025-26 SY based on 2024-25 SY results.**
- **NYSED will identify new schools for TSI annually, per ESSA statutory requirements.**
 - 2023-24 SY based on 2021-22 and 2022-23 results
 - 2024-25 SY based on 2022-23 and 2023-24 results
- **NYSED will identify Target Districts.**
 - If one or more schools within the district are identified for CSI, ATSI, or TSI
 - If a district-level subgroup meets identification criteria for two consecutive years (using 2021-22 and 2022-23 or 2022-23 and 2024-25 school year results)

Exit from a Support Model

- Schools identified for a support model in 2022 – 2023 based on one year of data are eligible to exit a support model based on one year’s worth of data.
- If a school does not meet exit criteria, then:

Eligibility to Move Out of a Required Support Model Under the Rebuild Proposal		
Results	2023 – 2024	2024 – 2025
School Year	2024 – 2025	2025 – 2026
	Meets Exit Criteria: Year 1 of 2 Remain in support model	Meets Exit Criteria: Year 2 of 2 Eligible to move to an appropriate support model

Next Steps

September
2023

- Target for USDE approval of Rebuild Proposal
- Target to propose amendments to Commissioner's Regulations Section 100.21 under emergency action to Board of Regents

Reimagining the System



Restart

2022-2023 SY
Based on:
2021-2022 Results

Rebuild

2023-2024 SY
Based on:
2022-2023 Results
AND
2024-2025 SY
Based on:
2023-2024 Results

Reimagine

Beginning with-
2025-2026 SY
Based on:
2024-2025 Results

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Growth Discussion

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Why Growth?

Achievement

Measures student performance at a single point in time

Compares performance to a standard



**More
Complete
story of
student
learning**

Growth

Measures student performance between two points in time

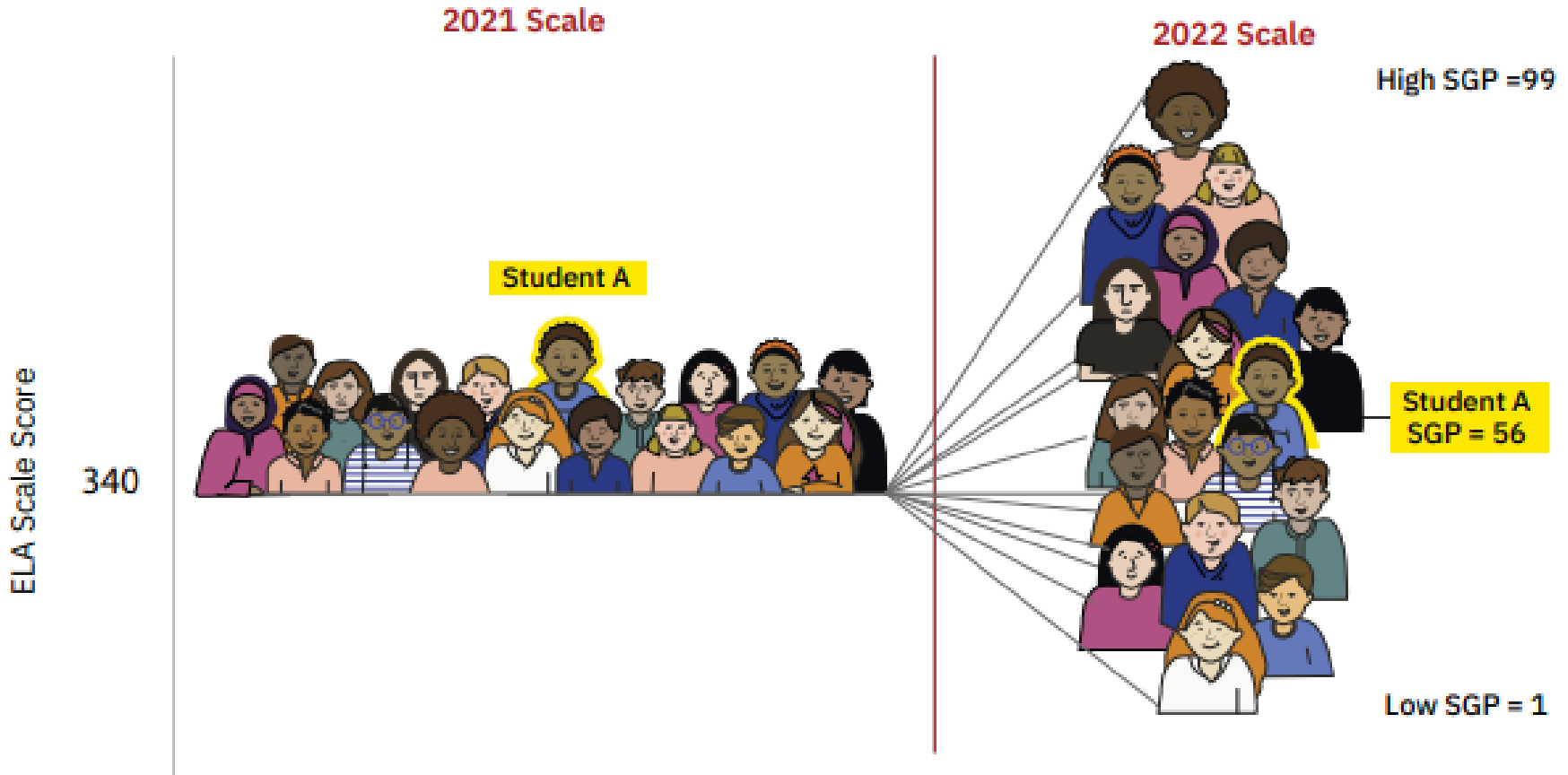
Compares student performance to prior performance

Purpose and Use

Accountability

- Individual student growth is determined by comparing the score the student received in the current year to the scores of other students in the current year with similar scores in previous years.
- The Student Growth Percentile (SGP) indicates how that student compared to other students.
- Three years of ELA and three years of math SGPs are summed and then divided by the number of results to create the mean growth percentile (MGP), which is the Growth Index.

Student Growth Percentile

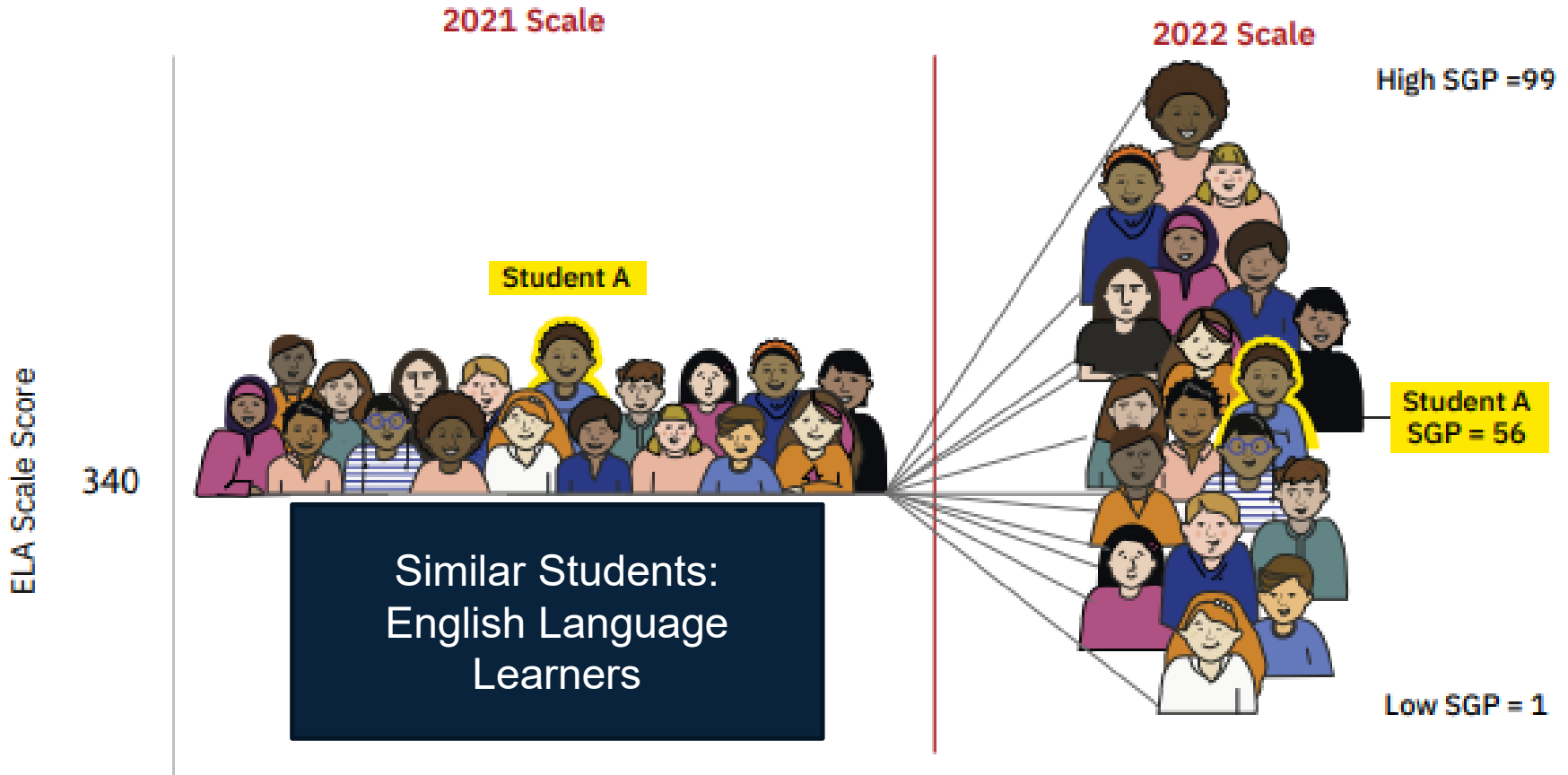


Purpose and Use

State Provided Growth Rating for Teachers and Principals

- For each student in grades 4-8, an adjusted “student growth percentile” (SGP) is calculated based on his or her ELA and math State assessment results in the current year compared to similar students. The term “similar students” means not only students with the same academic history, but also students with the same English language learner (ELL), economic disadvantage, or disability statuses and the degree to which a student’s classmates are members of these groups

Student Growth Percentile for State Provided Growth Ratings for Teachers and Principals



Calculating Teacher and Principal Growth Ratings

State Provided Growth Rating for Teachers and Principals

- A teacher's "mean growth percentile" (MGP) is then calculated by using the SGP of each student on the teacher's roster who **meets the minimum enrollment of 60% of the course duration**.
- These MGPs are also calculated for all students as well as for each subject or grade.
- Each **SGP is weighted by the proportion of time** the student was enrolled in and attended the course with the teacher, as reported on the course records.
- SGPs for students who were **enrolled in a teacher's course for longer periods of time and who attended the class more regularly count more heavily** in a teacher's MGP than those who were enrolled and attended for less time

Use?

1. How much did my students grow, on average, compared to similar students?
2. Is this higher, lower, or about what I would have expected? Why?
3. How does this information about student growth align with information about my instructional practice received through observations or other measures? Why might this be?
4. For teachers with MGPs in both ELA and mathematics: How do my MGPs in these subjects compare? Why might they be similar or different?
5. For teachers with MGPs across grade levels: How do my MGPs compare across grade levels? Why might they be similar or different?

Converting Growth to HEDI

New York State teachers of grades 4-8 in English language arts (ELA) and mathematics (including 8th grade Algebra 1) and their principals will receive State-provided growth scores based on 2022-23 State tests for advisory purposes only pursuant to Chapter 59 of the Laws of 2019, which amended the Student Performance Category requirements of Education Law §3012-d.

Ineffective



0-12 Points

Well below state average
for similar students

Developing



13-14 Points

Below state average
for similar students

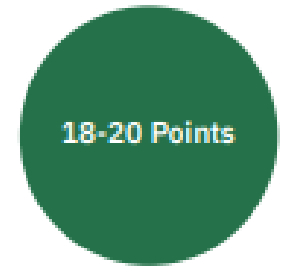
Effective



15-17 Points

Equal to state average
for similar students

Highly Effective



18-20 Points

Well above state average
for similar students

Discussion:



How many districts across the state are using state provided growth scores for evaluation? 0

If this is true:

How is this information still valuable for teachers, schools and districts to meet the needs of students?

Does changing the labels or a shift in language make it more usable?

What shift in language would add value to the information and help to decouple the information from evaluation?

Possible Language Shifts:

Current	Other Options:	Additional Options
Ineffective	Low Growth, Minimal Growth, Nominal Growth	
Developing	Basic Growth, Limited Growth, Moderate Growth, Emerging Growth, Modest Growth	
Effective	Average Growth, Expanding Growth, Advancing Growth, Rising Growth	
Highly Effective	High Growth, Significant Growth, Transformational Growth, Compelling Growth	

Group Dynamics



Facilitator



Time Keeper



Recorder (Many can share here.)



Reporter

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Committee of Practitioners Bylaws



Bylaws

Purpose	Duties
To Advise the State in carrying out its responsibilities under Title 1	Shall include a review, before publication of any proposed or final State rule or regulation pursuant to this title.
	In an emergency situation where such rule or regulation must be issued within a very limited time to assist local educational agencies with the operation of the program under this title, the State educational agency may issue a regulation without prior consultation, but shall immediately thereafter convene the State committee of practitioners to review the emergency regulation before issuance in final form.

Membership

Shall include “as a majority of its members, representatives from LEAs, administrators; including the administrators of programs described in other parts of this title; teachers, including vocational educators; parents; members of local school boards; representatives of private school children; and pupil services personnel, and representatives of paraprofessionals and institutions of higher education.

Appointment of Members

The Commissioner of Education shall appoint members to the Committee of Practitioners.

Term of Service

To maintain the statutory balance among membership categories, members shall remain on the Committee as long as they represent the membership category under which they were appointed. When a member representing a statutory category leaves the Committee, the Commissioner shall replace the member with an individual representing the same category.

Membership, Cont.

Alternates	If a member is unable to attend a scheduled meeting, the member may send an alternate with the approval of the Chair. Members shall exercise this prerogative sparingly.
Absences	Three unexcused absences in any year from scheduled meetings are grounds for removal of the member from the Committee.
Resignation	Members may resign from the Committee by notifying the Chair in writing.

Questions?

