



# College & Career Readiness

**Dr. John B. King, Jr.**

President of the University of the State of New York and  
Commissioner of Education

January 28, 2014



EngageNY.org

# Fact Sheet of NY Schools

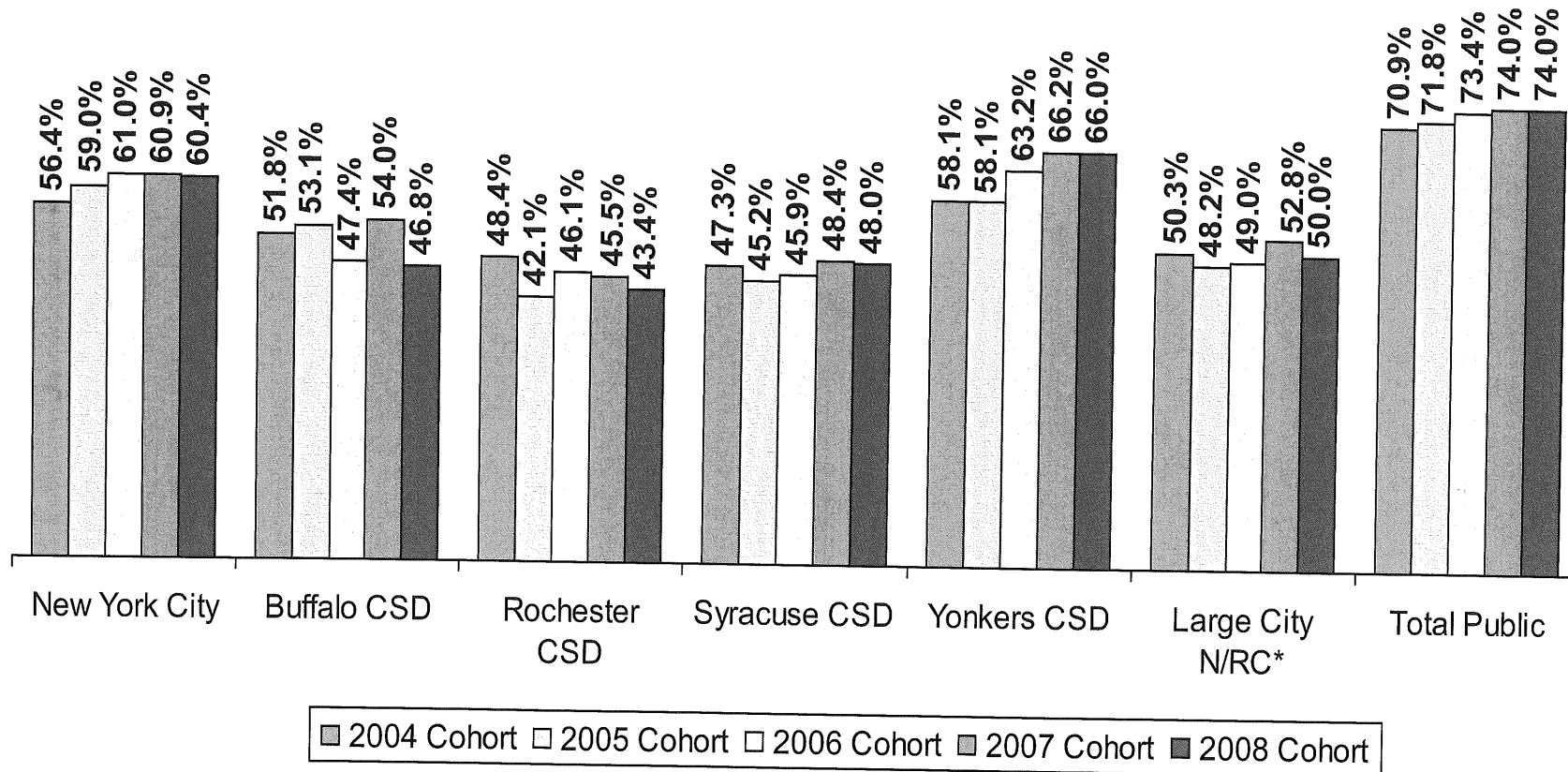
## The scale of our responsibility:

- More than 4,500 schools in nearly 700 school districts
- More than 1,800 non-public schools
- More than 200 operating public charter schools
- More than 3 million public and nonpublic students
  - Of the approximately 2.7 million public school students:
    - 50% receive free and reduced price lunch
    - 8% are English language learners
    - 15% are students with disabilities

# Statewide Graduation Rates

## % Students Graduating After 4 Years

Results through June 2012, All Students

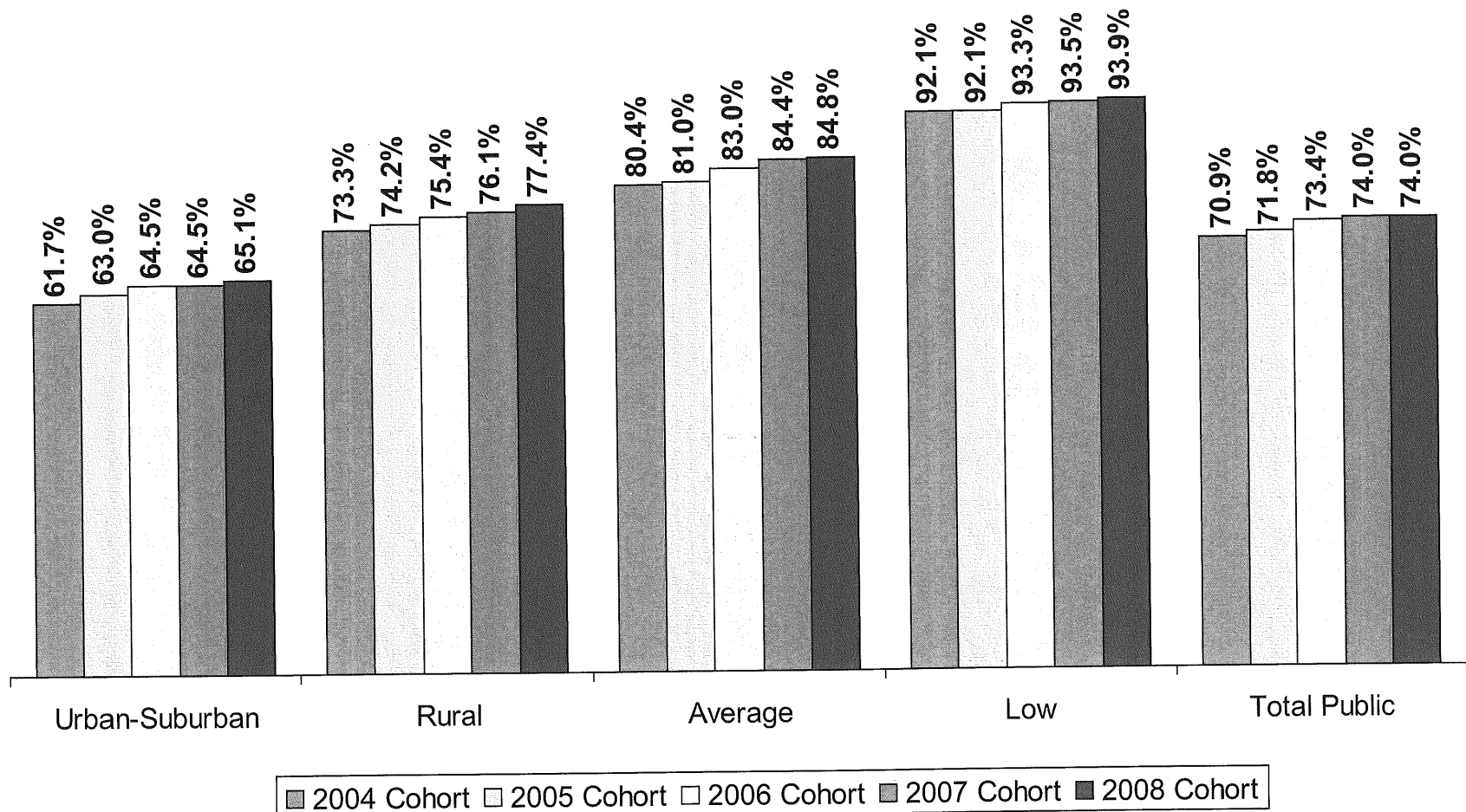


Source: SED Office of Information and Reporting Services

# Statewide Graduation Rates

## % Students Graduating After 4 Years

Results through June 2012, All Students



Source: SED Office of Information and Reporting Services

# Graduating College and Career Ready

New York's 4-year high school graduation rate is 74% for All Students. However, the percent graduating college and career ready is significantly lower.

## June 2012 Graduation Rate

### Graduation under Current Requirements

|                            | % Graduating |
|----------------------------|--------------|
| <b>All Students</b>        | 74.0         |
| American Indian            | 58.5         |
| Asian/Pacific Islander     | 81.6         |
| Black                      | 58.1         |
| Hispanic                   | 57.8         |
| White                      | 85.7         |
| English Language Learners  | 34.3         |
| Students with Disabilities | 44.7         |

### Calculated College and Career Ready\*

|                            | % Graduating |
|----------------------------|--------------|
| <b>All Students</b>        | 35.3         |
| American Indian            | 18.8         |
| Asian/Pacific Islander     | 56.5         |
| Black                      | 12.5         |
| Hispanic                   | 15.7         |
| White                      | 48.5         |
| English Language Learners  | 7.3          |
| Students with Disabilities | 4.9          |

\*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services

# State Aid to Schools

## Regents 2014-15 Proposal on State Aid to Schools

- Recommends a total increase in school aid of \$1.3 billion for the 2014-15 school year
- Strategically invests \$300 million as follows:
  - \$125 million for high-quality, full-day universal prekindergarten
  - \$125 million for a Core Instructional Development Fund to facilitate the 7-year transition to the Common Core
  - \$50 million for enhanced Technology and Textbook Aid
- Provides \$719 million through a Transitional Operating Aid formula that adheres to the original principles of the Foundation Aid formula and addresses the impact of several years of Gap Elimination Adjustments
- Proposes \$281 million in aid increases for reimbursement-based programs, including Transportation Aid, Building Aid, and BOCES Aid.

# Regents Propose Creation of a Core Instructional Development Fund

- The Regents 2014-15 State Aid Proposal recommends a \$125 million investment (growing to \$200 million for 2015-16 and 2016-17) to support local implementation of the seven-year (2010-2017) transition to Common Core.
- The Fund would support the capacity-building work of districts with a willingness, along with their bargaining units, to commit to systemic change - including significantly more professional development and collaborative planning time in the school day/year
  - Activities to encourage and facilitate parent learning on CCSS
  - Costs incurred as teachers engage in professional development activities
  - Summer academies
  - Extra periods/after school programming for PD purposes
  - Local share of costs for PD provided by qualified BOCES
  - Costs of payments to approved professional development vendors
  - Teacher materials and curricular guides

# Expand Early Childhood Education

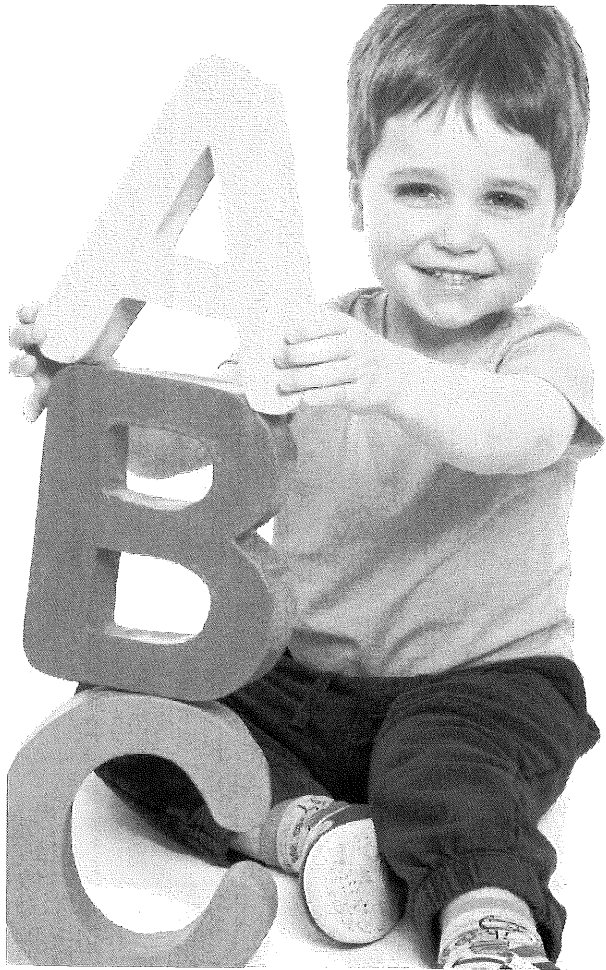
- The Regents State Aid proposal recommends dedicating \$125 million to provide high quality full-day programming.
- Every dollar invested in prekindergarten programs produces savings to taxpayers of approximately \$7 through reduction of remediation, special education, welfare and criminal justice services.
- These investments have the greatest impacts on children from disadvantaged family backgrounds.



Belfield, Clive R. (2004) *Early Education: How Important Are the Cost Savings to the School System Research Briefing*. New York, NY: Teachers College, Columbia University



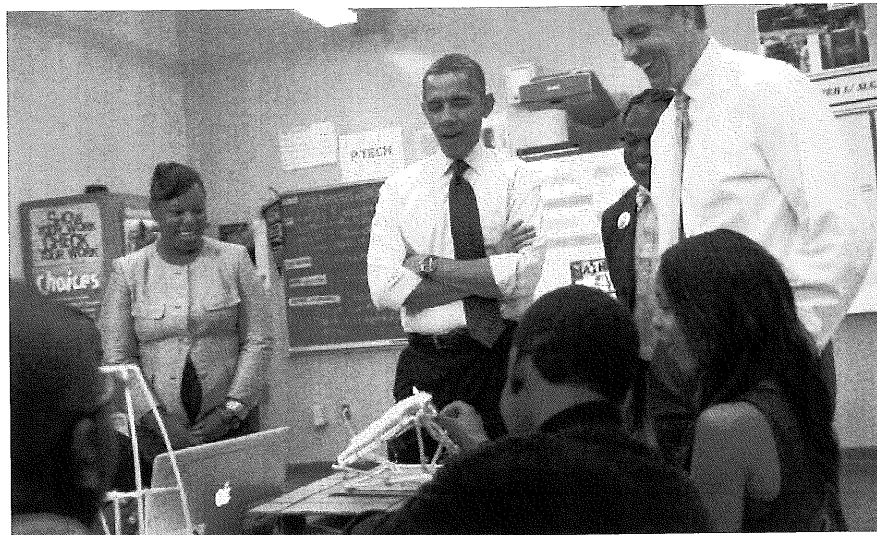
# Expand QUALITYstarsNY



- QUALITYstarsNY is the state's tiered quality rating and improvement system.
- In addition to QUALITYstarsNY being tested in over 200 early care and education programs, the Department invested \$4 million of Race to the Top funds to implement it in the lowest-performing school districts throughout the state.
- Programs are evaluated using an environmental rating scale, and resources are made available to support continuous improvement.
- The state should provide sustainable resources to support implementation of QUALITYstarsNY to better ensure that the state's investments in universal pre-kindergarten are delivered in high-quality settings.

# Career and Technical Education

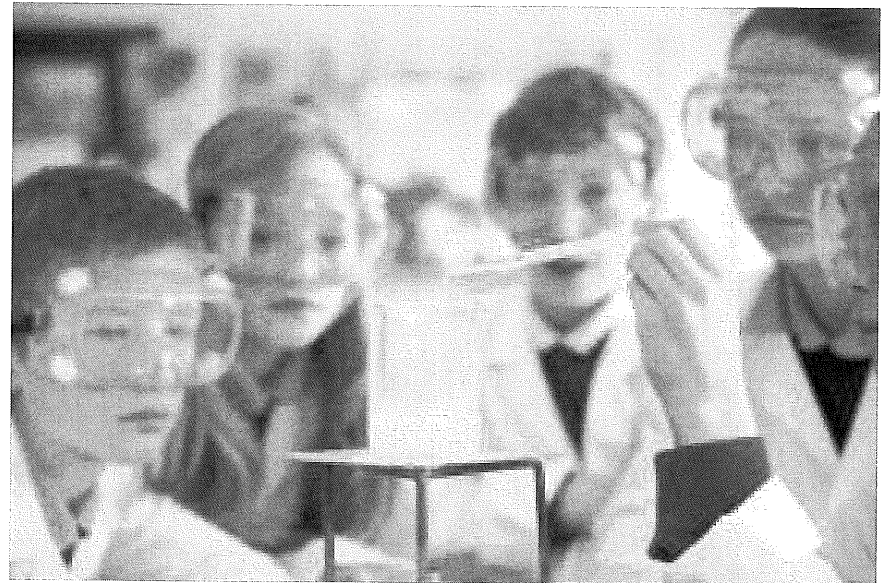
- According to Harvard's *Pathways to Prosperity* study, nearly two-thirds of job openings over the next decade will require workers to have at least some post-secondary education.\*
- SED's Career and Technical Education (CTE) program approval process is a model for the nation and has raised the quality and rigor of courses that prepare students for employment and postsecondary study.
- The Regents State Aid Proposal recommends a substantial expansion in financial support for high-quality CTE programs that would be combined with longer-term curricular changes designed to enable more students to access these programs, develop the skills they need to find good jobs, and engage in rigorous academic coursework.



Sources: Pathways to Prosperity Project, Harvard University, February 2011; Georgetown Center on Education and the Workforce, *Help Wanted: Projections of Jobs and Education Requirements Through 2018*, June 2010.

# Protect Educational Opportunities Through Regional High Schools

- In light of fiscal constraints and declining enrollments, many school districts are facing educational insolvency or are at risk of not meeting their fiscal obligations.
- The Regents have proposed legislation to allow school districts to build collaborative secondary school partnerships that will provide greater educational services.
- Two models:
  - **Regional High School operated by a host district**
  - **Regional High School operated by a BOCES**



# Expand Access to Higher Education

## TAP for Early College High School Students

- Early College High Schools are an innovative strategy to increase access to post-secondary education for economically disadvantaged students
  - **Accelerate completion of high school coursework while earning transferable college credits**

## Education Equity for DREAMers Act

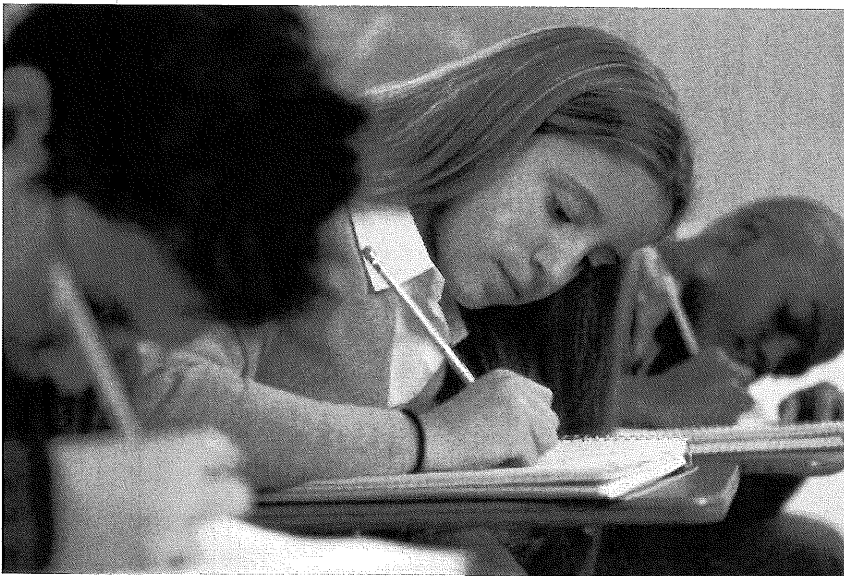
- Give undocumented students the opportunity to access higher education by making state financial aid available
  - **Our economic growth depends on a vibrant, well-educated workforce**
  - **Too many New Yorkers are denied the opportunity to get the education they need to fully participate in our economy**

# Reduce Testing Time

## 2014-15 \$8.4M Budget Request

|   |        |
|---|--------|
| Modified Printing, Packaging and Distribution | \$5.1M |
| Increased Security Features                   | \$1.6M |
| Test Storage, Collection and Support          | \$1.7M |

The New York State testing program is critical to drive instructional improvement



- In order to address concerns from the public regarding the amount of testing time, the Department is requesting funds to implement state-of-the-art printing and distribution processes for the Grades 3-8 tests.
  - These upgrades will enable the Department to substantially reduce the number of questions that need to be field tested.
  - As a result, the number of schools and students that will be required to participate in stand-alone field tests will be greatly reduced.
- 5 exams required for Regents Diploma (English, Math, Science, Global History and Geography, US History and Government)
- 8 exams required for Regents Diploma with Advanced Designation.
- More than 2 million Regents exams taken annually
- Nearly 3 million grades 3-8 tests taken annually

# More Higher Education Opportunities

## *2014-15 \$4M Budget Request*

Expand NY's Higher Education Opportunity Program

\$4.0 M

Provide access to quality post-secondary institutions for disadvantaged student populations.



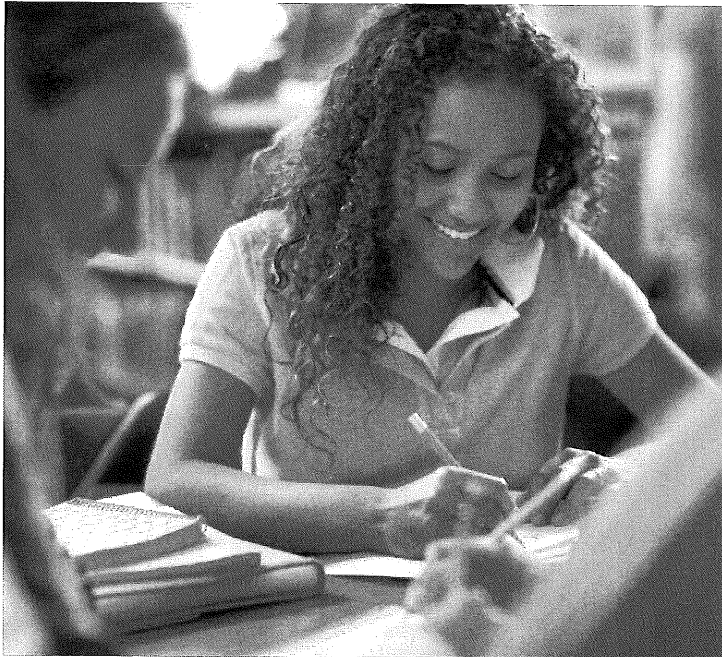
- HEOP is currently available at 55 independent colleges and institutions
- Currently supports over 4,600 underrepresented and disadvantaged students annually
- A recent analysis reported a 58% HEOP college graduation rate, compared with a 12% graduation rate for low-income students nationally

# Enhance the Achievement of English Language Learners

## *2014-15 \$10M Budget Request*

|   |        |
|---|--------|
| Develop new Native Language Arts exams for Grades 3-8 and High School | \$8.0M |
| Tools, resources, capacity, and professional development              | \$2.0M |

Provide educational opportunities for New York's diverse student population

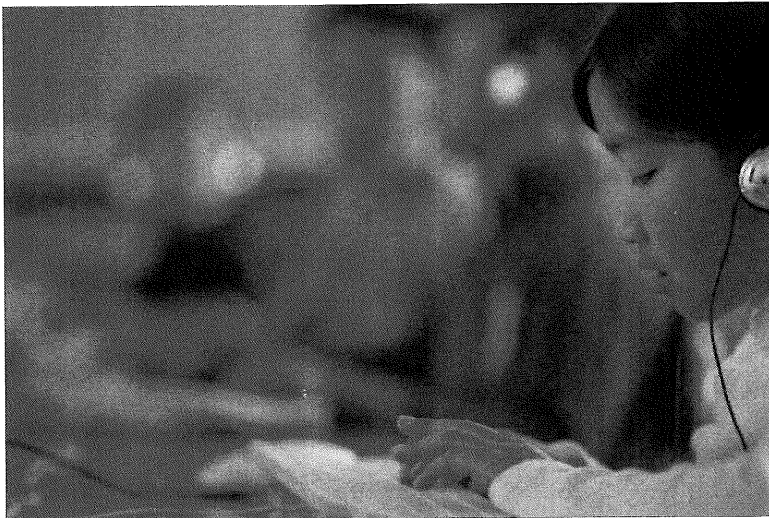


- In order to provide English language learners (ELLs) with the opportunity to demonstrate achievement of the Common Core, the Department is seeking funding to create Native Language Arts (NLA) exams to provide districts the option of providing this assessment when it would best measure the progress of Spanish-speaking ELLs.
- Spanish-speaking ELLs who have been in the U.S. for less than 3 consecutive years would have the flexibility to be tested in their native language in lieu of the ELA assessment.

# Online Test Delivery Pilot Program

## *2014-15 \$4M Budget Request*

Support local transitions to classrooms and schools  
with 21<sup>st</sup> Century educational technology



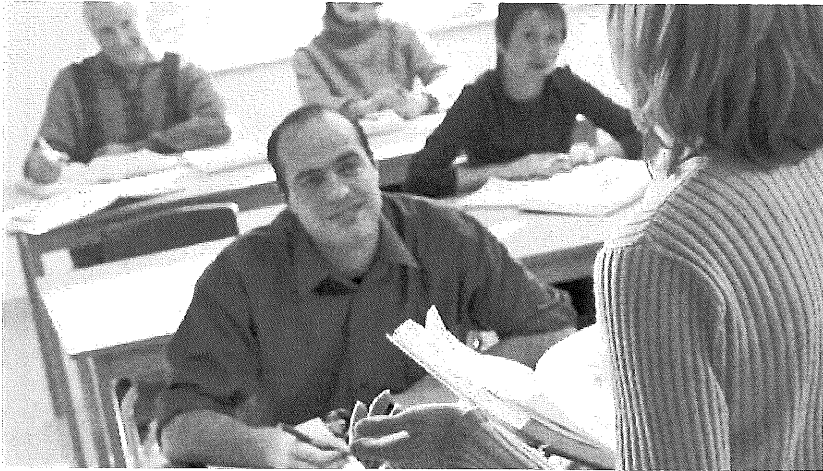
- The Department is seeking funding to pilot an online test delivery system of Regents exams to represent the first stages in the state's transition to online testing as a component of our overall strategy to use educational technology devices and connectivity to support effective teaching and learning.
- Currently, all Regents exams are offered solely in a paper and pencil format. The pilot would facilitate a readiness verification process and provide necessary training and support for schools to implement online test delivery systems.



# Adult Education – Workforce Preparation

## *2014-15 \$5M Budget Request*

Keep New Yorkers competitive in the 21<sup>st</sup> Century global economy



- Approximately 2.8 million out-of-school New Yorkers age 16 or older are economically at risk because they lack a high school diploma or equivalent.
- The Department is requesting funding to provide adult education to under-educated, out-of-school youth and adults with the skills and credentials required for workforce success, including greater programming for a more rigorous high school equivalency diploma being implemented in 2014.

# State Aid Modeling

## *2014-15 \$2M Budget Request*

Supporting the Executive and Legislature's role in budget-making

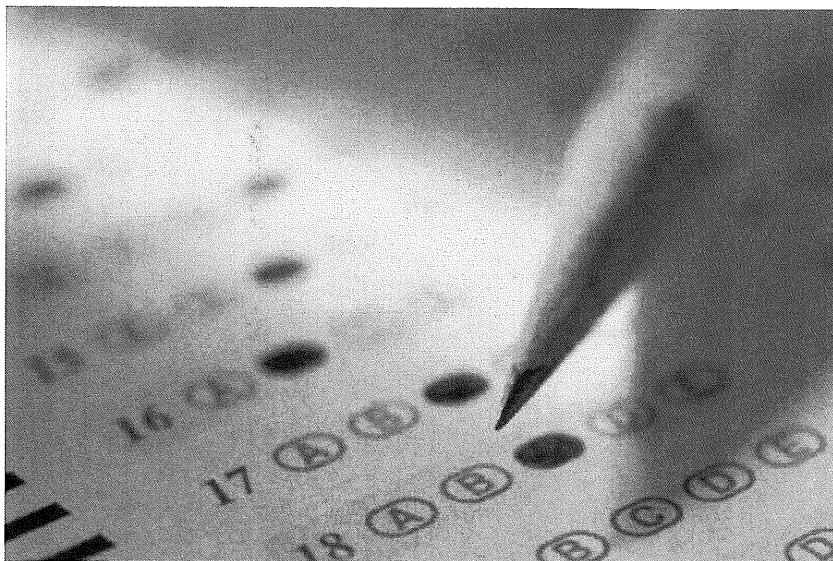


- The Department oversees the modeling of over \$21 billion in state aid to public school districts annually, and provides estimates of school aid throughout the budget process. While effective and accurate, the system is outdated and at risk of becoming obsolete.
- The Department is seeking funding to develop a new system using a modern user interface and enhanced reporting.

# Erasure Analysis of Test Results

*2014-15 \$500,000 Budget Request*

Ensure the integrity of the Assessment Program



- The Department is seeking funding to conduct erasure analysis of test results to better ensure the integrity of the assessment program.
- Erasure analysis is a commonly used tool that involves statistical analysis of student answer sheets to identify irregular patterns of changed responses, with a focus on whether there is a statistically unlikely frequency of incorrect-to-correct answer changes within a sample of students.

# Support Public Library Construction

## *2014-15 \$1.4M Budget Request*

Ensure that all New Yorkers continue to have access to state-of-the art libraries



- All public libraries should be able to accommodate new technologies and provide the resources New Yorkers need to be successful in an information-driven global environment.
- Despite the successes of the library construction program, there is still a need for new construction, renovation, and expansion of existing public libraries throughout the state.

# Converging Evidence about College Readiness



College and Career Readiness

Whether the measure is national or New York-specific, at the elementary/middle or secondary level, there is converging evidence about student preparedness for college and careers.



# NAEP & College Readiness

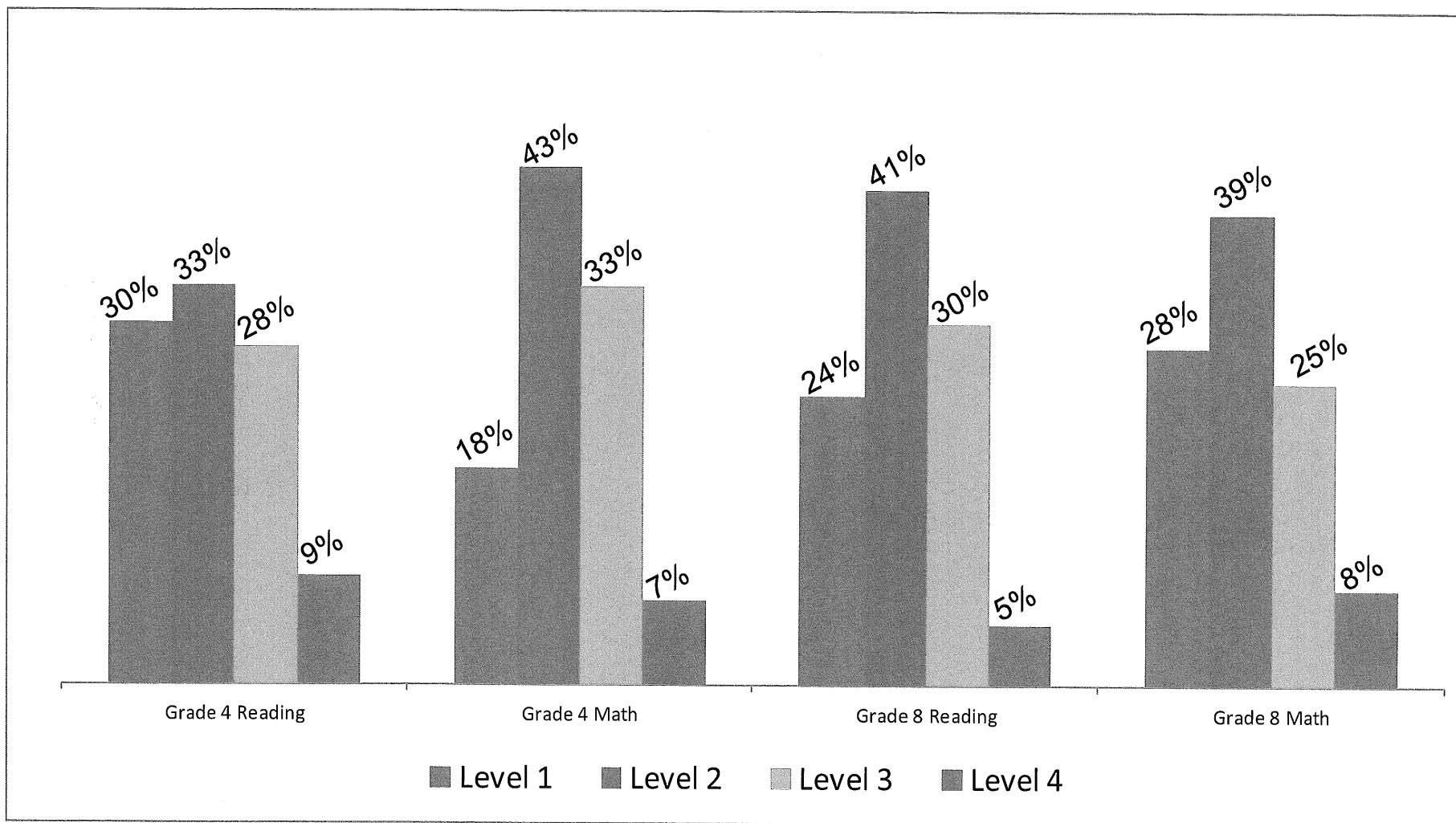
- **New studies on a 12<sup>th</sup> grade NAEP assessment, administered in 2009, suggest NAEP proficiency predicts ‘college preparedness.’**
- **Nationally, in 2009:**
  - **38 percent of 12th graders scored at or above proficient in reading**
  - **26 percent reached proficiency in math**

***“When college and career readiness is on everyone’s lips, ... lo and behold, the pretty-clear conclusion reached is NAEP ‘proficient’ comes pretty darn close to college preparedness”***

~ Chester Finn, Former Chair, National Assessment Governing Board; Current President, Thomas B. Fordham Institute

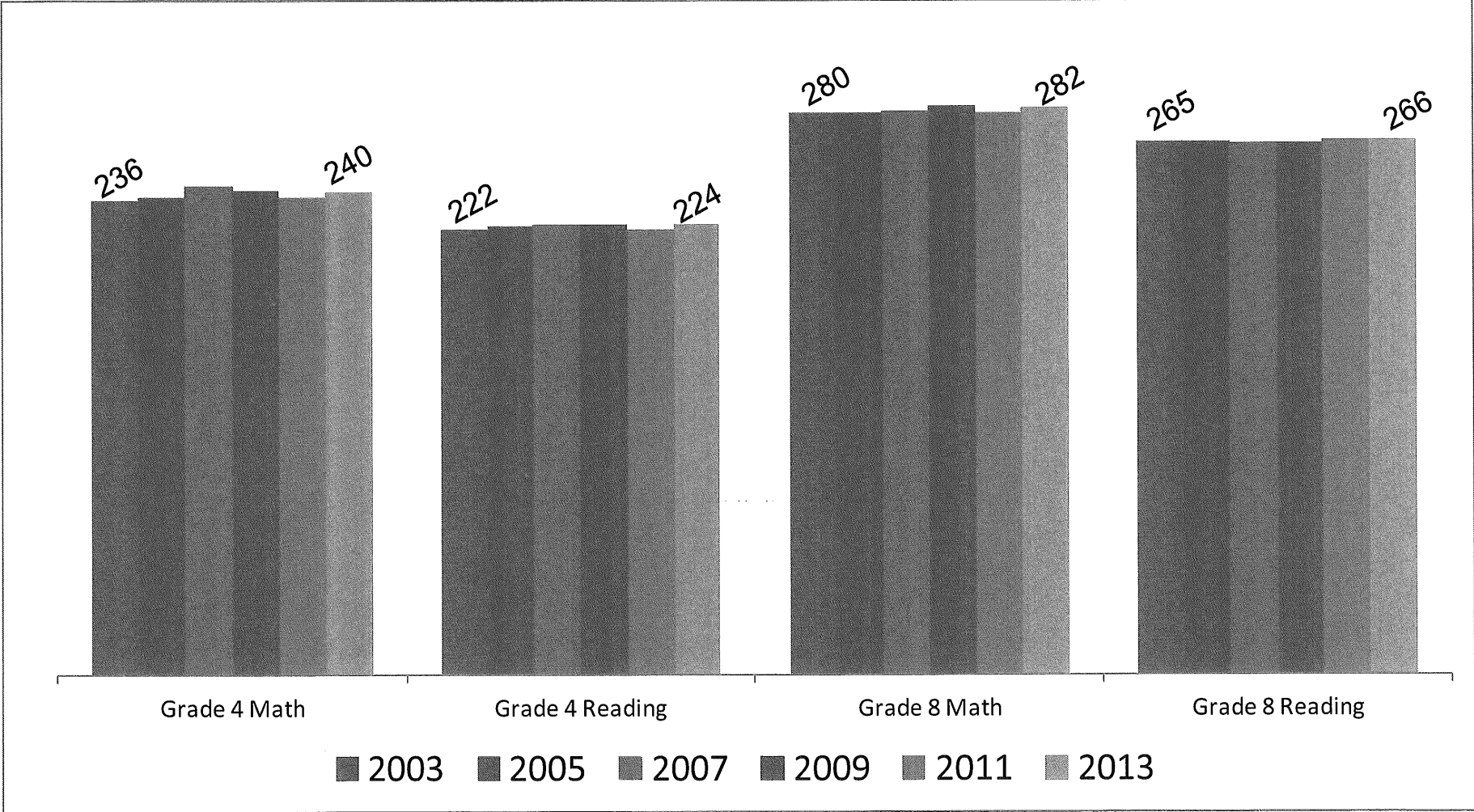
Source: EdWeek, 8/15/2013 <http://www.edweek.org/ew/articles/2013/08/15/01nagb.h33.html>

# New York's 2013 NAEP Results



Source: <http://nces.ed.gov/nationsreportcard/>

# New York's Performance on NAEP has been flat over the last decade



Source: <http://nces.ed.gov/nationsreportcard/states/Default.aspx>

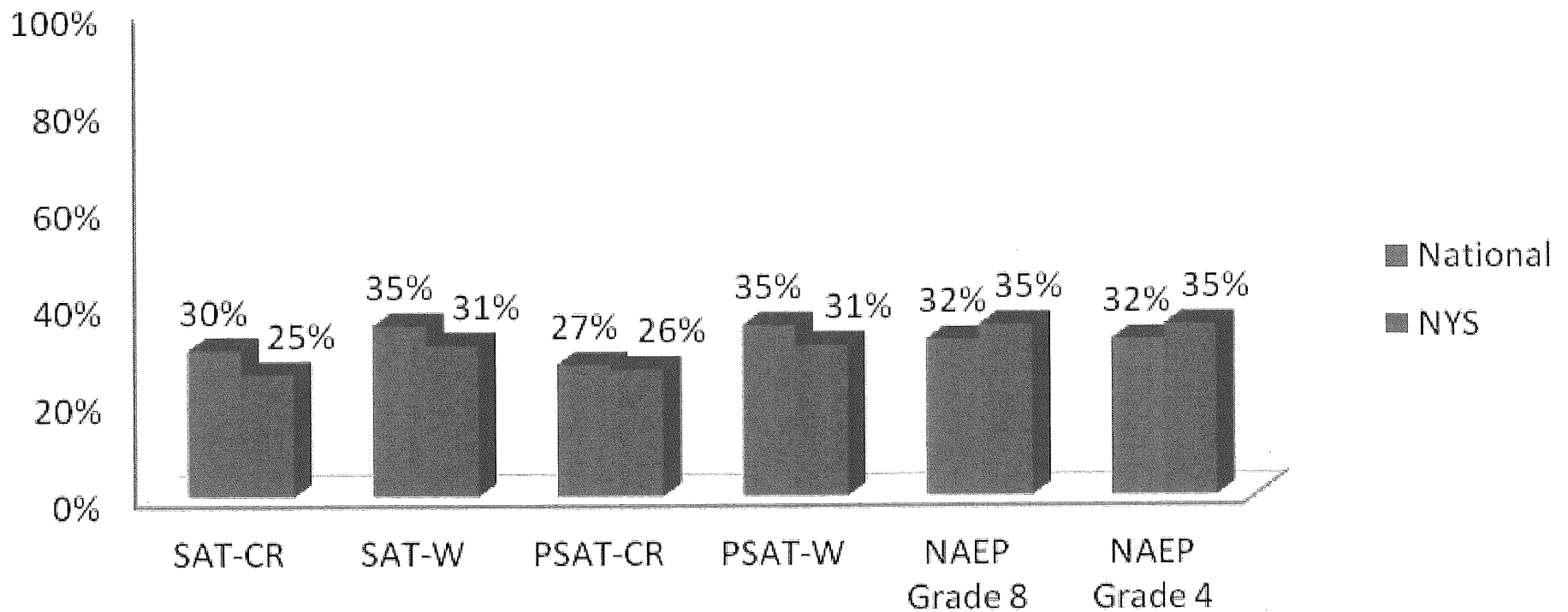


# SAT and PSAT Benchmarks for New York Students

- College Board and NAEP study determined scores on SAT and PSAT/NMSQT that correspond with college readiness for the nation.
- Criteria were adapted slightly to accommodate New York students' course-taking patterns.
- The results for all New York students who graduated in 2010 and who took the SAT and PSAT/NMSQT are on the following slide.

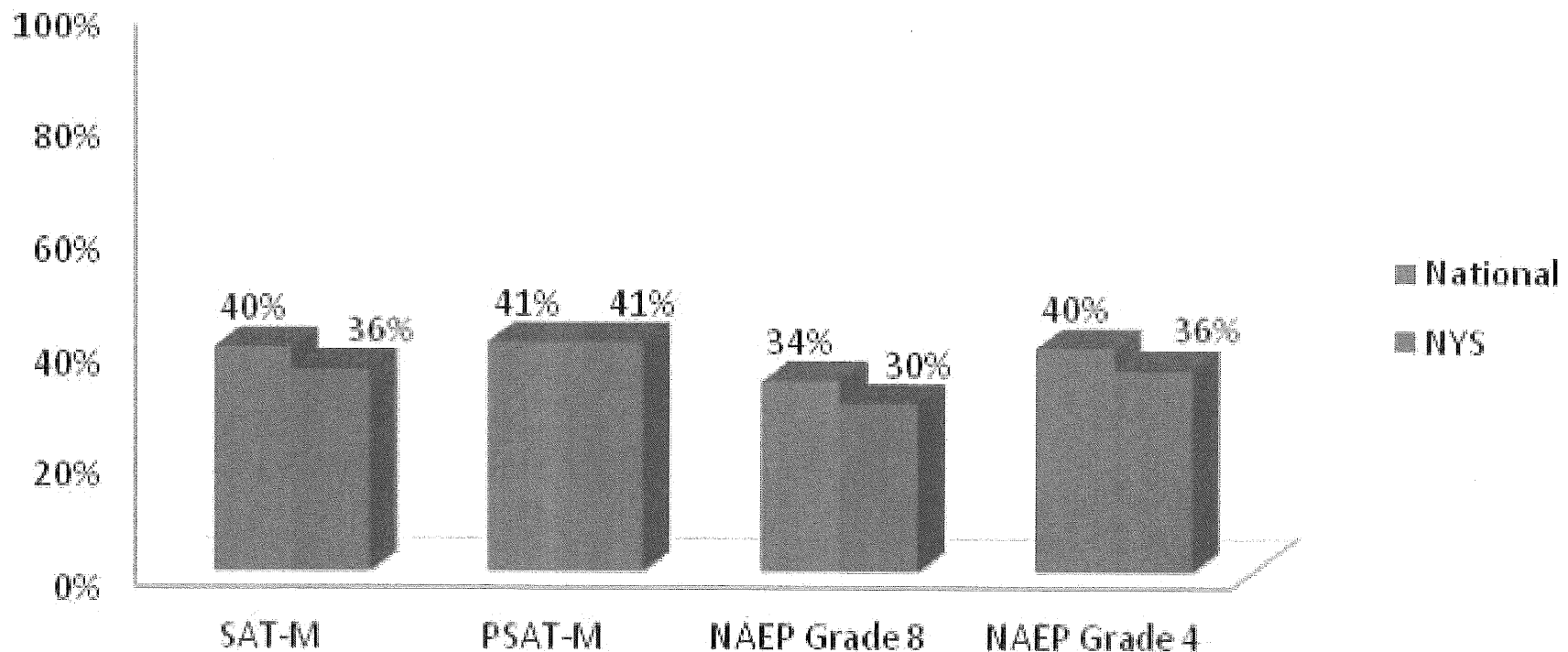
# SAT and PSAT/NMSQT CCR Benchmark Data: ELA

## Percent of Students at or above ELA External Benchmarks



# SAT and PSAT/NMSQT CCR Benchmark Data: Math

Percent of Students at or above Math  
External Benchmarks



# US PISA Results - Reading

*The Program for International Student Assessment (PISA) is a widely respected international assessment which measures student performance in Reading, Math and Science*

**Table 3. Average scores of 15-year-old students on PISA reading literacy scale, by education system: 2012**

| Education system       | Average score | Education system               | Average score |
|------------------------|---------------|--------------------------------|---------------|
| OECD average           | 496           |                                |               |
| <i>Shanghai-China</i>  | 570 ⬆         | Iceland                        | 483 ⬆         |
| <i>Hong Kong-China</i> | 545 ⬆         | Slovenia                       | 481 ⬆         |
| <i>Singapore</i>       | 542 ⬆         | <i>Lithuania</i>               | 477 ⬆         |
| Japan                  | 538 ⬆         | Greece                         | 477 ⬆         |
| Korea, Republic of     | 536 ⬆         | Turkey                         | 475 ⬆         |
| Finland                | 524 ⬆         | <i>Russian Federation</i>      | 475 ⬆         |
| Ireland                | 523 ⬆         | Slovak Republic                | 463 ⬆         |
| <i>Chinese Taipei</i>  | 523 ⬆         | <i>Cyprus</i>                  | 449 ⬆         |
| Canada                 | 523 ⬆         | <i>Serbia, Republic of</i>     | 446 ⬆         |
| Poland                 | 518 ⬆         | <i>United Arab Emirates</i>    | 442 ⬆         |
| Estonia                | 516 ⬆         | Chile                          | 441 ⬆         |
| <i>Liechtenstein</i>   | 516 ⬆         | <i>Thailand</i>                | 441 ⬆         |
| New Zealand            | 512 ⬆         | <i>Costa Rica</i>              | 441 ⬆         |
| Australia              | 512 ⬆         | <i>Romania</i>                 | 438 ⬆         |
| Netherlands            | 511 ⬆         | <i>Bulgaria</i>                | 436 ⬆         |
| Belgium                | 509 ⬆         | Mexico                         | 424 ⬆         |
| Switzerland            | 509 ⬆         | <i>Montenegro, Republic of</i> | 422 ⬆         |
| <i>Macao-China</i>     | 509 ⬆         | <i>Uruguay</i>                 | 411 ⬆         |
| <i>Vietnam</i>         | 508           | <i>Brazil</i>                  | 410 ⬆         |
| Germany                | 508 ⬆         | <i>Tunisia</i>                 | 404 ⬆         |
| France                 | 505           | <i>Colombia</i>                | 403 ⬆         |
| Norway                 | 504           | <i>Jordan</i>                  | 399 ⬆         |
| United Kingdom         | 499           | <i>Malaysia</i>                | 398 ⬆         |
| <b>United States</b>   | <b>498</b>    | <i>Indonesia</i>               | 396 ⬆         |
| Denmark                | 496           | <i>Argentina</i>               | 396 ⬆         |
| Czech Republic         | 493           | <i>Albania</i>                 | 394 ⬆         |
| Italy                  | 490           | <i>Kazakhstan</i>              | 393 ⬆         |
| Austria                | 490           | <i>Qatar</i>                   | 388 ⬆         |
| <i>Latvia</i>          | 488 ⬆         | <i>Peru</i>                    | 384 ⬆         |
| Hungary                | 488           |                                |               |
| Spain                  | 488 ⬆         |                                |               |
| Luxembourg             | 488 ⬆         | <b>U.S. state</b>              |               |
| Portugal               | 488           | <b>education systems</b>       |               |
| Israel                 | 486           | <i>Massachusetts</i>           | 527 ⬆         |
| <i>Croatia</i>         | 485 ⬆         | <i>Connecticut</i>             | 521 ⬆         |
| Sweden                 | 483 ⬆         | <i>Florida</i>                 | 492           |

⬆ Average score is higher than U.S. average score.

⬆ Average score is lower than U.S. average score.

NOTE: Education systems are ordered by 2012 average score. The OECD average is the average of the national averages of the OECD member countries, with each country weighted equally. Scores are reported on a scale from 0 to 1,000. All average scores reported as higher or lower than the U.S. average score are different at the .05 level of statistical significance. Italics indicate non-OECD countries and education systems. Results for Connecticut, Florida, and Massachusetts are for public school students only. The standard errors of the estimates are shown in table R2 available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014024>.

SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2012.

Source: PISA Report,  
<http://nces.ed.gov/pubs2014/2014024.pdf>

# US PISA Results - Mathematics

*The Program for International Student Assessment (PISA) is a widely respected international assessment which measures student performance in Reading, Math and Science*

**Table 1. Average scores of 15-year-old students on PISA mathematics literacy scale, by education system: 2012**

| Education system          | Average score | Education system                    | Average score |
|---------------------------|---------------|-------------------------------------|---------------|
| OECD average              | 494           |                                     |               |
| <i>Shanghai-China</i>     | 613           | <i>Lithuania</i>                    | 479           |
| <i>Singapore</i>          | 573           | Sweden                              | 478           |
| <i>Hong Kong-China</i>    | 561           | Hungary                             | 477           |
| <i>Chinese Taipei</i>     | 560           | <i>Croatia</i>                      | 471           |
| Korea, Republic of        | 554           | Israel                              | 466           |
| <i>Macao-China</i>        | 538           | Greece                              | 453           |
| Japan                     | 536           | <i>Serbia, Republic of</i>          | 449           |
| <i>Liechtenstein</i>      | 535           | Turkey                              | 448           |
| Switzerland               | 531           | <i>Romania</i>                      | 445           |
| Netherlands               | 523           | Cyprus                              | 440           |
| Estonia                   | 521           | <i>Bulgaria</i>                     | 439           |
| Finland                   | 519           | <i>United Arab Emirates</i>         | 434           |
| Canada                    | 518           | <i>Kazakhstan</i>                   | 432           |
| Poland                    | 518           | <i>Thailand</i>                     | 427           |
| Belgium                   | 515           | Chile                               | 423           |
| Germany                   | 514           | <i>Malaysia</i>                     | 421           |
| <i>Vietnam</i>            | 511           | Mexico                              | 413           |
| Austria                   | 506           | <i>Montenegro, Republic of</i>      | 410           |
| Australia                 | 504           | <i>Uruguay</i>                      | 409           |
| Ireland                   | 501           | <i>Costa Rica</i>                   | 407           |
| Slovenia                  | 501           | <i>Albania</i>                      | 394           |
| Denmark                   | 500           | <i>Brazil</i>                       | 391           |
| New Zealand               | 500           | <i>Argentina</i>                    | 388           |
| Czech Republic            | 499           | <i>Tunisia</i>                      | 386           |
| France                    | 495           | <i>Jordan</i>                       | 386           |
| United Kingdom            | 494           | <i>Colombia</i>                     | 376           |
| Iceland                   | 493           | <i>Qatar</i>                        | 376           |
| <i>Latvia</i>             | 491           | <i>Indonesia</i>                    | 375           |
| Luxembourg                | 490           | <i>Peru</i>                         | 368           |
| Norway                    | 489           |                                     |               |
| Portugal                  | 487           |                                     |               |
| Italy                     | 485           |                                     |               |
| Spain                     | 484           |                                     |               |
| <i>Russian Federation</i> | 482           |                                     |               |
| Slovak Republic           | 482           |                                     |               |
| <b>United States</b>      | <b>481</b>    |                                     |               |
|                           |               | <b>U.S. state education systems</b> |               |
|                           |               | <i>Massachusetts</i>                | 514           |
|                           |               | <i>Connecticut</i>                  | 506           |
|                           |               | <i>Florida</i>                      | 467           |

























































▲ Average score is higher than U.S. average score.  
 ● Average score is lower than U.S. average score.  
 NOTE: Education systems are ordered by 2012 average score. The OECD average is the average of the national averages of the OECD member countries, with each country weighted equally. Scores are reported on a scale from 0 to 1,000. All average scores reported as higher or lower than the U.S. average score are different at the .05 level of statistical significance. Italics indicate non-OECD countries and education systems. Results for Connecticut, Florida, and Massachusetts are for public school students only. The standard errors of the estimates are shown in table M4 available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014024>.  
 SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2012.


Source: PISA Report,  
<http://nces.ed.gov/pubs2014/2014024.pdf>

# US PISA Results - Science

**Table 2. Average scores of 15-year-old students on PISA science literacy scale, by education system: 2012**

| Education system       | Average score   | Education system                    | Average score   |
|------------------------|---|-------------------------------------|---|
| OECD average           | 501   |                                     |   |
| <i>Shanghai-China</i>  | 580  | <i>Russian Federation</i>           | 486    |
| <i>Hong Kong-China</i> | 555  | Sweden                              | 485    |
| <i>Singapore</i>       | 551  | Iceland                             | 478    |
| Japan                  | 547  | Slovak Republic                     | 471    |
| Finland                | 545  | Israel                              | 470    |
| Estonia                | 541  | Greece                              | 467    |
| Korea, Republic of     | 538  | Turkey                              | 463    |
| <i>Vietnam</i>         | 528  | <i>United Arab Emirates</i>         | 448    |
| Poland                 | 526  | <i>Bulgaria</i>                     | 446    |
| Canada                 | 525  | Chile                               | 445    |
| <i>Liechtenstein</i>   | 525  | <i>Serbia, Republic of</i>          | 445    |
| Germany                | 524  | <i>Thailand</i>                     | 444    |
| <i>Chinese Taipei</i>  | 523  | <i>Romania</i>                      | 439    |
| Netherlands            | 522  | <i>Cyprus</i>                       | 438    |
| Ireland                | 522  | <i>Costa Rica</i>                   | 429    |
| Australia              | 521  | <i>Kazakhstan</i>                   | 425    |
| <i>Macao-China</i>     | 521  | <i>Malaysia</i>                     | 420    |
| New Zealand            | 516  | <i>Uruguay</i>                      | 416    |
| Switzerland            | 515  | Mexico                              | 415    |
| Slovenia               | 514  | <i>Montenegro, Republic of</i>      | 410    |
| United Kingdom         | 514  | <i>Jordan</i>                       | 409    |
| Czech Republic         | 508  | <i>Argentina</i>                    | 406    |
| Austria                | 506   | <i>Brazil</i>                       | 405    |
| Belgium                | 505   | <i>Colombia</i>                     | 399    |
| <i>Latvia</i>          | 502   | <i>Tunisia</i>                      | 398   |
| France                 | 499   | <i>Albania</i>                      | 397  |
| Denmark                | 498   | <i>Qatar</i>                        | 384  |
| Spain                  | 497   | <i>Indonesia</i>                    | 382  |
| <i>Lithuania</i>       | 496   | <i>Peru</i>                         | 373  |
| Norway                 | 495   |                                     |   |
| Hungary                | 494   | <b>U.S. state education systems</b> |   |
| Italy                  | 494   | <i>Massachusetts</i>                | 527  |
| <i>Croatia</i>         | 491   | <i>Connecticut</i>                  | 521  |
| Luxembourg             | 491   | <i>Florida</i>                      | 485   |
| Portugal               | 489   |                                     |   |

 Average score is higher than U.S. average score.

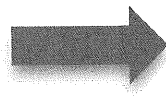
 Average score is lower than U.S. average score.

NOTE: Education systems are ordered by 2012 average score. The OECD average is the average of the national averages of the OECD member countries, with each country weighted equally. Scores are reported on a scale from 0 to 1,000.

All average scores reported as higher or lower than the U.S. average score are different at the .05 level of statistical significance. Italics indicate non-OECD countries and education systems. Results for Connecticut, Florida, and Massachusetts are for public school students only. The standard errors of the estimates are shown in table S2 available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014024>.

SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2012.

The Program for International Student Assessment (PISA) is a widely respected international assessment which measures student performance in Reading, Math and Science

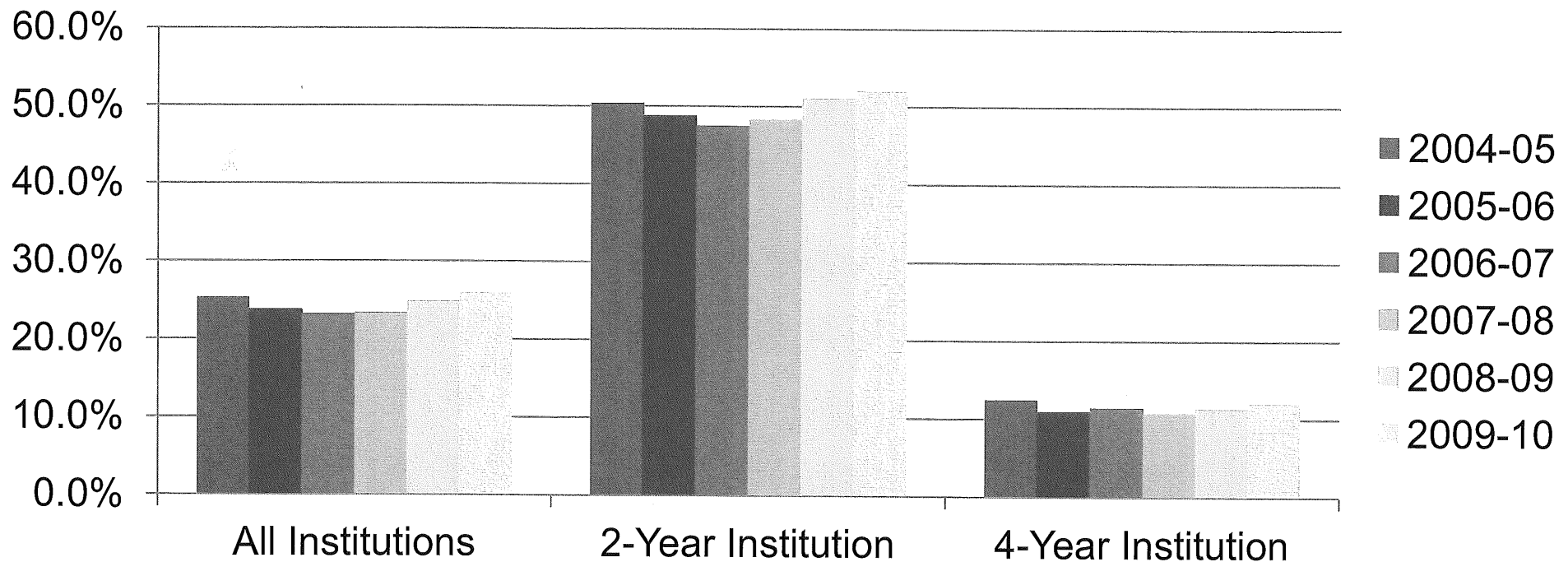


Source: PISA Report,  
<http://nces.ed.gov/pubs2014/2014024.pdf>

# Why Readiness Matters – College Remediation in NYS

Over 50% of students in NYS two-year institutions of higher education take at least one remedial course.

## Remediation Rates for First-time, Full-time Undergraduates



Source: NYSED Administrative Data for all Public, Independent and Proprietary 2- and 4-year institutions of higher education

# Why Readiness Matters – Labor Market Is More Demanding

*A post-secondary education is the  
“Passport to the American Dream”*

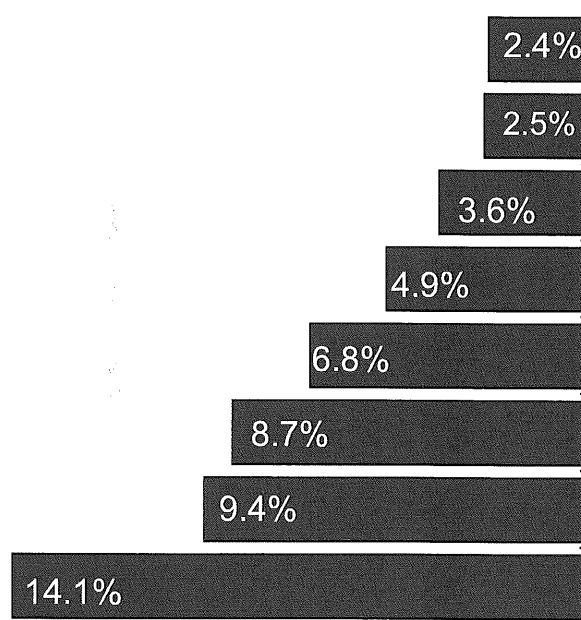
- **14 million job openings will go to people with an associate’s degree or occupational certificate and pay a significant premium over many jobs open to those with just a high school degree.**
- **Of the projected 47 million job openings between 2009-2018, nearly two-thirds will require workers to have at least some post-secondary education – and experts say this percentage will only increase.**

Sources: Pathways to Prosperity Project, Harvard University, February 2011; Georgetown Center on Education and the Workforce, *Help Wanted: Projections of Jobs and Education Requirements Through 2018*, June 2010.



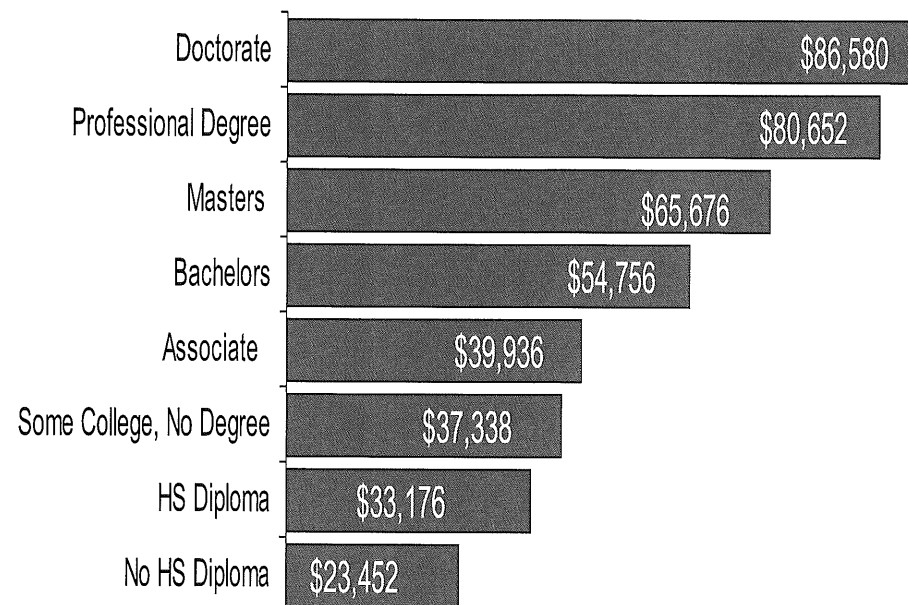
# Why Readiness Matters – Earnings and Unemployment

Unemployment Rate By Degree: 2011



Average 7.6%

Median Annual Earnings by Educational Degree: 2011



Average \$41,444

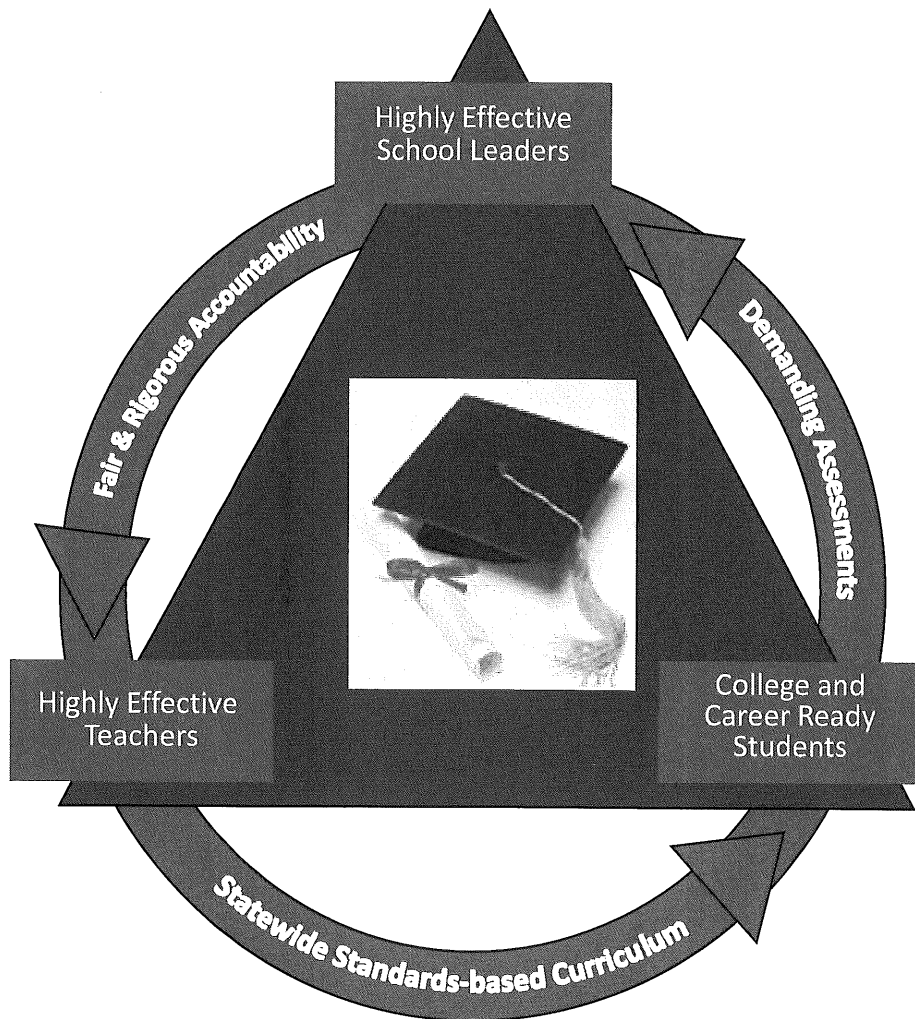
Education pays in higher overall earnings and lower unemployment rates.

# Why Readiness Matters – US Adult Skills Lagging

- A recent international study by the Program for International Assessment of Adult Competencies (PIACC) shows that in key work-related skills – such as literacy, numeracy, and problem-solving skills – US adults scored below international averages.
- Only 12 percent of US adults scored at the highest level of proficiency in literacy, compared with 22 percent in Finland and 23 percent in Japan.
- In numeracy, US adults outscored only their peers in two countries—Italy and Spain—of the 23 in the study, with only 9 percent of adults rated at the highest proficiency level.
- Only 6 percent of US adults scored at the highest proficiency level on problem-solving.

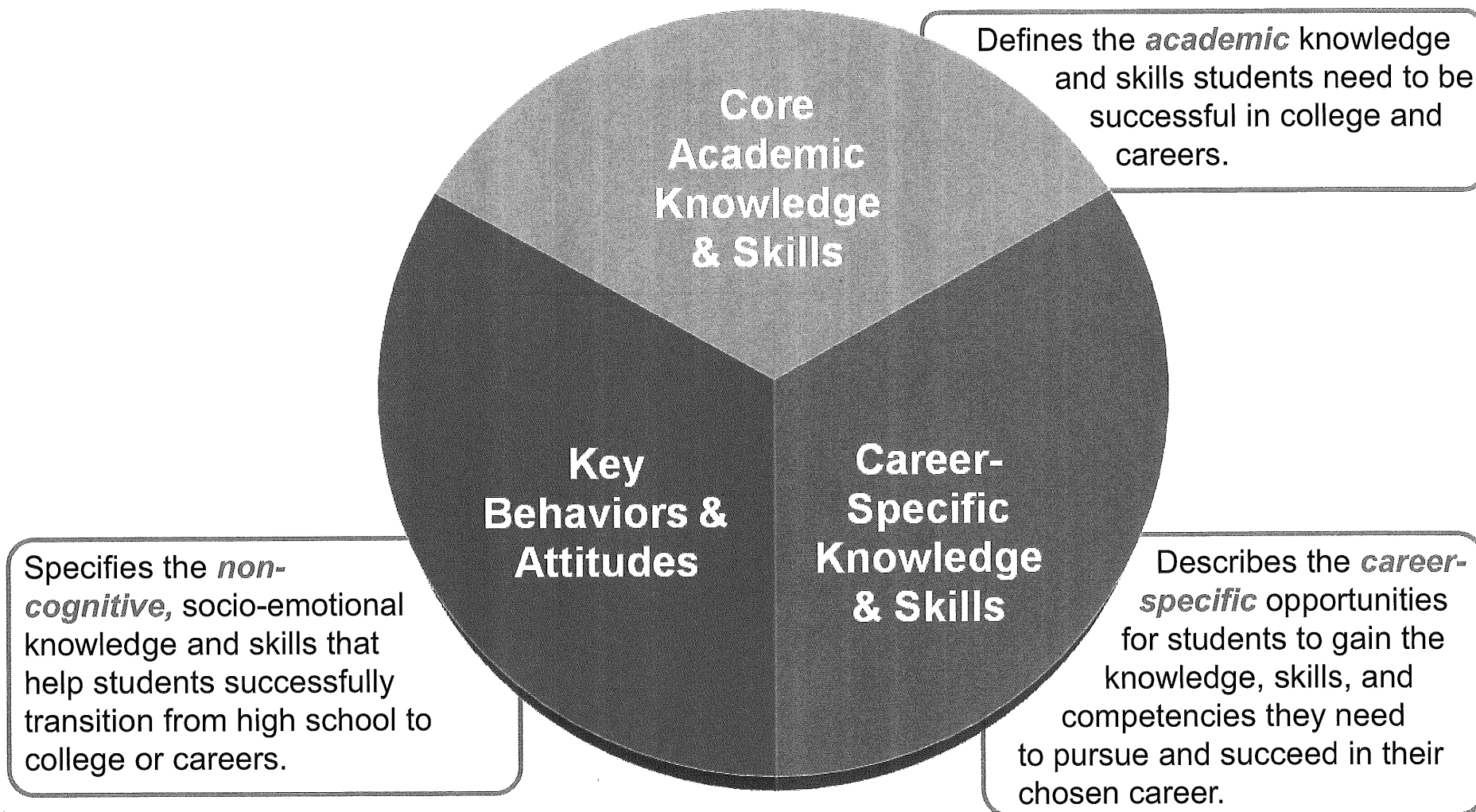
Sources: <http://www.edweek.org/ew/articles/2013/10/16/08report-b1.h33.html>

# Regents Reform Agenda



- Implementing **Common Core standards** and developing **curriculum and assessments** aligned to these standards to prepare students for success in college and the workplace.
- Building **instructional data systems** that measure student success and inform teacher and principals how they can improve their practice in real time.
- Recruiting, developing, retaining, and rewarding **effective teachers and principals**.
- Turning around the **lowest-achieving schools**.

# Domains of College and Career Readiness



# What is the Common Core?

- The development of the Common Core was a nationwide, state-led effort to establish a shared set of clear educational standards.
  - 45 states and the District of Columbia have adopted the Common Core<sup>\*</sup>
- The Common Core Standards are the first learning standards to be *backmapped* from the skills and knowledge students need to succeed in college and careers, grade-by-grade all the way back to kindergarten.
- The Common Core Standards are benchmarked to international standards and informed by the best evidence and research.

<sup>\*</sup> In addition to the 45 states that fully adopted the Common Core, Minnesota adopted the Common Core English Language Arts standards.

# Common Core in New York

**2010:** Board of Regents adopts Common Core

**2013:** Common Core Assessments in Grades 3-8 and math are administered

**2014:** Roll-out of Common Core Regents Exams begins

- June 2014: Algebra I
- June 2015: Geometry
- June 2016: Algebra II and English language arts (required for 1<sup>st</sup> time)

**Class of 2017:** First cohort of high school graduates required to pass Common Core Regents Exams for graduation.

*Transition to New York Common Core Assessments is a seven-year phase in.*

# Aligning Curriculum, Instruction, and Assessments to the Common Core

- Common Core curriculum, instruction, and assessments are rigorous and focus on priority knowledge and skills to ensure College and Career Readiness.

## 6 Shifts in ELA/Literacy

Read as much non-fiction as fiction  
Learn about the world by reading  
Read more challenging material closely  
Discuss reading using evidence  
Write non-fiction using evidence  
Increase academic vocabulary

## 6 Shifts in Mathematics

Focus: immersion in important topics  
Build skills across grades  
Develop fluency and accuracy  
Really know it, Really do it  
Use it in the real world  
Efficiently solve complex problems

# Professional Development Decisions Are Local

- Although state and federal funding is available to support local professional development the amount of professional development and the content of the trainings has always been and remains locally determined.
- Districts have chosen a variety of strategies for professional development:
  - Participation at NTI and local turn-key training
  - Participation at NTI and alternate local professional development
  - Non-participation at NTI and alternate local professional development



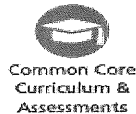
# EngageNY.org

## Resources for Professional Development

About / Contact Us

Search

**engage<sup>ny</sup>**  
Our Students. Their Moment.



Common Core Curriculum & Assessments



Teacher/Leader Effectiveness



Data Driven Instruction



Video Library



Network Teams & Turnkey Training



Parent & Family Resources

New and updated Parent and Family Resources

### Network Teams

Home » Network Teams

#### Network Teams Menu

Network Team Institute: November 26-29, 2012

Network Team Institute: October 10-11, 2012

Network Team Institute: September 12-13, 2012

Network Team Institute: August 13-17, 2012

Network Team Institute: July 9-13, 2012

Network Team Institute: June 5-7, 2012

Network Team Institute: May 14-17, 2012

#### Welcome, Network Teams!

Welcome to the Network Team and Network Team Equivalent (NTE) space – a community built so that network team members can continually access materials, share resources, and connect with one another to drive education reform across New York State. All network team members have access to the Network Team Institute materials and a robust e-community.



#### About Network Teams

Network Teams and NTEs are New York State's vehicle for implementing the reforms associated with Race to the Top and the Regents Reform Agenda. They are 3- to 15-person teams, located around the state (about 800 individuals, total), who work in close partnership with districts and schools to build the capacity of New York State educators around our three school-based initiatives: Common Core Learning Standards (CCLS), Data-Driven Instruction (DDI), and Teacher/Leader Effectiveness (TLE).

Each school district in New York State can receive support from its Network Team or NTE to help implement the State's education reforms.

#### Network Team Institute Calendar

For the dates of upcoming trainings, check the Network Team Institute Calendar. Please note that we will be posting a revised calendar for 2013 by February.

Most relevant and current information, and newest materials highlighted for easy access.



#### Featured Classroom Resources

- Year-Long Draft Curricular Maps in ELA and Mathematics
- Grades K-12 ELA Curriculum
- Prekindergarten-Grade 8 Mathematics Curriculum
- Common Core Instructional Shifts
- New York State P-12 Common Core Learning Standards



#### Latest News and Events

- Secure Online Growth Reporting System is Now Available
- Just Released! 2013 Test Guides for ELA & Mathematics
- NYS Common Core K-8 Social Studies Framework is Now Posted
- Common Core Resources Have a New Look!
- Commissioner's Teacher Advisory Council Announced



#### Featured Professional Development Resources

- Secure Online Growth Reporting System
- Test Guides for English Language Arts and Mathematics
- Tools to Guide the Collection of Evidence of Shifts in Practice
- Tri-State Quality Review Rubric and Rating Process
- New York State Common Core Sample Questions

One-stop location for resources and materials to support implementation of the Regents Reform Agenda

# Professional Development Sponsored by SED

## Network Team Institutes

- Turnkey training for over 10,800 NYS educator attendees and ongoing
- Comprehensive professional development kits for adaptation/use
- Training on Common Core instruction in P-12 ELA & Math
- Support for integrating APPR & Common Core
- Workshops on Change Management & Adult Learning Parent Engagement, Implementation Planning, Assessment Design

## Diagnostic Training for Focus Districts

- Turnkey training for 1000+ educators from the 70 Focus Districts
- Professional development on the use of the Tri State Rubric (developed with Massachusetts and Rhode Island) to evaluate written curriculum
- Training on the use of evidence collection tools to support teaching using the Common Core shifts in Math & ELA
- Support for the integration of Common Core & structures of APPR

## Uncommon Approaches to the Common Core

- In August 2014, 275 representatives from libraries, library systems, museums and archives participated in a two-day conference to provide professional development and best practice examples on how cultural institutions can support implementation of the Common Core.

# Professional Development Sponsored by SED, continued

## Regional Special Education Technical Assistance Support Centers

- Provide directed technical assistance and professional development to those school districts determined by SED as at risk of or needing assistance or intervention to improve results for students with disabilities.
- Trainings include: Assistance in aligning Individualized Education Programs (IEPs) with the Common Core, Strategies for how the Response to Intervention framework can support the teaching and learning of Common Core in ELA/Literacy, Embedding Supports and Using Explicit and Specially Designed Instruction.

## The Career and Technical Education Technical Assistance Center

- Offers professional development opportunities in traditional as well as self-paced tutorials in Career and Technical Education best practices, including webinars relating to Common Core literacy in CTE, Workshops on Common Core for CTE instructors and administrators, presentations and workshops.

# K-8 ELA and K-9 Math Curriculum Modules Currently on EngageNY.org

- A full year of comprehensive literacy curriculum for grades K-2\*
- A full year of curricular modules for 3-8 English Language Arts
- A full year of curricular modules for K-9 in mathematics\*\*

The screenshot shows the EngageNY.org website interface. At the top, there is a navigation bar with the EngageNY logo and several icons representing different resources: Common Core Curriculum & Assessments, Teacher/Leader Effectiveness, Data Driven Instruction, Video Library, Network Teams, and Parent & Family Resources. Below this is the main heading "Common Core Curriculum & Assessments".

On the left side, there is a "Common Core Menu" with the following items:

- Common Core Learning Standards
- Common Core Implementation Resources
- Common Core Curriculum
- Common Core Assessments

Below the menu is a "Latest Updates" section with the following items:

- NTE November 2012: Rigor Breakdown - Shoe Box Place Value Chart
- NTE November 2012: Rigor Breakdown - Fractions as Division - Concrete to Pictorial
- Middle School ELA Curriculum Video: Close Reading of a Text: MLK's "Letter from Birmingham Jail"
- Required Fluencies in the Common Core Standards for Math
- Common Core in Mathematics: Skills 2-6

The main content area features a map of the United States with New York highlighted. Below the map, there is a paragraph of text:

The New York State Education Department (NYSED) is engaging teachers, administrators, and education experts across the State and nation in the creation of curriculum resources, instructional materials, professional development materials, samples of test questions, test specifications, and other test-related materials that will help with the transition to the New York State P-12 Common Core Learning Standards (CCLS).

Below the map, there is a section for "0 comments" and a "Leave a message..." form.

\*A full year of pre-kindergarten comprehensive literacy curriculum will be available in June 2014. Pre-kindergarten mathematics curriculum is anticipated by Summer 2015.

\*\*The final modules in grades 6-8 Math will be added in February 2014

# 9-12 ELA and 10-12 Math Curriculum Modules Currently on EngageNY.org

- 3/4 of a year for 9<sup>th</sup> grade English Language Arts
- 1/4 of a year for 10<sup>th</sup> grade Geometry
- All modules will be completed prior to the year in which the Common Core Regents exam is required (June 2015 for Geometry; June 2016 for Algebra 2 and ELA)

**engage<sup>ny</sup>**  
Our Students. Their Moment.

Common Core Curriculum & Assessments

Teacher/Leader Effectiveness

Data Driven Instruction

Video Library

Network Teams

Parent & Family Resources

## Common Core Curriculum & Assessments

The New York State Education Department (NYSED) is engaging teachers, administrators, and education experts across the state to address the question of curriculum resources, instructional materials, and assessment materials, among other issues. We seek your thoughts, and other test-related materials that will help with the transition to the New York State 9-12 Common Core Learning Standards (CCLS).

**Common Core Menu**

- Common Core Learning Standards
- Common Core Implementation Resources
- Common Core Curriculum
- Common Core Assessments

**Latest Updates**

- **11/11/2012** - Right to Life - State Executive Order 2012-0334
- **11/11/2012** - Right to Life - Executive Order 2012-0334
- **11/11/2012** - Right to Life - Executive Order 2012-0334
- **11/11/2012** - Right to Life - Executive Order 2012-0334
- **11/11/2012** - Right to Life - Executive Order 2012-0334
- **11/11/2012** - Right to Life - Executive Order 2012-0334
- **11/11/2012** - Right to Life - Executive Order 2012-0334
- **11/11/2012** - Right to Life - Executive Order 2012-0334
- **11/11/2012** - Right to Life - Executive Order 2012-0334
- **11/11/2012** - Right to Life - Executive Order 2012-0334

**0 comments**

Leave a comment...

# Toolkit for Parent Engagement

## Parent's Backpack Guide to Common Core State Standards

engage<sup>ny</sup>

Our Standards. Their Moment.

engage<sup>ny</sup>

LANGUAGE ARTS AND MATHEMATICS

### Annotated Agenda for Parent Session I

| What                                 | Who            | Details   | Slides | Time |
|--------------------------------------|----------------|---|--------|------|
| Welcome and Video                    | Main presenter | <ul style="list-style-type: none"> <li>Welcome everyone</li> <li>Thank them for coming</li> <li>Introduce key school leaders, new teachers</li> <li>Play video: "What are the Common Core Standards?"</li> </ul>  | 1-2    | 5    |
| Objectives                           | Main presenter | <ul style="list-style-type: none"> <li>Introduce objectives                             <ul style="list-style-type: none"> <li>Help parents understand what college readiness is and why it matters</li> <li>Introduce parents to the new standards and help them understand what to look for and how to help their children at home</li> </ul> </li> <li>Review agenda</li> <li>Facilitator introduces activity:                             <ul style="list-style-type: none"> <li>We're going to talk a lot today about college readiness, but I first want to give you a chance to tell me what it means to you</li> <li>Spend a couple of minutes comparing notes with the other parents at your table, considering the questions on the screen</li> <li>Pay particular attention to that last one - what can parents do to help their kids become college ready?</li> <li>After 2-3 minutes, call on a few people at different tables and ask them to share what was discussed</li> </ul> </li> </ul> | 3-4    | 5-6  |
| Activity: What is college readiness? | Main presenter | <ul style="list-style-type: none"> <li>After 2-3 minutes, call on a few people at different tables and ask them to share what was discussed</li> <li>Reference between being</li> </ul>   | 7-11   | 10   |

to make sure that all children succeed once they enter the classroom.

to all children - no matter who they are - learn and know and be able to do in key areas: you know what these expectations are, then

## MATHEMATICS

To improve student learning, the new Common Core State Standards are different from the old ones. These changes are called shifts. The chart below shows what is shifting, what you might see in your child's backpack, and what you can do to help your child. Again, if your child's assignments do not reflect the shifts, then talk to your child's teacher.

| What's Shifting?  | What to Look for in the Backpack? | What Can You Do? |
|---|-----------------------------------|------------------|
| Your child will work more deeply in fewer topics, which | Look for assignments that require |                  |

## Backpacks: What you should see

Real-world examples that makes what students learn in English and math make



Books that are both fiction and non-fiction

Writing assignments that require students to use evidence instead of opinion

Math homework that asks students to use different methods to solve the same problem

SAMPLE: FULL PRESENTATIONS AVAILABLE ON ENGAGENY.ORG

## Some questions to ask your

Did you talk about anything you read in class today? Did you use evidence when you talk about what you read?



Tell me what you learned!

Did you learn any new words in class today? What do they mean? How do you spell them?

Can you show me an example?

What math problems did you do today? How did you get your answer?

SAMPLE: FULL PRESENTATIONS AVAILABLE ON ENGAGENY.ORG

engage<sup>ny</sup>

Our Standards. Their Moment.

### Annotated Agenda for Parent Session II

| What                              | Who                            | Details   | Slides | Time |
|-----------------------------------|--------------------------------|---|--------|------|
| Welcome                           | Main presenter                 | <ul style="list-style-type: none"> <li>Welcome everyone</li> <li>Thank them for coming</li> <li>Introduce key school leaders, new teachers</li> <li>Ask for a show of hands to see how many of the parents in attendance came to the last session</li> <li>Thank them for coming back, welcome new parents</li> </ul>   | 1-2    | 3    |
| Objectives                        | Main presenter                 | <ul style="list-style-type: none"> <li>Review the objectives for the session:                             <ul style="list-style-type: none"> <li>Help parents understand how the Common Core standards differ from traditional NY educational standards</li> <li>Help parents understand what the shifts to the new standards will mean for their kids</li> <li>Help parents understand how they can help their kids at home</li> </ul> </li> <li>Facilitator introduces activity:                             <ul style="list-style-type: none"> <li>Call on parents who were in attendance for the last session to answer questions about what they learned</li> <li>One of the most important issues we discussed last time was college and career readiness, and what that really means. Who can let me visit that refers to?</li> <li>And what are the Common Core State Standards? How do they differ from the old ones?</li> <li>Add additional context if necessary, but try to let the parents do the talking</li> <li>Review everyone about the overview of the shifts come at the last session, and note that today the intent is to give parents an opportunity to identify specific ways that the shifts in instruction and learning that we come</li> </ul> </li> </ul> | 3      | 5    |
| Quick Review                      | Main presenter                 | <ul style="list-style-type: none"> <li>Call on parents who were in attendance for the last session to answer questions about what they learned</li> <li>One of the most important issues we discussed last time was college and career readiness, and what that really means. Who can let me visit that refers to?</li> <li>And what are the Common Core State Standards? How do they differ from the old ones?</li> <li>Add additional context if necessary, but try to let the parents do the talking</li> <li>Review everyone about the overview of the shifts come at the last session, and note that today the intent is to give parents an opportunity to identify specific ways that the shifts in instruction and learning that we come</li> </ul>  | 6      | 7    |
| How Can Parents Really Help?      | Main Presenter                 | <ul style="list-style-type: none"> <li>Review everyone about the overview of the shifts come at the last session, and note that today the intent is to give parents an opportunity to identify specific ways that the shifts in instruction and learning that we come</li> </ul>  | 8      | 9    |
| Explanation of college and career | Main presenter to participants | <ul style="list-style-type: none"> <li>Quick review of the meaning behind college and career readiness</li> <li>Important to role the difference between being "college ready" and "career ready."</li> </ul>   | 7-11   | 10   |

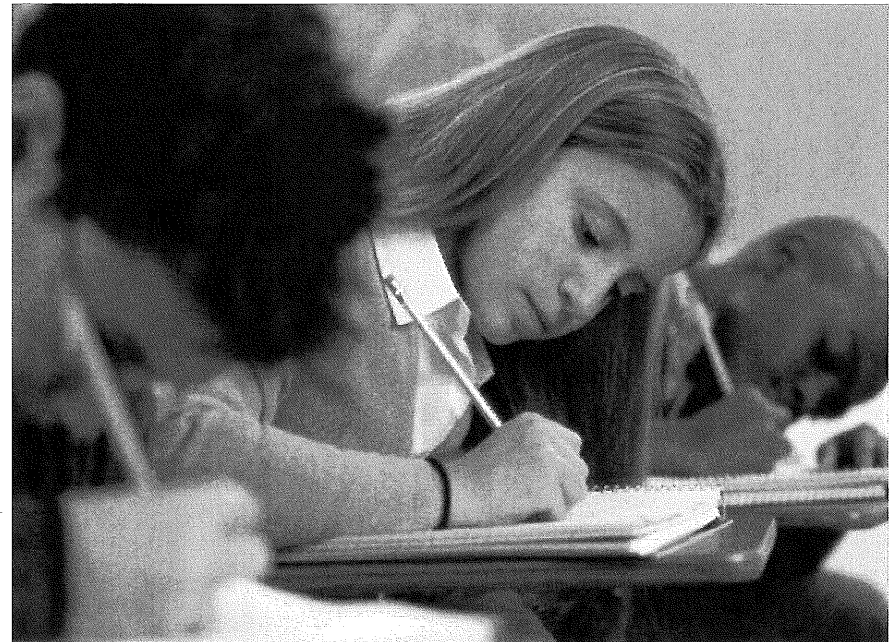
# Regents Common Core Transition Flexibility

**Common Core rollout in high school contains three features to ensure that students have every opportunity to earn credit and graduate during this transition period.**

- **The initial group of students required to pass a Common Core Regents Exam (this year's 9<sup>th</sup> graders in ELA and any student first enrolled in Algebra this year) is not expected to graduate until June 2017 or later, seven years after the standards were adopted in 2010;**
- **During the first year of rollout, students enrolled in Common Core courses will have the option to take the old test in addition to the new test and have the higher score count for grading and other purposes; and**
- **The Department intends to maintain distinct performance standards (or cut scores) that are comparable to the current 65 Regents Exam cut score for course credit and graduation purposes and the current 75/80 Regents Exam cut score for aspirational college-readiness purposes. As a result, we expect that the percentage of students passing (for credit and graduation purposes) the new Common Core Regents Exams will likely be similar to the pass rates on existing Regents Exams at a score of 65.**

# Teachers, Students, and Parents Need Clear Expectations and Measures of Progress

- The assessment program is a key tool to support improved teaching and learning
  - Key measure of how students are doing on NYS Learning Standards
  - Critical component of the State's accountability system
  - Contribute to our evaluation of teacher and principal effectiveness
- The assessment program helps us demonstrate to parents that their children are meeting rigorous expectations as they progress through our education system.
  - The assessment program provides a continuous feedback loop to parents and educators so they can better support student learning.





# Only Two Required State Tests Are Not Federal Mandates

- Federal law requires the following assessments:
  - **Grades 3-8 English Language Arts (ELA) & Mathematics exams;**
  - **At least one Science exam in Grades 3-5, 6-9, and 10-12;**
  - **At least one High School ELA and Mathematics exam;**
  - **Additional assessments for English Language Learners;**
  - **Alternate assessments for students with severe disabilities.**
- There are only two required State tests that are not federal mandates\*:
  - **Regents Exam in US History & Government;**
  - **Regents Exam in Global History & Geography.**

\* Some students may also be required to participate in field testing.

# Most other State and Local Tests Are Optional\*

- Optional State tests for advanced diploma and coursework purposes:
  - **Additional Regents exams in mathematics and science.**
- Optional local tests for instructional purposes:
  - **Locally-selected interim, periodic, and benchmark assessments.**
- Optional local tests for APPR purposes\*:
  - **Locally-selected summative assessments.**

\* A locally developed or third-party assessment is required for APPR purposes for teachers of Grades 6-7 science and 6-8 social studies only.

# Teacher & Principal Evaluation: Building a System for Improving Student Achievement

|                              |   |
|------------------------------|---|
| Annual Evaluations           | <ul style="list-style-type: none"><li>• Required for all teachers and principals</li></ul>  |
| Clear, Rigorous Expectations | <ul style="list-style-type: none"><li>• New York State Teaching Standards</li><li>• Interstate School Leaders Licensure Consortium Standards</li></ul>  |
| Multiple Measures            | <ul style="list-style-type: none"><li>• 20% Student Growth on State Tests or Comparable Measures*</li><li>• 20% Locally Selected Measures of Student Achievement</li><li>• 60% Observations, student feedback, other measures</li></ul> |
| Differentiated Rating Levels | <ul style="list-style-type: none"><li>• Highly effective, Effective, Developing, Ineffective</li></ul>  |
| Regular Feedback             | <ul style="list-style-type: none"><li>• Frequent, ongoing, and linked to professional development opportunities</li></ul>   |
| Significant Factor           | <ul style="list-style-type: none"><li>• In employment decisions, supplemental compensation</li></ul>  |

\* Student growth on state tests counts as one-fifth of the composite score for only approximately 18% of teachers (grades 4-8 English language arts and mathematics teachers). For these teachers, the balance of the composite score is negotiated locally.

# Common Core Assessment Development

## Every item:

- Designed from scratch to measure Common Core
- Field-tested
- Reviewed multiple times in development cycle by multiple New York State Certified Teachers
- Meets industry best practice for item quality, fairness and accessibility
- Meets rigorous criteria developed by NYSED

**Processes and quality of the Grade 3-8 tests assured by HumRRO, a third-party evaluator also used for the NAEP.**

# Independent Review

- In order to better ensure the quality of our assessments, the Department asked HumRRO to conduct a number of independent analyses to review and improve the quality of test questions and scores for the Grade 3-8 tests.
- The study's overall conclusion is that the processes used by our contractor to develop and review items are thorough and fully meet or exceed industry standards.

# Just as New York Educators are Essential to Test Development...

New York educators are represented on the following panels:

- **New York State Content Advisory Panels**
  - Spans early childhood and P12 through CUNY, SUNY and clcu faculty
- **Item Development, Item Review, Final Form Review**

These panels are informing:

- **College and Career Ready Determinations**
- **Test specifications, policies, and items**
- **Policy-level and grade-level performance level descriptions**

# ...New York Educators are Essential to Setting Standards

- 95 New York educators for Days 1 to 4
- 34 stayed for Day 5
- Variety of educators nominated and represented:
  - **K-12 ELA and Math Teachers**
  - **BOCES**
  - **ELL and SwD specialists**
  - **Higher Education**
  - **K-12 Administration**
- Panelists represented New York's geographic and demographic diversity

# 2013 – A New Baseline

- Last year's grades 3-8 ELA and math proficiency percentages should not be compared directly with prior-year results.
  - Unlike prior years, proficiency is now based on the Common Core – a more demanding set of knowledge and skills necessary for 21<sup>st</sup> century college and careers.
- These results presented a new and transparent baseline from which we can measure student progress and preparedness for college and careers.
- School and district leaders were urged to be thoughtful to ensure these proficiency results have no negative impact on students, schools, districts, or teachers.
- No new districts were identified as Focus Districts and no new schools were identified as Priority Schools based on 2012-13 assessment results.



# Materials to Support Score Interpretation and Use

## Released Annotated Items

- Select Items from 2013 Tests with annotations

## Performance Level Descriptions

- Descriptions of the knowledge and skills required for each performance level

## Appropriate Use of Test Score Data

- Suggested analysis of test score data to further interpret student performance

## Annotated Score Report

- Annotated score report to help parents and students interpret scores

# Goals of the EngageNY Portal:

- **Secure and private data tools for educators, students, and families**
- **Easy access to Common Core curriculum and instruction resources ([EngageNY.org](http://EngageNY.org))**
- **Online communities for educators**
- **Ability for LEA's, BOCES, SED, or third-parties to more effectively improve, add to, and sustain the system following initial State investments**
- **Accessible statewide data are needed for SED to meet its statewide program monitoring and improvement responsibilities**

# Existing Data System Practices

- **Data systems support our core mission to provide high quality education services**
- **Consistent with the Family Educational Rights and Privacy Act (FERPA), New York has had a statewide student database in place since 2004 and provides this information to third parties as necessary to meet its program evaluation and improvement responsibilities (e.g., school report cards)**

# Existing Data System Practices

- **Consistent with FERPA, districts and schools provide data to third parties to meet their instructional and organizational responsibilities**
  - **Student enrollment and attendance**
  - **School schedules**
  - **Special education service coordination**
  - **School lunch and transportation**
  - **Report cards and transcripts**
  - **Online learning**
  - **Emergency parent contact services**

# Existing Data System Practices

- When schools and districts provide their data to third-party vendors of educational technology tools, they are paying twice:
  - Paying for the vendor's tool
  - Paying for data standardization (to make the tool work with local data)
- Because of this, schools and districts, parents and students have fewer educational technology options and higher costs
- Separate systems are not coordinated, meaning that teachers spend more time integrating data and less time teaching
- Data security and privacy protocols are not standardized across schools and districts

# **Biggest Risks to data security and privacy right now:**

- **Student paper records left unattended**
- **Unattended computer workstations**
- **Weak passwords**
- **The same password used over and over**
- **Lists of passwords left unattended and in plain view**
- **Student information sent through email**
- **Computers connected to internet without latest security patches**

# ENYP: Data Privacy and Security

- **Data security and privacy is a primary goal**
- **Data are shared with third parties only for educational purposes, consistent all federal and state requirements, including FERPA**
- **Data can only be used for specific contract purposes**
- **Data are not sold or used for other commercial purposes**
- **Third parties must maintain rigorous and continuous data security and privacy protections**
- **Data must be destroyed upon termination of the contract**

# ENYP: Data Privacy and Security

- ENYP data categories are posted at <http://usny.nysed.gov/rttt/data/engageny-portal-data-dictionary.pdf>
- These data are provided to the State:
  - Biographic
  - District, school, and course enrollments
  - Program services
  - State assessments
  - Attendance and suspension information
- Schools may include additional local data
- SED does not and will not collect Social Security Numbers



# ENYP: Data Privacy and Security

- **Statewide data are needed for schools to compare their achievement to local, regional, statewide results**
- **Statewide data are needed for K-12 electronic educational records exchange to support timely services following student transfer**
- **Statewide data are needed for SED to meet its statewide program monitoring and improvement responsibilities**
- **If districts elect to provide optional local data to the ENYP, they must do so consistent with their local data privacy policies and all applicable laws and regulations, including FERPA**

# Data System Enhancements

- **Develop a platform of services and standards that allow tools to be built to standard (will work “out of the box”) so**
  - **Schools pay less for tools**
  - **Schools have more options**
  - **Teachers and parents have access to integrated data and content**
- **Develop statewide security protocols for educators, students, parents to ensure only the right people view the right data**

# inBloom

- **Non-profit organization that provides services for data security, storage, access, and transport**
- **All service standards are open and non-proprietary**
- **These “platform” services allow for more secure, efficient, and cost effective data display options for educators, students, and families**
- **Two levels of protection: intrusion protection and encryption (at rest and in motion). Even in the unlikely event of a breach, the encrypted data would be unreadable and unusable.**

# inBloom

- **Did not create the sharing of data with vendors – that has been happening in New York and across the country for many years**
- **Provides non-proprietary data services to help make it more secure and more efficient for school districts to do what they are already doing**
- **Could be replaced with different service providers in the future**

# inBloom

- **Although other providers could begin to offer services similar to inBloom, school districts cannot match this capacity on their own**
- **Without a similar service, security protocols vary, schools pay more for educational technology tools, and schools have fewer instructional options**
- **Without a similar service, teachers must spend more time integrating data and less time teaching**

# Cloud Storage

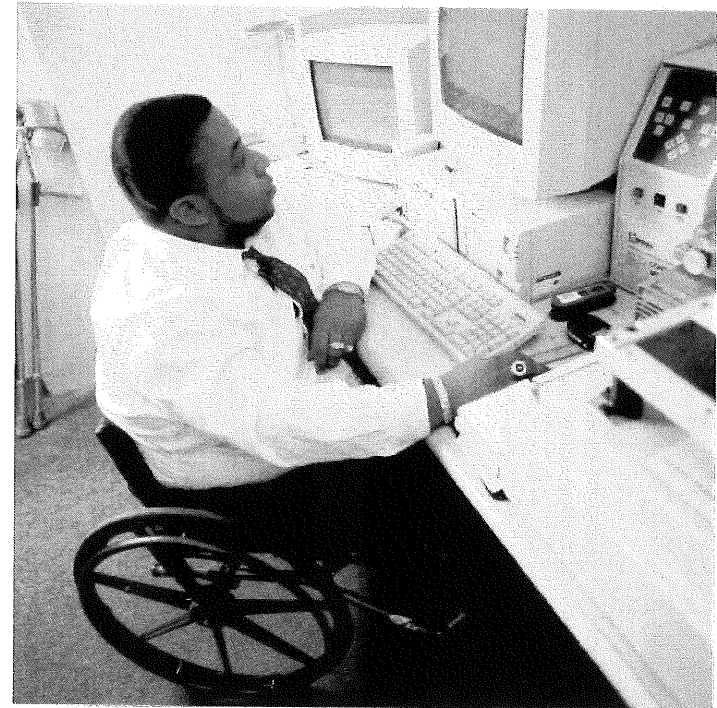
- **Cloud storage means that data are stored on computers in shared data centers**
- **Best-in-class cloud storage is likely more secure than data stored on school or district computers with fewer resources for privacy protection**
- **ENYP requires that all cloud storage comply with the federal FedRAMP security standards ([www.FedRAMP.gov](http://www.FedRAMP.gov))**

# Cloud Storage

- **States/districts retain ownership of all stored data**
- **Local and State data are separated from other states and districts (there is no national database)**

# Adult Career and Continuing Education Services (ACCES)

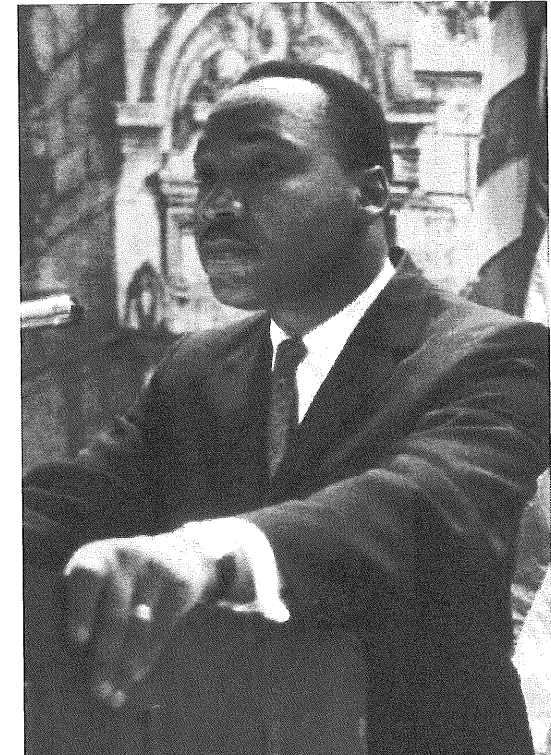
- ACCES-VR helped more than 11,900 individuals with disabilities get a job, helping those individuals achieve combined annual earnings of over \$200 million.
- Adult education served 116,000 students with a higher educational gain and contact hour average.
- Independent Living Centers supported approximately 91,000 people with disabilities.
- Provided oversight for 451 non-degree proprietary schools serving nearly 200,000 students.





# Cultural Education

- SED operates the State Museum, Archives, and Library.
  - **More than 600,000 on-site visitors to view exhibits, do on-site research and participate in classes**
- Statewide programming
  - **40.5 million users of NoveINNY, Archives, and Library online databases**
  - **Co-sponsorship of Conference on New York State History**
  - **40,000 research reference requests**
- Key 2014 Statewide Actions
  - **Shaker Exhibition with partner institutions, Fall 2014**
  - **Statewide workshop for educators in cultural institutions**
  - **1.8 million participants in statewide summer reading**
  - **Continued focus on digitizing collections**
  - **Support for 750 public libraries and 26 public broadcasters**
- Preservation, Research and Exhibitions continue
  - **Continued short-term and online exhibits and public programs**
  - **Multiple New York-focused research initiatives**
  - **Programs for, and outreach to, K-12 remain a key focus**



In January, the Department announced a new online exhibition on the New York State Museum's website featuring the only known audio recording of Dr. Martin Luther King Jr.'s 1962 speech commemorating the centennial anniversary of the Preliminary Emancipation Proclamation.



# Thank You.

Follow me on Twitter:  
**@JohnKingNYSED**





