NYSED
What We Can Expect in 2019 and Beyond

Better Data, Information and Analytics to Promote Equity and Support Effective Practices

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NYSED Data Systems & Educational Technology

The New York State Education Department (NYSED) is committed to making data available and easy to use.

- NYSED has created a public data site – data.nysed.gov – to make publicly released educational data more readily available.

- https://data.nysed.gov/

- Student data submitted to NYSED by districts and schools to fulfill federal and state reporting requirements is collected and managed through the

NYSED
Student Data Privacy

NYSED is committed to promoting sound information practices and policies that will ensure the security and privacy of student data, improve academic achievement, empower parents with information, and advance efficient and effective school operations.

- **http://www.nysed.gov/student-data-privacy**

NYSED
P-12 Instructional Support

At NYSED, two offices have shared responsibility for data management, analysis, reporting and technology

- *The Office of Information and Reporting Services (IRS)*
  http://www.p12.nysed.gov/irs/

- *The Office of Educational Design & Technology (ED&T).*
  http://www.nysed.gov/edtech/

NYSED Office of Information and Reporting Services (IRS)

- **The Office of Information and Reporting Services (IRS)** is responsible for collecting and reporting data for school districts, public schools, charter schools, and nonpublic schools in New York State.

NYSED Office of Educational Design & Technology (ED&T)

The Office of Educational Design and Technology (ED&T) coordinates programs and initiatives that promote the effective integration of technology in educational environments statewide in order to improve teaching and learning.

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Reporting Requirements for Districts and Schools

- Commissioner's Regulations, Part 100.2(bb)(2) requiring districts to report data to the Department
- http://www.p12.nysed.gov/irs/documents/CRDistrictDataSubmissionRequirements.pdf

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Data Categories

- Accountability and Assessments
- Career and Technical Education (CTE)
- School Directory)
- Course Data (Comprehensive Course Catalog)
- Enrollment and Graduation
- Need/Resource Capacity Categories
- Registration – Public Schools
- School Counts by Grade (Education Statistics)
- School Safety and Educational Climate
- Special Education
- Teachers/Staff

School and District Data

- For each district and school:
- Student enrollment, by grade, gender and race/ethnicity
- Number of students identified as limited English proficient
- Number of students identified as eligible for free- and reduced-price meals
- Professional qualifications of teachers, administrators,and professional staff
- Classes taught by each teacher
- Data on technological and media resources
- Per pupil expenditures, all sources

NYSED Federal Reporting Requirements

- NYSED is required to submit data to the US Department of Education on a yearly basis.
- The majority of the data we collect from districts is collected in order to comply with federal reporting requirements.
- NYSED submits more than 100 data files per year.
- Data is reported for different subjects and student populations.
- The ED*Facts* Initiative is the vehicle USED uses for data submission by states

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What is ED*Facts*?

▶ ED*Facts* is a U.S. Department of Education initiative to put performance data at the center of policy, management and budget decisions for all K-12 educational programs. ED*Facts* centralizes performance data supplied by K-12 state education agencies (SEAs) with other data assets, such as financial grant information, within the Department to enable better analysis and use in policy development, planning and management. The purpose of ED*Facts* is to:

  ▶ Place the use of robust, timely performance data at the core of decision and policymaking in education.

  ▶ Reduce state and district data burden and streamline data practices.

  ▶ Improve state data capabilities by providing resources and technical assistance.

  ▶ Provide data for planning, policy, and management at the federal, state, and local levels.

  ▶ https://youtu.be/wB0YGC37S4U

The family of ED*Facts* data includes data from multiple programs that cover different topics:

- General information about schools, agencies, staff and students, including directory information
- Accountability
- Assessment Participation & Achievement
- Charter Schools
- Special Education/Individuals with Disabilities Education Act (IDEA)
- Graduates and Dropouts
- Title I

- Title III and Limited English Proficiency
- Migrant Education Program
- Homeless
- Neglected and Delinquent
- Teacher Quality
- Career and Technical Education
- School Improvement Grant
- Safe and Drug Free Schools
- Financial data about federal programs and REAP alternative funding

2017-18 File Specifications

ED*Facts* Data is Publicly Displayed

- https://nces.ed.gov/?src=ft

- https://eddataexpress.ed.gov/?src=ft

- https://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html#acgr

Priority: Data Quality

► Data quality is a major focus of USED.

► States are expected to submit high quality data to USED.

► States are responsible for ensuring that data submitted by districts to the state is high quality.

► "Garbage In Garbage Out"

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Why Data Quality from USED's Perspective

► USED wants to make sure that student populations, teachers, principals, and programs represented are portrayed accurately.

► ED*Facts* DQ Objectives

  ► **Before** Provide states the opportunity to correct issues before submission to reduce burden of corrections

  ► **During** Provide actionable feedback to states to correct issues or provide data notes during the resubmission window

  ► **After** Ensure data are used appropriately by providing documented data anomalies and quality issues in the detailed public data file documentation

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Why Data Quality from NYSED's Perspective

▶ NYSED also wants to make sure that the student populations, teachers, principals, and programs represented are portrayed accurately.

▶ **NYSED DQ Objectives**

  ▶ **Before** Districts perform data quality checks prior to moving data to State warehouse

  ▶ **During** Provide tools for districts to identify and correct issues (edits when moving data through L1 & L2, L2RPT reports, PD System). Districts have the ENTIRE school year to get the data right.

  ▶ **After** It's too late once warehouse closes!

NYSED Data Quality Issues

▶ Each year, data quality issues are identified that impact our federal (and state) reporting:

  ▶ No graduates reported

  ▶ Graduates reported for students in Grade 2

  ▶ No ELL services program service records reported for ELL students

  ▶ No enrollment reported for Grade 11 when enrollment reported for other grades

  ▶ No enrollment reported for BEDS Snap 1 or BEDS Snap 2

What to Expect in Terms of Increased Data Quality Monitoring by NYSED

▶ NYSED will be increasing and improving its quality review of data

▶ More intensive reviews will be conducted

▶ Districts are expected to submit quality data to NYSED

▶ Districts are expected to utilize existing tools to review and verify data

▶ NYSED is discussing new tools or methods to identify potential data errors, discrepancies and missing data and how to message to districts

NYSED: New Work on the Horizon

1. Postsecondary Enrollment of HS Grads
2. Career & Technical Education (CTE)
3. Computer Science/Digital Literacy Standards
4. RFPs: Learning Technology Grants, Advance Course Access (ACA) and Smart Start
5. Critical Teacher Shortage Resources
6. Computer Based Testing (CBT)

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1. National Student Clearinghouse

- ESSA requires States and LEAs to report postsecondary enrollment of high school graduates

- To ease the burden to districts and to comply with this ESSA requirement, NYSED is working to establish a statewide contract with the National Student Clearinghouse (NSC) for postsecondary enrollment data for students graduating from New York State high schools.

- The NSC is the only source of comprehensive postsecondary enrollment data for institutions of higher education across the nation.

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National Student Clearinghouse

The benefits of a statewide NSC contract:

▶ Districts will not need to create an in-house mechanism for collecting postsecondary enrollment.

▶ Districts will not need to report postsecondary enrollment data directly to NYSED as the data will come to NYSED from NSC.

▶ Districts will receive enrollment data for public and private, in-state and out-of-state institutions of higher education.

▶ Districts will receive postsecondary retention and graduation rate data for public and private, in-state and out-of-state institutions of higher education.

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National Student Clearinghouse

▶ **NYSED will work with each Regional Information Center (RIC) to provide data files to all districts and charters.**

▶ **NYSED will load the NSC data into existing SIRS database tables that will populate four existing L2RPT reports for district and school review:**

  ▶ **SIRS-601 Postsecondary Enrollment Summary**

  ▶ **SIRS-602 Postsecondary Enrollment and Progress of Student by High School Cohort**

  ▶ **SIRS-603 Postsecondary Enrollment Freshman to Sophomore Retention Summary**

  ▶ **SIRS-604 Postsecondary Graduation Summary**

▶ **The work with NSC is FERPA-compliant (Link to NSC FERPA)**

▶ **The program evaluation clause in FERPA allows NYSED and districts/charters to provide directory information to NSC and in turn receive postsecondary enrollment information back from NSC.**

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Perkins Reauthorization

Career & Technical Education for the 21st Century [Public Law PL 115-224]

- Signed into law July 31, 2018
- Takes effect July 1, 2019

(Also known as Perkins V)

Intent of Perkins V

To develop more fully the **academic** knowledge, **technical skills** and **employability** of **secondary** and **postsecondary students** who enroll in career and technical education programs

Perkins Timeline

- Transition Plan – due May 24, 2019
- 4-Year State Plan – due Spring 2020
- Second 4-year State Plan due June 2024

Will likely involve reporting on selected secondary and postsecondary CTE program enrollment and completion data - TBD

Perkins V – Looking Ahead

- How to support districts and schools in data collection, reporting and analysis
- Need to develop guidance/template for comprehensive local needs assessment
- How to facilitate cooperation, collaboration and coordination between secondary and postsecondary program providers
- When and how to address data limitations and challenges

Now let's shift focus to Some Funding Opportunities

- Learning Technology Grants (LTG)
- Advanced Course Access Program (ACA)
- Smart Start Grants
- E-Rate

For more information, please see:
http://www.nysed.gov/edtech/funding-educational-technology

Learning Technology Grants (LTG)

Purpose of the Program

To promote collaboration, implement, and share programs, activities, and materials to facilitate the delivery of quality instruction.

Increase equitable access to high-quality learning experiences, and promote culturally- and linguistically-responsive learning environments for all students, using educational technology.

Learning Technology Grants (LTG)

Changes to the program

- **Grants awarded to single public school districts, consortia of districts or districts and BOCES.**

- **NYC awards will be granted to Community School Districts (CSSD) or consortia of CSDs.**

- **Grant size increased from $50,000 per year to $100,000 per year for single Rest of State districts; $200,000 per year for Big 5 districts and consortia.**

- **All religious and independent schools within the boundaries of a public school district must be given the opportunity to participate.**

Advanced Course Access Program (ACA)

Purpose of the Program

- **To develop the capacity to provide digital learning Advanced Placement courses or other equally rigorous advanced courses for high school students in high needs districts who currently do not have access to advanced courses via digital means.**

- Look for RFP announcement soon

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Smart Start Grants

Purpose of the Program

To develop, implement, and share innovative programs that provide professional development and support to increase expertise in Science, Technology, Engineering and Mathematics (STEM) subject areas, including computer science, as well as educational technology among teachers in grades K-5.

Smart Start Grants Program

The Smart Start Grant Program, a three-year program that awards approximately $6 million in grants annually to districts and consortia to fund a variety of professional development and support services to increase expertise in STEM, including computer science, and/or educational technology, statewide.

Entities eligible to apply to provide professional development and support services include Non-Profit Organizations and Institutions of Higher Education. BOCES and for-profit companies are not eligible to apply.

CBT Program

- Year one: 184 schools, 4% of state
- Year two: >650 schools, 15% of state
- Year three: >1,150 schools, >25% of state

More than 250,000 students projected to take the operational tests on computer

Computer-Based Testing, New York State

Year 1 2017
- All schools given the option to administer operational tests with CBT in any subject, any grade level
  - 184 schools administered operational tests with CBT
  - More than 28,000 students took the operational tests on computer
- All schools given the option to administer stand-alone field tests on computers
  - 819 schools administered field tests on computer

Year 2 2018
- All schools given the option to administer operational tests with CBT in any subject, any grade level
  - More than 650 schools administered operational tests with CBT
  - More than 145,000 students took the operational tests on computer
- All schools given the option to administer stand-alone field tests on computers
  - More than 1000 schools administered field tests on computer

Year 3 2019
- All schools given the option to administer operational tests with CBT in any subject, any grade level
  - More than 1,150 schools plan to administered operational tests with CBT
  - More than 250,000 students projected to take the operational tests on computer
- All schools given the option to administer stand-alone field tests on computers
  - More than 1,300 schools plan to administer field tests on computer

CBT Milestones

NYSED Computer-Based Testing
Significant Dates
2019 Test Administration
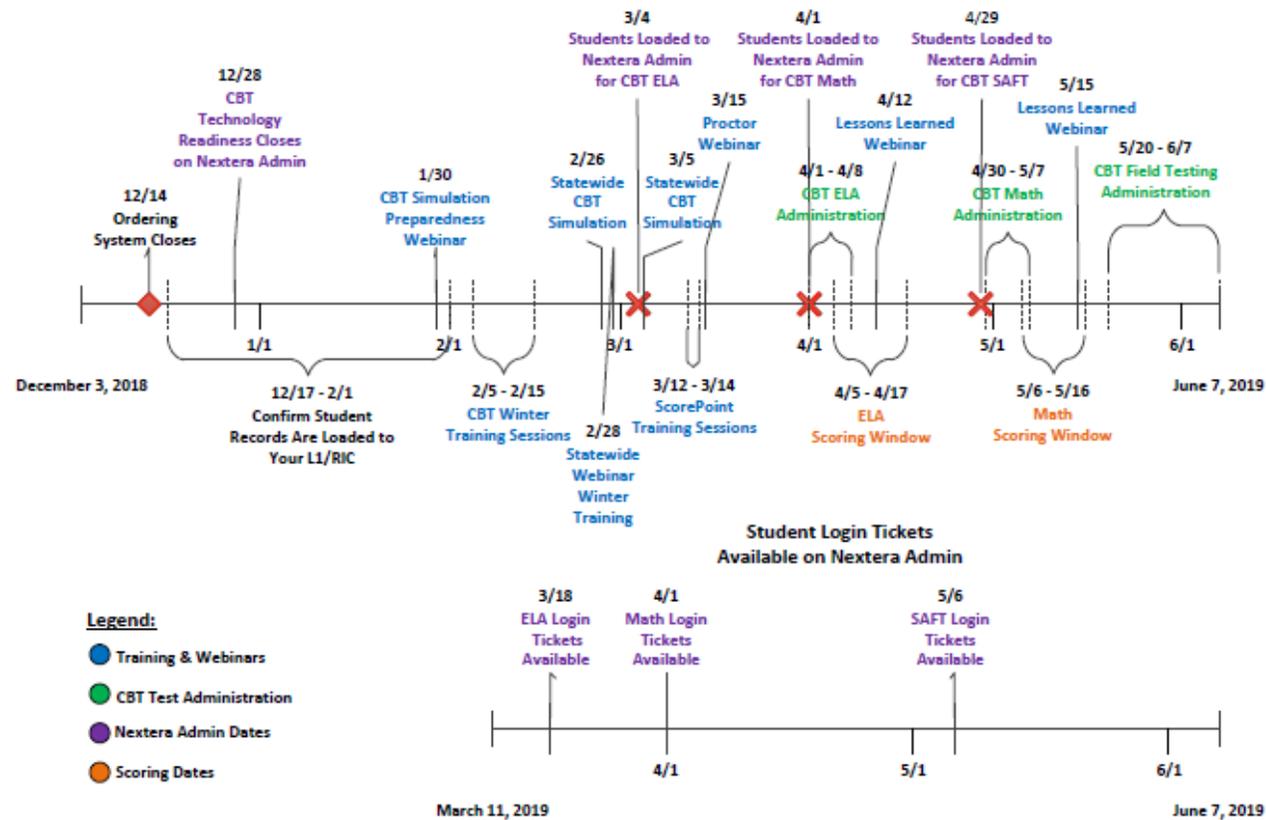
CBT Schools by Region

Each region in NYS has increased its number of participating schools year of operational CBT.

This year, NYC is also participating in operational CBT.

RIC/Region	2017 CBT Schools	2018 CBT Schools	2019 CBT Schools
NERIC	31	144	214
LHRIC	6	17	150
CNYRIC	53	110	136
WNYRIC	27	85	115
Big 5 (NYC, Yonkers, Syracuse, Rochester)	4	49	103
MHRIC	5	58	79
EduTech/Wayne Finger Lakes	12	47	67
Nassau	12	20	67
Monroe/MAARS	6	43	57
SCRIC	19	41	57
Eastern Suffolk	15	32	46
MORIC	1	9	37
Greater Southern Tier (GST)	2	7	17

Statewide CBT Simulation

The Statewide CBT Simulations were a success, achieving our goals of helping schools to test their local networks, streamline their own internal CBT operations, and testing the load/performance on Questar servers for NYS traffic:

- More than 17,000 simultaneous users at peak (around 9:00 am each day of the simulations)

Statewide Computer-Based Testing (CBT) Simulation
Tuesday, February 26, 2019 & Tuesday, March 5, 2019

The Statewide CBT Simulation provides the opportunity for an organized dry-run or "simulation" with other schools throughout the state that choose to participate. This is an opportunity to test the performance of the Questar Secure Browser within your school network and to identify any improvements your school can make to streamline operational testing procedures this spring. Student answers will not be saved after the practice test is submitted, but the responses are transmitted to the Questar database, allowing the Secure Browser to confirm connection to the Questar database for the student's testing device.

The following checklist will help you to prepare staff and students in your school to participate in New York State's CBT Simulation. Participation in the Statewide Simulation is optional.

1 — Pick a Day
Select one or both of the days planned for the CBT Simulation:
- ☐ Tuesday, February 26, 2019
- ☐ Tuesday, March 5, 2019
Remember to consider other events happening in the school during these days.

2 — Select a Practice Test
- ☐ Choose the grade level(s)
- ☐ Pick one of the three practice tests available in the Questar Secure Browser
- ☐ Develop a plan for creating student login tickets with practice test logins

3 — Plan within Your School
- ☐ Confirm staff availability and plan for proctoring
- ☐ Inform staff of the chosen day and grade level(s) for the practice test
- ☐ Secure the testing room space
- ☐ Consider establishing a central command center for support

4 — Review Testing Software and Hardware
- ☐ Confirm you have the latest version of the Questar Secure Browser installed on student testing devices
- ☐ Review network availability and/or WiFi setup within the school
- ☐ Locate additional power cords and strips to have on hand

5 — Prepare Proctors
- ☐ Distribute student login tickets with practice test logins to proctors
- ☐ Confirm proctors know how to start the Secure Browser practice tests
- ☐ Provide information about the Nextera Test Delivery System, available in the CBT Teacher's Directions

6 — Start the CBT Simulation
- ☐ Hand out student login tickets
- ☐ Have students launch the Questar Secure Browser and log in
- ☐ Select the chosen practice test
- ☐ Assist students with navigating through the online test directions
- ☐ Students start the test
- ☐ Students finish the test, click "Review," and then "Submit" the test

Questions & Discussion

▶ *Thank you for the opportunity to share some information with you today about the role of the New York State Education Department (NYSED) in supporting districts and schools to fulfill their federal and state data reporting requirements.*