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### BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.  
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

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NAME: Ken Sorey

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eRA COMMONS USER NAME (credential, e.g., agency login):

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POSITION TITLE: Executive Director, National Laboratory for Education Transformation

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EDUCATION/TRAINING (*Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.*)

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY	
University of California, Berkeley, CA	BA	06/1989	Psychology	

#### A. Personal Statement

I am an education leader that has spent a career making data actionable for practitioners and policymakers focused on student success in K-12, higher education and the workplace. I spent the past 16 years as the Senior Vice President for Educational Results Partnership ([www.edresults.org](http://www.edresults.org)) where I led two distinct but dependent projects: 1) to build an intersegmental system of longitudinal student records spanning Kindergarten to college and employment ([www.calpassplus.org](http://www.calpassplus.org)) so that researchers and education leaders could finally understand where students transitioned among system, how they performed and where the instructional and institutional gaps exists, particularly in math and English domains; and 2) created and co-led the Multiple Measures Assessment Project that used data science and predictive analytics to show how high school performance could better predict the capacity of students to succeed in college-level math and English courses rather than making them repeat coursework they have already been successful in through remediation. I'm keenly interested in improving the math pathway in early grades before students fall too far behind and loose a love of learning in math.

- 1) Peter Riley Bahr, Loris P. Fagioli, John Hetts, Craig Hayward, Terrence Willett, Daniel Lamoree, Mallory A. Newell, Ken Sorey, Rachel B. Baker. Improving Placement Accuracy in California's Community Colleges Using Multiple Measures of High School Achievement. Community College Review. 2019 July.  
<https://doi.org/10.1177/0091552119840705>

## **B. Positions and Honors**

### **Positions and Employment**

1996-1999 Owner, Salt Point Marketing Development, Berkeley, CA  
1999-2002 Director of Communications, Bay Area School-to-Career Action Network, Fremont, CA  
2002-2003 Co-Director, Bay Area School-to-Career Action Network, Fremont, CA  
2003-2013 Director of Development, California Business for Education Excellence, Sacramento, CA  
2003-2013 Director of Development, Educational Results Partnership, Sacramento, CA  
2013-2019 Statewide Director, California Partnership for Achieving Student Success, Sacramento, CA  
2013-2019 Senior Executive Vice President, Educational Results Partnership, Sacramento, CA  
2019 – Acting Executive Director, National Laboratory for Education Transformation, Carmel, CA

### **Other Experience and Professional Memberships**

2015-2018 Member, Research and Planning Group for California Community Colleges  
2014-2017 Member/Team Member, Common Assessment Steering Committee for the CA Community Colleges, Sacramento, CA  
2006-2008 Board Member, San Francisco School Alliance, San Francisco, CA  
2004-2005 Advisory Board Member, Career Ladders Project, Oakland, CA

## **C. Contributions to Science**

### **1. Using Multiple Measures to Assess Student Capacity in College Courses**

I co-led a project team of researchers and policy experts to investigate what best predicts how students perform in college level courses in English and math in CA community colleges in addition to standardize placement tests. The findings strongly suggested that the use of high school performance (GPA, courses and grades in courses) were much more strongly correlated with college level course performance and thus highlighted the disturbing under placement of students into remedial course work through error in current measurement. This led to a large-scale dissemination effort across CA community colleges, and the adoption of data sets from high school transcripts and algorithms to more accurately place students into courses, leading to 230,000 students accessing college-level courses (and avoiding unnecessary remediation) that otherwise would have not started in those courses and ultimately the passage of legislation mandating these changes in placement policy across all CA community colleges.

- a. Peter Riley Bahr, Loris P. Fagioli, John Hetts, Craig Hayward, Terrence Willett, Daniel Lamoree, Mallory A. Newell, Ken Sorey, Rachel B. Baker. Improving Placement Accuracy in California's Community Colleges Using Multiple Measures of High School

Achievement. Community College Review. 2019 July.

<https://doi.org/10.1177/0091552119840705>

- b. Plenary Presentation: A Single Assessment for All, Academic Senate for California Community Colleges, Sacramento, CA, Fall Plenary Session 2015
- c. Conference Session: Using Multiple Measures to Predict Student Placement in College Courses, California Association for Institutional Research, San Francisco, CA Nov 2013
- d. Keynote: Reimagining Student Capacity, Citrus College K-14 Education Summit, Citrus, CA, May 2017

## 2. Making Data Actionable for Practitioners to Improve Student Success

I served as the statewide director for Cal-PASS Plus, a voluntary longitudinal and inter-segmental system of data in California with more than 650 data sharing agreements among institutions. The goal was to make data actionable for practitioners to better understand student transitions among educational segments and into the workplace. Researchers could access these data to run studies on student academic performance and future success, course taking patterns, efficient pathways to completion and equity implications for student transitions, majors and completion. Research and data from this work helped to illuminate and break down institutional barriers that prevent students from successfully completing their education and career goals.

- a. Contributor: Intersegmental Data Partnerships Resource Guide. Policy Analysis for California Education (PACE). Stanford University. 2018.
- b. Contributor: Student Transcript Enhanced Placement Study (STEPS), RP Group, Aug 2013. ([www.rpgroup.org](http://www.rpgroup.org)).
- c. Seminar Presentation: Actionable Data to Improve Student Success, BEAR Center, University of California, Berkeley, Sept 2015
- d. Testimony: Actionable Data at the Community College Level, CA Workforce Pathway Joint Advisory Committee (CA Community College Board of Governors and CA State Board of Education), Sacramento, CA, July 2017

## 3. Understanding Foster Youth Success K-12 to College

I have been interested for many years in exploring the experience of foster youth in our K-12 and higher education systems, particularly in CA. Through a series of research studies, data analyses and reports, I and my colleagues helped to illuminate the many ways in which our education systems fall short for foster youth and bright spot schools and colleges that are getting better than expected results. In particular, I led the effort to build a first-of-its-kind Foster Youth Data Dashboard for every community college in California that provided annual data on key metrics of student success and directed college leaders and foster youth advocates to the top ten performing colleges on each outcome (i.e., course completion, access to financial aid, certificate and degree attainment).

- a. Contributor: Accelerating Success: Turning Insights into Action for Foster Youth at California Community Colleges. California College Pathways and Educational Results Partnership Research Report. 2017 Nov. (<https://www.jbaforyouth.org/wp-content/uploads/2017/10/Accelerating-Success.pdf>)
- b. Conference Session: Setting Up Students for College Success: Avoiding the “Remediation Trap”, California Foster Youth Education Summit, Sacramento, CA April 2017
- c. How to Help Foster Youth Avoid the Remediation Trap, Court Appointed Special Advocates Association Educational Advocacy Webinars, Feb 2017

#### **D. Additional Information: Research Support and/or Scholastic Performance**

##### **Pending Grants**

IES Thompson (PI) 07/01/20-06/30/24 Using the Common Core Math Analysis Platform (CCMAP) to Track Changes in Third Graders’ Metacognitive Monitoring and Control: CPI; 13% CY effort

##### **Ongoing Research Support**

No current research support.