



**State of New Jersey**  
OFFICE OF THE GOVERNOR  
PO Box 001  
TRENTON, NJ 08625-0001

CHRIS CHRISTIE  
*Governor*

February 1, 2010

The Honorable Arne Duncan  
Secretary of Education  
US Department of Education  
400 Maryland Avenue, SW  
Washington DC 20202

Dear Secretary Duncan:

I am pleased to submit this application for the State Fiscal Stabilization Fund Phase II created by the American Recovery and Reinvestment Act of 2009 (ARRA). These funds remain critical for maintaining the success of our educational system in New Jersey, including both K-12<sup>th</sup> grade education and higher education.

I have designated my Deputy Chief of Staff for Policy and Planning, Wayne Hasenbalg, as my authorized representative for the purpose of this application.

I appreciate the assistance your staff has provided throughout the process. Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read "Chris Christie".

Chris Christie  
Governor



**APPLICATION CHECKLIST and SUBMISSION INFORMATION**

	<b>Page Number</b>
<b>PART 1: State Fiscal Stabilization Fund Phase II Application Cover Sheet</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Is all of the requested information included on the State Fiscal Stabilization Fund Phase II Application Cover Sheet?</li> <li><input type="checkbox"/> <b>SIGNATURE REQUIRED</b> – Has the Governor or his/her authorized representative signed the State Fiscal Stabilization Fund Phase II Application Cover Sheet?</li> <li><input type="checkbox"/> <b>SIGNATURE REQUIRED</b> – Has the Chief State School Officer signed the State Fiscal Stabilization Fund Phase II Application Cover Sheet?</li> </ul>	pg. 1
<b>PART 2: Maintenance-of-Effort Information</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Has the State provided all data as requested?</li> <li><input type="checkbox"/> Is any of the data reported different from the State’s most current Phase I application?</li> <li><input type="checkbox"/> Has the State included attachments responding to Part 2A(3)(a) and Part 2A(3)(b)?</li> <li><input type="checkbox"/> <b>SIGNATURE REQUIRED</b> – Has the Governor or his/her authorized representative signed the other Assurances and Certifications?</li> <li><input type="checkbox"/> If applicable, has the State indicated whether the MOE waiver request has already been submitted or whether it is included with this application package?</li> </ul>	pg. 2
	pg. 3
	pg. 4
	pg. 4
<b>PART 3A: Assurance Indicators and Descriptors</b>	pg. 5
<ul style="list-style-type: none"> <li><input type="checkbox"/> Has the State responded appropriately to all indicators and descriptors?</li> </ul>	
<b>PART 3B: Data Collection and Public Reporting Plan</b>	pg. 52
<ul style="list-style-type: none"> <li><input type="checkbox"/> For each assurance indicator or descriptor under education reform areas (a), (c), and (d), for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), has the State provided a plan for developing and implementing, as soon as possible, but no later than September 30, 2011, that includes all plan elements detailed in Part 3B?</li> <li><input type="checkbox"/> Has the State completed the Plan Element Verification table as applicable?</li> <li><input type="checkbox"/> For Indicator (b)(1), has the State completed the America COMPETES Plan Element Verification table as applicable?</li> <li><input type="checkbox"/> For Indicator (b)(2), has the State ensured that the plan meets the requirements described in Part 3B?</li> <li><input type="checkbox"/> For Indicator (b)(3), has the State ensured that the plan meets the requirements described in Part 3B?</li> <li><input type="checkbox"/> For Indicators (c)(11) and (c)(12), has the State completed the Plan Element Verification table as applicable?</li> </ul>	pg. 54
	pg. 57
	pg. 89
	pg. 91
	pg. 61

**PART 3C: General Requirements**

- In an attachment, has the State described the processes employed to review and verify the required data and other information for the indicators and descriptors?
- In an attachment, has the State described the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

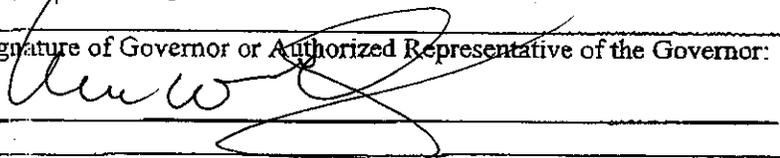
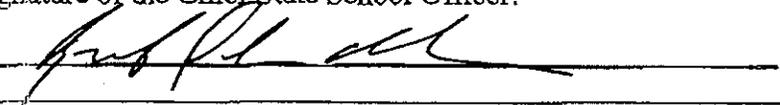
pg. 120

pg. 122

**STATE FISCAL STABILIZATION FUND PHASE II APPLICATION**

**PART 1: APPLICATION COVER SHEET**

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor): Office of the Governor	Applicant's Mailing Address: PO Box 001 Trenton, NJ 08625-0001
State Contact for the Education Stabilization Fund Name: Wayne Hasenbalg Position and Office: Deputy Chief of Staff, Office of the Governor Contact's Mailing Address: PO Box 001 Trenton, NJ 08625-0001 Telephone: 609-777-2486 Fax: 609-777-0944 E-mail address: Wayne.Hasenbalg@gov.state.nj.us	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Governor or Authorized Representative of the Governor (Printed Name): Wayne Hasenbalg	Telephone: 609-777-2486
Signature of Governor or Authorized Representative of the Governor: X 	Date: 02/01/2010
Recommended Statement of Support from the Chief State School Officer (Optional): The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.	
Chief State School Officer (Printed Name): Bret Schundler	Telephone: 609.292.0193
Signature of the Chief State School Officer: X 	Date: 2.1.10

**PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA**

SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see Appendix D – Instructions for Part 2: Maintenance of Effort.*

**1. Levels of State support for elementary and secondary education** *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

<b>FY 2006</b>	<b>\$ <u>8,748,700,000</u></b>
<b>FY 2009</b>	<b>\$ <u>9,644,681,000</u></b>
<b>FY 2010*</b>	<b>\$ <u>9,314,198,000</u></b>
<b>FY 2011*</b>	<b>\$ <u>N/A</u></b>

(\* Provide data to the extent that data are currently available.)

**2. Levels of State support for public institutions of higher education** *(enter amounts for each year):*

<b>FY 2006</b>	<b>\$ <u>1,808,624,000</u></b>
<b>FY 2009</b>	<b>\$ <u>1,807,475,000</u></b>
<b>FY 2010*</b>	<b>\$ <u>1,870,342,000</u></b>
<b>FY 2011*</b>	<b>\$ <u>N/A</u></b>

(\* Provide data to the extent that data are currently available.)

**3. Additional Submission Requirements:** In an attachment to the application –

- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -

The levels of State support for elementary and secondary education were based on budgeted and actual State aid appropriation data for the applicable fiscal year, and excluded amounts for nonpublic schools, adult education and preschool. Amounts include debt service aid and on-behalf payments for fringe benefits.

- (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

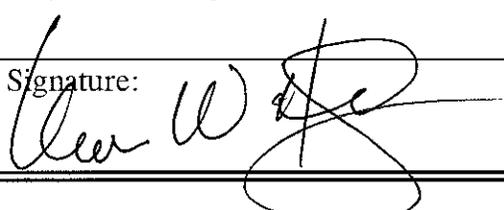
The levels of State support for institutions of higher education were based on budgeted and actual appropriation data for the applicable fiscal years. Operating support and fringe benefits paid on behalf of employees at public colleges and universities as well as Tuition Aid Grant (TAG) and New Jersey Student Assistance Reward Scholarships (NJSTARS) payments to public colleges and universities were included. Operating support and student assistance paid to non-public colleges and universities, as well as student assistance paid directly to students in all sectors was excluded. In addition, debt service paid by the State on behalf of IHEs and administrative support for the Commission on Higher Education and the New Jersey Higher Education Student Assistance Authority were excluded.

**PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE**

**The Governor or his/her authorized representative attests to the following:**

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

- for elementary and secondary education.
- for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name): Wayne Hasenbalg	
Signature: 	Date: 5/1/10

If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

- has already submitted a MOE Waiver Request to the US Department of Education.
- is submitting a MOE Waiver Request with this application package.

## PART 3A: ASSURANCE INDICATORS AND DESCRIPTORS

### Instructions

For each indicator and descriptor, please follow the specific directions in the boxes below. There are two basic types of elements: indicators and descriptors.

- An **indicator** requests a discrete response (e.g., a yes/no answer or short answer) about whether a State is collecting or publicly reporting certain information, as well as where the information can be found. Indicators that involve data already submitted by States to the Department through preexisting collections will only need to be confirmed. The Department will ask States to confirm whether or not these data are accurate and to verify public reporting of them. States need not submit the actual data for each indicator; rather, the data should be reported directly to the public per the application instructions.
- A **descriptor** asks about information which could be provided in a narrative response (e.g., about the development of a type of assessment or teacher evaluation system) about the progress or development of system elements. The Department of Education also asks whether information requested in descriptors is publicly reported. As with the indicators, States do not have to submit the actual descriptor information to the Department. Rather, the State must publicly report the information per the application instructions.

## I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

<b>Indicator (a)(1)</b>	<b>Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).</b>	
<p><b>Please respond (Yes or No):</b> Are the data related to this indicator at <a href="http://www.ed.gov/programs/statestabilization/indicator-a1.xls">http://www.ed.gov/programs/statestabilization/indicator-a1.xls</a> correct?</p> <p><sup>1</sup> <input checked="" type="checkbox"/> Yes, the data are correct.</p> <p><sup>2</sup> <input type="checkbox"/> No, the data are not correct.</p> <p>If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:<sup>3</sup></p> <p><b>Please respond (check only one):</b></p> <p><sup>4</sup> <input checked="" type="checkbox"/> The State makes the data <i>publicly available</i> and updates the data <i>annually</i> on a website.</p> <p>Provide the State website where the data are provided by the State to the public: The 2008-2009 data is contained in our NCLB Consolidated State Performance report. The 2008-2009 report is currently under review and will be posted as soon as that review is complete. The 2007-2008 report is therefore our most current report. We will post the 2008-2009 data once it is approved. <b>Page 43 on the following document:</b> <a href="http://www.nj.gov/education/grants/nclb/app/per09/cspr1.pdf">http://www.nj.gov/education/grants/nclb/app/per09/cspr1.pdf</a></p>		

<sup>6</sup>  The State makes the data *publicly available* on a website but updates it *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated data are provided by the State to the public: .

<sup>8</sup>  The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (a)(2)</b>	<b>Confirm whether the State’s Teacher Equity Plan (as part of the State’s Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).</b>	
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**Please respond (Yes or No):** Is the State’s Teacher Equity Plan located at <http://www.ed.gov/programs/teacherqual/hqtplans/index.html> correct?

- <sup>1</sup> Yes, the information is correct.
- <sup>2</sup> No, the information is not correct.

→ If checked, provide below or in an attachment the State’s most updated Teacher Equity Plan. A URL linking to the correct data on the State’s website is also sufficient:<sup>3</sup> [Click here to enter text.](#)

**Please respond (check only one):**

- <sup>4</sup> The State makes the information *publicly available* and updates the information *annually* on a website.
  - Provide the State website where the information is provided by the State to the public:<sup>5</sup> [Click here to enter text.](#)
- <sup>6</sup> The State makes the information *publicly available* on a website but updates it *less than annually*.
  - Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 2B. Cite “Indicator (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated information is provided by the State to the public:<sup>7</sup>  
<http://www.nj.gov/education/profdev/nclb/equity.pdf>

- <sup>8</sup> The State does not make the information publicly available on a website.
  - Provide the State’s plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite “Indicator (a)(2)” in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

<b>Descriptor (a)(1)</b>	<b>Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.</b>
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**Please respond (check Yes or No):** Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Please respond (check Yes or No):** Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

<sup>8</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>9</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>10</sup> [Click here to enter text.](#)

<sup>11</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:  
<sup>12</sup> [Click here to enter text.](#)

<sup>13</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>14</sup>  No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator  
(a)(3)**

**Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.**

**Please respond (check Yes or No):** Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (a)(4)</b>	<b>Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.</b>
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**Please respond (check Yes or No):** Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (a)(5)</b>	<b>Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.</b>
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**Please respond (check Yes or No):** Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated data are provided by the State to the public:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Descriptor (a)(2)</b>	<b>Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.</b>
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**Please respond (check Yes or No):** Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates it *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Please respond (check Yes or No):** Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

<sup>8</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>9</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>10</sup> [Click here to enter text.](#)

<sup>11</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:  
<sup>12</sup> [Click here to enter text.](#)

<sup>13</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>14</sup>  No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator  
(a)(6)**

**Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.**

**Please respond (check one):** Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the information *publicly available* on a website and updates it *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (a)(7)</b>	<b>Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.</b>
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**Please respond (check one):** Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

## II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1)	Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.	
<p><b>Instructions:</b> Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.</p> <p><b>Please respond (check Yes or No):</b> For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:</p> <p>(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?</p> <p><input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.</p> <p>(2) Student-level enrollment, demographic, and program participation information?</p> <p><input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.</p> <p>(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?</p> <p><input type="checkbox"/> Yes.</p>		

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

**Please respond (check Yes or No):** For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

**Please respond (check Yes or No):** For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

<b>Indicator (b)(2)</b>	<b>Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.</b>
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**Please respond (check Yes or No):** Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?

Yes. You are not required to provide further information. In Part 3B, Section III, check “Not Applicable.”

No. Provide a plan for providing this information to teachers in Part 3B, Section III.

<b>Indicator (b)(3)</b>	<b>Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.</b>
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**Please respond (check Yes or No):** Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?

Yes. You are not required to provide further information. In Part 3B, Section IV, check “Not Applicable.”

No. Provide a plan for providing this information to teachers in Part 3B, Section IV.

### III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1)	Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.	 Confirm
<b>Please respond (check one):</b> Is the status of the Department's approval, available at <a href="http://www.ed.gov/programs/statestabilization/indicator-c1.xls">http://www.ed.gov/programs/statestabilization/indicator-c1.xls</a> , correct?		
<p><sup>1</sup> <input checked="" type="checkbox"/> Yes, the status is correct.</p> <p>→ <sup>2</sup> <input type="checkbox"/> No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: <sup>3</sup> <a href="#">Click here to enter text.</a></p>		
<b>Please respond (check one):</b>		
<p><sup>4</sup> <input checked="" type="checkbox"/> The State makes the status information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p>→ Provide the State website where the status is provided by the State to the public: <sup>5</sup> <a href="http://www.nj.gov/education/assessment/peer/">http://www.nj.gov/education/assessment/peer/</a></p>		
<p><sup>6</sup> <input type="checkbox"/> The State makes the status information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p>→ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the most recently updated information is provided by the State to the public: <sup>7</sup> <a href="#">Click here to enter text.</a></p>		
<p><sup>8</sup> <input type="checkbox"/> The State does not make the status information publicly available on a website. Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in Chart in Part 3B, Section I &amp; mark Public Reporting column.</p>		

Indicator (c)(2)	Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.	
<p><b>Please respond (Yes or No):</b> Is the information related to this indicator, available at <a href="http://www.ed.gov/programs/statestabilization/indicator-c2.xls">http://www.ed.gov/programs/statestabilization/indicator-c2.xls</a>, correct?</p> <p><sup>1</sup> <input checked="" type="checkbox"/> Yes, the status is correct.</p> <p style="padding-left: 40px;">→ <sup>2</sup> <input type="checkbox"/> No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State’s website is also sufficient: <sup>3</sup> <a href="#">Click here to enter text.</a></p> <p><b>Please respond (check one):</b></p> <p><sup>4</sup> <input checked="" type="checkbox"/> The State makes the status information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p style="padding-left: 40px;">→ Provide the State website where the status is provided by the State to the public: <sup>5</sup> <a href="http://www.nj.gov/education/assessment/peer/">http://www.nj.gov/education/assessment/peer/</a> (approval status) and <a href="http://www.nj.gov/education/assessment/apa/">http://www.nj.gov/education/assessment/apa/</a> (alternate assessment)</p> <p><sup>6</sup> <input type="checkbox"/> The State makes the status information <i>publicly available</i> on a website and <i>does not keep it up-to-date</i>.</p> <p style="padding-left: 40px;">→ Provide the State’s plan for making the status publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p style="padding-left: 40px;">→ Provide the State website where the information is collected and publicly available: <sup>7</sup> <a href="#">Click here to enter text.</a></p> <p><sup>8</sup> <input type="checkbox"/> The State does not make the status information publicly available on a website.</p> <p style="padding-left: 40px;">→ Provide the State’s plan for making the status publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>		

Indicator  
(c)(3)

Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.



**Please respond (check one):** Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c3.xls>, correct?

<sup>1</sup>  Yes, the information is correct.

<sup>2</sup>  No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient:<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>4</sup>  The State makes the information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the information is collected and publicly available:<sup>5</sup> <http://www.nj.gov/education/assessment/apa/>  
New Jersey's Title I Grant letter can be found at: <http://www.nj.gov/education/title1/funding/gan.pdf>

<sup>6</sup>  The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<b>Indicator (c)(4)</b>	<b>Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.</b>
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**Please respond (check one):** Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

- <sup>1</sup> Yes, this has been completed within the last two years.
- <sup>2</sup> No, this has been completed, but it occurred more than two years ago.
- <sup>3</sup> No, this has never been completed.

**Please respond (check one):**

- <sup>4</sup> The State makes the information *publicly available* and keeps it *up-to-date* on a website.
  - ➔ Provide the State website where the information is collected and publicly available:<sup>5</sup> [Click here to enter text.](#)
- <sup>6</sup> The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
  - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
  - ➔ Provide the State website where the information is collected and publicly available:<sup>7</sup> [Click here to enter text.](#)
- <sup>8</sup> The State does not make the information publicly available on a website.
  - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator  
(c)(5)

Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.



**Please respond (check one):** Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5r.xls>, are correct?

<sup>1</sup>  Yes, the data are correct.

<sup>2</sup>  No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>4</sup>  The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:<sup>5</sup> <http://www.nj.gov/education/schools/achievement/>  
See link for each year and grade level Statewide special education participation and performance data. Please see pages 10 and 11 of the Consolidated State Performance Report: <http://www.nj.gov/education/grants/nclb/app/per09/cspr1.pdf>  
This data is updated annually and will be posted once the current year's report is approved.

<sup>6</sup>  The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly*

available on a website.

- Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Please respond (check one):** Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5m.xls>, are correct?

<sup>9</sup>  Yes, the data are correct.

<sup>10</sup>  No, the data are not correct.

- If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State’s website is also sufficient:

<sup>11</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>12</sup>  The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

- Provide the State website where the data are collected and publicly available:<sup>13</sup> <http://www.nj.gov/education/schools/achievement/>  
See link for each year and grade level Statewide special education participation and performance data.

<sup>14</sup>  The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

- Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- Provide the State website where the data are collected and publicly available:<sup>15</sup> [Click here to enter text.](#)

<sup>16</sup>  The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website.

- Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(6)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.
<p><b>Please respond (check one):</b> Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?</p> <p><sup>1</sup> <input type="checkbox"/> Yes, this was completed within the last two years.</p> <p><sup>2</sup> <input checked="" type="checkbox"/> No, this was completed more than two years ago.</p> <p><sup>3</sup> <input type="checkbox"/> No, this has never been completed.</p> <p><b>Please respond (check one):</b></p> <p><sup>4</sup> <input type="checkbox"/> The State makes the information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p style="padding-left: 40px;">➔ Provide the State website where the information is collected and publicly available:<sup>5</sup> <a href="#">Click here to enter text.</a></p> <p><sup>6</sup> <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p style="padding-left: 40px;">➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p style="padding-left: 40px;">➔ Provide the State website where the information is collected and publicly available:<sup>7</sup> <a href="#">Click here to enter text.</a></p> <p><sup>8</sup> <input checked="" type="checkbox"/> The State does not make the information publicly available on a website.</p> <p style="padding-left: 40px;">➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>	

Indicator  
(c)(7)

Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.



**Please respond (check one):** Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c7.xls>, correct?

<sup>1</sup>  Yes, the information is correct.

<sup>2</sup>  No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):** Is the State's current status available on the State's website?

<sup>4</sup>  The State makes the information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>5</sup>

[https://www.measinc.com/nj/Downloads/NJASK/NJ\\_ASK\\_Grades\\_3\\_8\\_Spanish\\_Eligibility\\_Guidelines.pdf](https://www.measinc.com/nj/Downloads/NJASK/NJ_ASK_Grades_3_8_Spanish_Eligibility_Guidelines.pdf)

<sup>6</sup>  The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator  
(c)(8)

Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.



**Please respond (check one):** Can the State confirm that the number and percentage of limited English proficient students who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8r.xls>, are correct?

<sup>1</sup>  Yes, the data are correct.

<sup>2</sup>  No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>4</sup>  The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:<sup>5</sup> <http://www.nj.gov/education/schools/achievement/>  
See link for each year and grade level Statewide LEP participation and performance data. Please see pages 10 and 11 of the Consolidated State Performance Report: <http://www.nj.gov/education/grants/nclb/app/per09/cspr1.pdf>  
This data is updated annually and will be posted once the current year's report is approved.

<sup>6</sup>  The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the data are collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts* publicly available on a website.

→ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(8)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Please respond (check one):** Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8m.xls>, are correct?

<sup>9</sup>  Yes, the data are correct.

<sup>10</sup>  No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State’s website is also sufficient:

<sup>11</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>12</sup>  The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>13</sup> <http://www.nj.gov/education/schools/achievement/>  
See link for each year and grade level Statewide special education participation and performance data.

<sup>14</sup>  The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website but *does not keep it up-to-date*.

→ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(8)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:<sup>15</sup> [Click here to enter text.](#)

<sup>16</sup>  The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website.

→ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(8)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(9)	Confirm that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).	
<p><b>Please respond (check one):</b> Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?</p> <p><input checked="" type="checkbox"/> Yes, the State Report Card includes this information.</p> <p><input type="checkbox"/> No, the State Report Card does not include this information.</p> <p style="padding-left: 40px;">➔ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite “Indicator (c)(9)” in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.</p> <p><b>Please supply the following information:</b></p> <p>Please attach the State Report Card or provide the URL where the State Report Card is provided to the public:  <u>This information is scheduled to be reported as part of the School Report Card effective with the 2010 New Jersey School Report Card, to be released first week of February 2010. The NAEP statewide results are currently posted on the DOE web site here:</u>  <a href="http://www.nj.gov/education/assessment/naep/nj.shtml">http://www.nj.gov/education/assessment/naep/nj.shtml</a>.</p>		

<b>Indicator (c)(10)</b>	<b>Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).</b>
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**Please respond (check one):** Does the State collect these data (as defined in Indicator (c)(10))?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

<b>Indicator (c)(11)</b>	<b>Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.</b>
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**Please respond (check one):** Does the State collect these data (as defined in Indicator (c)(11))?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

<sup>7</sup>  No, the State does not collect these data.

**If No, please respond (check one):**

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

<b>Indicator (c)(12)</b>	<b>Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year’s worth of college credit (applicable to a degree) within two years of enrollment in the IHE.</b>
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**Please respond (check one):** Does the State collect these data (as defined in Indicator (c)(12))?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(12)” in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(12)” in the Plan Element Verification Chart in Part 3B, Section I.

<sup>7</sup>  No, the State does not collect these data.

**If No, please respond (check one):**

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

#### IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

<b>Indicator (d)(1)</b>	<b>Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.</b>
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**Please respond (check one):** Does the State collect these data?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (d)(2)</b>	<b>Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.</b>
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**Please respond (check one):** Does the State collect these data?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Descriptor (d)(1)** Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.



**Please respond (check Yes or No):** Does the State have a definition of “persistently lowest achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

<sup>1</sup>  Yes, the State has a definition of “persistently lowest achieving schools” for the purposes of this indicator.

→ Provide the definition here:<sup>2</sup> Definition can be found at: <http://www.state.nj.us/education/arra/sig/>

**If Yes, please respond (check one):**

<sup>3</sup>  The State has made the definition *publicly available* on a website.

→ Provide the State website where the definition is publicly available:<sup>4</sup> <http://www.state.nj.us/education/arra/sig/>

<sup>5</sup>  The State does not make the definition publicly available on a website.

→ Provide the State’s plan for making the definition publicly available in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>6</sup>  No, the State does not have a definition of “persistently lowest achieving schools” for the purposes of this indicator.

Provide the State’s plan for developing a definition and making it publicly available on a website in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator  
(d)(3)**

**Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.**



**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> <http://www.state.nj.us/education/arra/sig/>

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator  
(d)(4)

Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.



**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Within 15 days of being notified that the Department has approved our definition of persistently lowest-achieving schools, we will also update or provide, as applicable, our response to Indicator (d)(4).

**Indicator (d)(5)** Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.



**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup>  
<http://www.state.nj.us/education/arra/sig/>

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator  
(d)(6)**

**Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.**



**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns. Within 15 days of being notified that the Department has approved our definition of persistently lowest-achieving schools, we will also update or provide, as applicable, our response to Indicator (d)(6).

**Indicator (d)(7) Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.**



**Please respond (check one):** Does the State collect this information?

Yes, the State collects this information.

**If Yes, please respond (check one):**

The State makes the information *publicly available* and updates the data *at least annually* on a website.

Provide the State website where the information is collected and publicly available:<sup>3</sup>

<http://www.nj.gov/education/chartsch/fact.shtml> New Jersey's Charter school law can be found:

<http://www.state.nj.us/education/chartsch/cspa95.shtml>

The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(8) Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.**



**Please respond (check one):** Is the number of charter schools publicly reported as currently operating for the State and for each LEA at <http://www.ed.gov/programs/statestabilization/indicator-d8.xls> correct?

<sup>1</sup>  Yes, the data are correct.

<sup>2</sup>  No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>4</sup>  The State makes the data *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>5</sup> <http://www.nj.gov/education/chartsch/fact.shtml>

<sup>6</sup>  The State makes the data *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<b>Indicator (d)(9)</b>	<b>Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.</b>
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**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

Provide the State website where the information is collected and publicly available:<sup>3</sup>  
<http://www.nj.gov/education/title1/accountability/ayp/0910/profiles/> The specific file indicating charter school progress can be found at [http://www.nj.gov/education/title1/accountability/ayp/0910/profiles/ayp/80\\_profiles.pdf](http://www.nj.gov/education/title1/accountability/ayp/0910/profiles/ayp/80_profiles.pdf) This includes both reading/language arts data (d)(9) and mathematics data (d)(10).

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (d)(10)</b>	<b>Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.</b>
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**Please respond (check one):** Does the State collect this information?

Yes, the State collects this information.

**If Yes, please respond (check one):**

The State makes the information *publicly available* and updates the information *at least annually* on a website.

Provide the State website where the information is collected and publicly available:<sup>3</sup>

<http://www.nj.gov/education/title1/accountability/ayp/0910/profiles/> The specific file indicating charter school progress can be found at [http://www.nj.gov/education/title1/accountability/ayp/0910/profiles/ayp/80\\_profiles.pdf](http://www.nj.gov/education/title1/accountability/ayp/0910/profiles/ayp/80_profiles.pdf) This includes both reading/language arts data (d)(9) and mathematics data (d)(10).

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (d)(11)</b>	<b>Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.</b>
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**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup>  
<http://www.nj.gov/education/chartsch/fact.shtml> (bottom of page)

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(12)	Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.
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**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup>  
<http://www.nj.gov/education/chartsch/fact.shtml>

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

## **PART 3B: Data Collection and Public Reporting Plan**

**The New Jersey Department of Education submits an SFSF II application that meets the requirements** set forth in both the US Department of Education application package and the “Questions and Answers” guidance that was issued to clarify the items in the original document. The application will result in augmented reform activities and increased transparency at both the local and state level in:

- Achieving Equity in Teacher Distribution as well as Teacher and Principal Evaluation Processes
- Improving the Collection and Use of Data
- Establishing Standards and Assessment
- Supporting Struggling Schools

This work has been accomplished by current staff working in all pertinent divisions in the department. As the plans are disseminated to the local school districts, the department will monitor the execution of the plans and continue to offer technical help as needed. Finally, the department will maintain the required websites.

In order to achieve maximum transparency regarding our goals and progress toward achievement of milestones, the NJDOE will establish a specific page within our department website devoted to the reporting of SFSF II indicators and descriptors. This will serve as a portal to all aggregated data as well as linkages to data available on LEA websites.

A large proportion of the activities required to achieve the plans set forth in this document will be carried out by current staff using current funding sources. The total days of work by the NJDOE staff to complete this plan is estimated at 94 days at an average cost of \$350 per day for a total of \$32,900. The work of the Technical Advisory Council in analyzing assessment accommodation data is estimated to cost an additional \$22,500. The most substantial aspect of this plan and budget applies to the development of the data system required. The total estimated cost for the system is \$12,313,450. On December 4, 2009, the NJDOE submitted a Longitudinal Data Systems grant to fund this initiative. If not successful in that competition, NJDOE will seek to increase the portion of revenue from our Special Education Medicaid Initiative that currently supports the data system to fund the development of this module. LEA costs have not been addressed in the development of this plan.

**Requirement:** The State must collect and publicly report the data or other information required by an assurance indicator or descriptor. If the State is not able to fully collect or publicly report, at least annually through September 30, 2011, the State plan must describe the State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect and publicly report the data or information, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The plan must also include the nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II), the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

#### I. ASSURANCES (a), (c), AND (d)

*Important note regarding indicators (c)(11) and (c)(12):*

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the plan requirements of this section apply to the indicator(s) for which this is the case.

If the State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, for either of these indicators the requirements for this section do not apply to the indicator for which this is the case. Proceed to Section V.

**State Plan Instructions:** For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing those means;

- The date by which the State expects to reach each milestone;
  
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
  
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
  
- (C) Provide the overall budget for the development, execution, and oversight of the plan.
  
- (D) Describe the way the State will publicly report the plan and the State’s progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

**Plan Element Verification:** Please fill out the following chart to indicate which elements, per the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.

<u>Element</u>	<u>Collection</u> <u>(check if</u> <u>applies)</u>	<u>Public</u> <u>Reporting</u> <u>(check if</u> <u>applies)</u>
Indicator (a)(2)		X
Descriptor (a)(1)	X	X
Indicator (a)(3)	X	X
Indicator (a)(4)	X	X

Indicator (a)(5)	x	x
Descriptor (a)(2)	x	x
Indicator (a)(6)	x	x
<u>Element</u>	<u>Collection</u> (check if applies)	<u>Public Reporting</u> (check if applies)
Indicator (a)(7)	x	x
Indicator (c)(4)	x	x
Indicator (c)(6)	x	x
Indicator (c)(10)	x	x
Indicator (c)(11)	x	x
Indicator (c)(12)	x	x
Indicator (d)(1)	x	x
Indicator (d)(2)	x	x
Descriptor (d)(1)	x	x
Indicator (d)(3)	x	x
Indicator (d)(4)	x	x
Indicator (d)(5)	x	x
Indicator (d)(6)	x	x

## II. INDICATOR (b)(1)

### Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator **(b)(1)**, please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

**Plan Element Verification:** Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

<u>COMPETES</u> <u>Element</u>	<u>Must be</u> <u>addressed in</u> <u>plan</u>	<u>Does not</u> <u>need to be</u> <u>addressed in</u> <u>plan</u>
1		X
2	X	
3	X	
4	X	
5	X	
6		X
7		X
8	X	
9	X	
10	X	
11	X	
12	X	

### III. INDICATOR (b)(2)

**Instructions:** If (as indicated in **Part 3A, Indicator (b)(2)**) the State does not provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data by September 30, 2011, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

#### **IV. INDICATOR (b)(3)**

**Instructions:** If (as indicated in **Part 3A, Indicator (b)(3)**) the State does not provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A)** Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B)** Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C)** Provide the overall budget for the development, execution, and oversight of the plan; and
- (D)** Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

## V. INDICATORS (c)(11) AND (c)(12)

*Important note regarding this section:*

In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section **do** apply. If that is the case, please report all elements of that plan in Part 3B, Section I above.

**State Plan Instructions:** For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

- (1) The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:
  - The milestones established toward developing those means;
  - The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
  - The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and
  - The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.
- (2) A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State’s progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

**Plan Element Verification:** Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

<u>Element</u>	<u>Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).</u>	<u>Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).</u>
Indicator (c)(11)	X	
Indicator (c)(12)	X	

**Indicator (a)(2) Confirm whether the State’s Teacher Equity Plan (as part of the State’s Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of ESEA).**

### **NJDOE Plan Summary**

The 2008-09 New Jersey Department of Education Certificated Staff Report indicates that only 99.7 percent of New Jersey’s public school classes are being taught by highly qualified teachers. Information on the status/number of New Jersey highly qualified teachers is collected annually in the New Jersey Department of Education Certificated Staff Collection and reported through the annual Certificated Staff Report which provides extensive data on all New Jersey certificated staff in New Jersey school districts. For cases in which a district does not have 100 percent highly qualified teachers, the New Jersey Department of Education works individually with districts and their individual teachers to support those teachers in becoming highly qualified. In addition, districts designated as “In Need of Improvement” that have failed to meet the highly qualified teacher objective of 100 percent for three consecutive years are also required to develop a plan in conjunction with NJDOE specifying how the district will assure that each teacher becomes highly qualified. The NJDOE will update the Teacher Equity Plan indicating strategies used to support high quality teaching in New Jersey on an annual basis and make this information publicly available on the NJDOE Professional Standards website.

### **Dates & Milestones**

<b>October 15, 2010</b>	Certificated Staff Collection completed
<b>October - August 2011</b>	Certificated Staff Collection data verified by NJDOE
<b>August - September 2011</b>	NJDOE NCLB State Committee examines certificated staff data about the Highly Qualified Teacher status of teachers; district highly qualified teacher plans; and data from department monitoring of districts and NCLB school audits of schools in AYP status to analyze results and then consider revisions to current teacher quality policies, strategies and technical assistance. The annual District Highly Qualified Teacher Plan provides information on the strategies districts are using to recruit, distribute and retain highly qualified teachers. The plan requires districts who have not reached the 100 percent highly qualified teacher requirement to indicate the recruitment, placement and retention strategies they are using in order to recruit, equitably distribute and retain highly qualified teachers. These data help NJDOE to

support districts in which not all teachers are yet highly qualified in selecting effective strategies to ensure equitable distribution of highly qualified teachers and achieving the annual measurable objective of all core academic courses being taught by highly qualified teachers.

**October 2011**

Update State Equity Plan based on work of the NCLB State Committee and current research on best practices in teacher quality and make these data set publicly available on the NJDOE Professional Standards website.

Updates to the Equity Plan will be made each year on this cycle.

**Obstacles**

None foreseen

**Nature & Frequency of Public Reporting**

Annual reporting through the State Report Card on each district, the executive summary of highly qualified teacher data available on the NJDOE Professional Standards website, the Consolidated State Performance Report

**Funding**

No separate budget will be required, as this data collection will be included as part of the existing annual Highly Qualified Teacher report completed by current staff funded by federal Title II and state funds

**Responsible Agency**

The NJDOE Office of Professional Standards, Licensing and Higher Education Collaboration

**Cooperating Agencies & Partners**

NJDOE Office of Program Planning and Accountability and Office of Research and Evaluation; Mid-Atlantic Comprehensive Center; National Comprehensive Center for Teacher Quality

**Public Reporting**

Annual reporting through the State Report Card for each district and the executive summary of highly qualified teacher data available on the NJDOE website.

**Descriptor (a)(1) Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.**

### **NJDOE Plan Summary**

The NJDOE will develop, test, and implement the New Jersey LEA Teacher Evaluation Survey for collecting information from each LEA on (1) the nature of its teacher evaluation system and (2) how each LEA uses the results of its teacher evaluation system for teacher development, compensation, promotion, retention, and removal. Elements of the survey will address: evaluation criteria; evaluation rubric(s) and/or weighting formula(e); descriptions of each performance rating or level; frequency of evaluations; purpose of evaluations; methodology; participants; implementation; and feedback protocols.

The NJDOE will use the information from the survey to create the LEA Teacher Evaluation Report template. LEAs will use this template to submit teacher evaluation information for filing with their county offices and will post this information on their respective district websites. In addition, the state will create a state-sponsored website to provide a state-level point of public access to all LEA Teacher Evaluation Reports. The NJDOE will also develop a plan with stakeholders to ensure that individual teacher's ratings or levels cannot be deduced when an LEA has fewer than three teachers in a single rating or level. Finally, NJDOE will incorporate the collection/revision of this information as part of its annual fall district data collection and will monitor the accuracy, currency, and public availability of each LEA Teacher Evaluation Report as an integral part of its established district monitoring system, NJQSAC (Quality Single Accountability Continuum).

### **Dates & Milestones**

December 2009	NJ LEA Teacher Evaluation Survey development
February 2010	Webinar offered to LEAs and cooperating organizations on state plan; selection of LEAs to pilot survey; stakeholder communications
March 2010	Pilot test of survey with sample of LEAs
March - May 2010	Survey refinement
April 2010	Plan development to assure anonymity of teacher ratings
June 2010	Survey to capture 2009 - 10 teacher evaluation cycle data distributed to all LEAs

## *Achieving Equity in Teacher Distribution*

July 2010	Results analysis; LEA Teacher Evaluation Report template created
Aug - Sept 2010	LEA Teacher Evaluation Report template distributed to all districts; addition of data elements to fall data collection instrument and of LEA Teacher Evaluation Reports to NJQSAC indicators
October 2010	LEA Teacher Evaluation Report posted on LEA sites and filed with county offices; NJDOE website links completed; public will be notified of the availability of the information

### **Obstacles**

Survey data quality; maintenance of LEA websites and links to sites; respondent participation rates.

These issues represent potential obstacles to the quality of data reported due to the self-reporting nature of the collection. For each annual data collection cycle involving LEA reports on teacher and principal evaluation information, we will follow our current protocols of data review and verification which allows for a window in which LEAs identify missing or inaccurate information and are able to make necessary revisions. The accuracy, currency, and public availability of each LEA report concerning teacher and principal evaluation data will be incorporated into the district monitoring system, NJQSAC.

### **Nature & Frequency of Public Reporting**

Initially, all LEAs will post the LEA Teacher Evaluation Report by the end of October 2010. The information will reside on LEA websites, be on file at county offices of education, and be accessible through an NJDOE website. In subsequent years, the LEA Teacher Evaluation Report will be updated annually and posted for the public by October 31.

### **Funding**

Existing state and district operating funds will be used to implement this plan. This plan will be enacted concurrently with that for Descriptor (a)(2) on principal evaluation systems; the estimated state budget for both teacher and principal plans is \$10,050.

30 NJDOE staff days @\$350 per day

### **Responsible Agency**

The NJDOE Office of Professional Standards, Licensing, and Higher Education Collaboration in conjunction with the NJDOE Office of Research and Evaluation

### **Cooperating Agencies & Partners**

NJDOE Office of Education & Information Technology; NJDOE Executive County Superintendents; LEA superintendents and human resource officers; New Jersey Education Association; American Federation of Teachers of New Jersey; New Jersey Principals and Supervisors Association; New Jersey Association of School Administrators; and New Jersey School Boards Association

### **Public Reporting**

The initial LEA Teacher Evaluation Report will be publicly available in October 2010, through the NJDOE, LEAs and county offices of education. NJDOE will announce the availability of this information and the various ways to access it on its website. The LEA Teacher Evaluation Report will be updated annually, and in this and subsequent years NJDOE will include a link to the information through the DOE Data section on the home page of the department website.

**Indicator (a)(3): Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.**

**NJDOE Plan Summary**

Initially the state will collect the information required for this indicator as part of the NJ LEA Teacher Evaluation Survey described in the NJDOE Plan for Descriptor (a)(1). Subsequently, LEAs will include information on student outcomes or student growth data as a teacher evaluation criteria as part of their annual LEA Teacher Evaluation Report (to be developed as part of the plan for Descriptor (a)(1)). Current New Jersey Administrative Code 6A:32-4.4 and 4.5 include the requirement that annual performance evaluation for both tenured and non-tenured teachers is to include: “A summary of indicators of student progress and growth, and a statement of how these indicators relate to the effectiveness of the overall program and the performance of the individual teaching staff member.”

The LEA Teacher Evaluation Report will be made accessible to the public on the NJDOE website, on LEA websites, and on file at the county education offices. As noted in the NJDOE Plan for Descriptor (a)(1), in subsequent years LEA reporting of this information will be incorporated into the state’s annual fall district data collection, and the accuracy, currency, and public availability of each LEA Teacher Evaluation Report will be monitored as an integral part of the state’s established district monitoring system, NJQSAC (Quality Single Accountability Continuum).

**Dates & Milestones** same as plan for Descriptor (a)(1)

December 2009	NJ LEA Teacher Evaluation Survey development
February 2010	Webinar offered to LEAs and cooperating organizations on state plan; selection of LEAs to pilot survey; stakeholder communications
March 2010	Pilot test of survey with sample of LEAs
March – May 2010	Survey refinement
April 2010	Plan development to assure anonymity of teacher ratings
June 2010	Survey to capture 2009-10 teacher evaluation cycle data distributed to all LEAs
July 2010	Results analysis; LEA Teacher Evaluation Report template created
Aug – Sept 2010	LEA Teacher Evaluation Report template distributed to all districts; addition of data elements to fall data collection instrument and of LEA Teacher Evaluation Reports to NJQSAC indicators

October 2010 LEA Teacher Evaluation Report completed by all LEAs, posted on LEA sites and filed with county offices; state website links completed; public will be notified of the availability of the information

### **Obstacles**

Survey data quality; maintenance of LEA websites and links to sites; respondent participation rates

### **Nature & Frequency of Public Reporting**

Public reporting of teacher evaluation systems by LEAs will include policies regarding systems used for the evaluation of teachers and indicate the criteria used. The information will reside on LEA websites, be on file at county education offices, and be accessible through the NJDOE website. In subsequent years, each LEA Teacher Evaluation Report will be updated annually and posted for the public by October 31.

### **Funding**

No separate budget will be required, as this data collection will be included as part of the plan for Descriptor (a)(1).

### **Responsible Agency**

The NJDOE Office of Professional Standards, Licensing, and Higher Education Collaboration in conjunction with the NJDOE Office of Research and Evaluation

### **Cooperating Agencies & Partners**

NJDOE Office of Education & Information Technology; NJDOE Executive County Superintendents; LEA superintendents and human resource officers; New Jersey Education Association; American Federation of Teachers of New Jersey; New Jersey Principals and Supervisors Association; New Jersey Association of School Administrators; and New Jersey School Boards Association

### **Public Reporting**

The initial LEA Teacher Evaluation Report will be publicly available in October 2010, through the NJDOE, LEAs and county education offices. NJDOE will announce the availability of this information and the various ways to access it on its website. The LEA Teacher Evaluation Report will be updated annually, and in this and subsequent years NJDOE will include a link to the information through the DOE Data section on the home page of the department website.

**Indicator (a)(4): Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.**

**NJDOE Plan Summary**

Initially the state will collect the information required for this indicator as part of the NJ LEA Teacher Evaluation Survey described in the NJDOE Plan for Descriptor (a)(1). Subsequently, LEAs will include information on their performance rating scales or levels and the number and percentage (including numerator and denominator) of their teachers rated at each performance level as part of their annual LEA Teacher Evaluation Report (to be developed as part of the plan for Descriptor (a)(1)). The report will include this information as a separate item.

The LEA Teacher Evaluation Report will be made accessible to the public on the NJDOE website, on LEA websites, and on file at the county education offices. The NJDOE will also develop a plan with stakeholders to ensure that individual teacher's ratings or levels cannot be deduced when an LEA has fewer than three teachers in a single rating or level. In addition, as noted in the NJDOE Plan for Descriptor (a)(1), in subsequent years LEA reporting of this information will be incorporated into the state's annual fall district data collection, and the accuracy, currency, and public availability of each LEA Teacher Evaluation Report information will be monitored as an integral part of the state's established district monitoring system, NJQSAC (Quality Single Accountability Continuum).

**Dates & Milestones** same as plan for Descriptor (a)(1)

December 2009	NJ LEA Teacher Evaluation Survey development
February 2010	Webinar offered to LEAs and cooperating organizations on state plan; selection of LEAs to pilot survey; stakeholder communications
March 2010	Pilot test of survey with sample of LEAs
March – May 2010	Survey refinement
April 2010	Plan development to assure anonymity of teacher ratings
June 2010	Survey to capture 2009-10 teacher evaluation cycle data distributed to all LEAs
July 2010	Results analysis; LEA Teacher Evaluation Report template created
Aug – Sept 2010	LEA Teacher Evaluation Report template distributed to all districts; addition of data elements to fall data collection instrument and of LEA Teacher Evaluation Reports to NJ QSAC indicators

October 2010 LEA Teacher Evaluation Report completed by all LEAs, posted on LEA sites and filed with county education offices; state website links completed; made available on NJ DOE website

### **Obstacles**

Survey data quality; maintenance of LEA websites and links to sites; respondent participation rates

### **Nature & Frequency of Public Reporting**

Each LEA will post its Teacher Evaluation Report by the end of October 2010. The report will include information on the LEA's performance rating scales or levels and the number and percentage (including numerator and denominator) of teachers rated at each performance level in the LEA. The information will reside on LEA websites, be on file at county education offices, and be accessible through the NJDOE website. In subsequent years, each LEA Teacher Evaluation Report will be updated annually and posted for the public by October 31.

### **Funding**

No separate budget will be required, as this data collection will be included as part of the plan for Descriptor (a)(1).

### **Responsible Agency**

The NJDOE Office of Professional Standards, Licensing, and Higher Education Collaboration in conjunction with the NJDOE Office of Research and Evaluation

### **Cooperating Agencies & Partners**

NJDOE Office of Education & Information Technology; NJDOE Executive County Superintendents; LEA superintendents and human resource officers; New Jersey Education Association; American Federation of Teachers of New Jersey; New Jersey Principals and Supervisors Association; New Jersey Association of School Administrators; and New Jersey School Boards Association

### **Public Reporting**

The initial LEA Teacher Evaluation Report will be publicly available in October 2010, through the NJDOE, LEAs and county education offices. Availability of this information and the various ways to access it will be provided on the NJDOE website. The LEA Teacher Evaluation Report will be updated annually, and in this and subsequent years NJDOE will include a link to the information through the DOE Data section on the home page of the department website.

**Indicator (a)(5) Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.**

### **NJDOE Plan Summary**

The state will collect the information required for this indicator as part of the NJ LEA Teacher Evaluation Survey described in the NJDOE Plan for Descriptor (a)(1). When collecting information for Indicator (a)(5) on LEA performance rating scales or levels and the number and percentage (including numerator and denominator) of teachers rated at each performance level, the state will require LEAs to report this information for each school. Subsequently, LEAs will include this school-level information as part of their annual LEA Teacher Evaluation Report (to be developed as part of the plan for Descriptor (a)(1)).

This information will be accessible to the public on LEA websites, on file at the county education offices, and on the NJDOE website. The NJDOE will also develop a plan with stakeholders to ensure that individual teacher's ratings or levels cannot be deduced when a school has fewer than three teachers in a single rating or level. In addition, as noted in the NJDOE Plan for Descriptor (a)(1), in subsequent years LEA reporting of this information will be incorporated into the state's annual fall district data collection, and the information will be monitored as an integral part of the state's established district monitoring system, NJQSAC (Quality Single Accountability Continuum).

### **Dates & Milestones same as plan for Descriptor (a)(1)**

December 2009	NJ LEA Teacher Evaluation Survey development
February 2010	Webinar offered to LEAs and cooperating organizations on state plan; selection of LEAs to pilot survey; stakeholder communications
March 2010	Pilot test of survey with sample of LEAs
March – May 2010	Survey refinement
April 2010	Plan development to assure anonymity of teacher ratings
June 2010	Survey to capture 2009-10 teacher evaluation cycle data distributed to all LEAs
July 2010	Results analysis; LEA Teacher Evaluation Report template created
Aug – Sept 2010	LEA Teacher Evaluation Report template distributed to all districts; addition of data elements to fall data collection instrument and of LEA Teacher Evaluation Reports to NJQSAC indicators

October 2010 LEA Teacher Evaluation Report completed by all LEAs, posted on LEA sites and filed with county offices; state website links completed; available on NJ DOE website

### **Obstacles**

Survey data quality; maintenance of LEA websites and links to sites; respondent participation rates

### **Nature & Frequency of Public Reporting**

Each LEA will each post its LEA Teacher Evaluation Report by the end of October 2010. The report will include information on the LEA's performance rating scales or levels and the number and percentage (including numerator and denominator) of teachers rated at each performance level for each school in the district. The information will reside on LEA websites, be on file at county education offices, and be accessible through the NJDOE website. In subsequent years, each LEA Teacher Evaluation Report will be updated annually and posted for the public by October 31.

### **Funding**

No separate budget will be required, as this data collection will be included as part of the plan for Descriptor (a)(1)

### **Responsible Agency**

The NJDOE Office of Professional Standards, Licensing, and Higher Education Collaboration in conjunction with the NJDOE Office of Research and Evaluation

### **Cooperating Agencies & Partners**

NJDOE Office of Education & Information Technology; NJDOE Executive County Superintendents; LEA superintendents and human resource officers; New Jersey Education Association; American Federation of Teachers of New Jersey; New Jersey Principals and Supervisors Association; New Jersey Association of School Administrators; and New Jersey School Boards Association

### **Public Reporting**

The initial LEA Teacher Evaluation Report will be publicly available in October 2010, through the NJDOE, LEAs and county education offices. Availability of this information and the various ways to access it will be provided on the NJDOE website. The LEA Teacher Evaluation Report will be updated annually, and in this and subsequent years NJDOE will include a link to the information through the DOE Data section on the home page of the department website.

**Descriptor (a)(2) Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.**

**NJDOE Plan Summary**

The NJDOE will develop, test, and implement the New Jersey LEA Principal Evaluation Survey for collecting information from each LEA on (1) the nature of its principal evaluation system and (2) how each LEA uses the results of its principal evaluation system for principal development, compensation, promotion, retention, and removal.

The NJDOE will use the information from the survey to create the LEA Principal Evaluation Report template that LEAs will use to submit this information for filing with their county education offices and will post this information on their respective district websites. In addition, the state will create a state-sponsored website to provide a state-level point of public access to all LEA Principal Evaluation Reports. The plan will ensure privacy of individual principal ratings and adhere to existing state privacy laws, including a determination of minimum *n* count for reporting. Finally, the state will incorporate the collection/revision of this information as part of its annual fall district data collection and will monitor the accuracy, currency, and public availability of each LEA Principal Evaluation Report as an integral part of its established district monitoring system, NJQSAC (Quality Single Accountability Continuum).

**Dates & Milestones**

December 2009	NJ LEA Principal Evaluation Survey development
February 2010	Webinar offered to LEAs and cooperating organizations on state plan; selection of LEAs to pilot survey; stakeholder communications
March 2010	Pilot test of survey with sample of LEAs
March – May 2010	Survey refinement
April 2010	Plan development to assure anonymity of principal ratings
June 2010	Survey to capture 2009-10 principal evaluation cycle data distributed to all LEAs
July 2010	Results analysis; LEA Principal Evaluation Report template created
Aug – Sept 2010	LEA Principal Evaluation Report template distributed to all districts; addition of data elements to fall data collection instrument and of LEA Principal Evaluation Reports to NJ QSAC indicators

October 2010 LEA Principal Evaluation Report posted on LEA sites and filed with county offices; state website links completed; made available on NJ DOE website

### **Obstacles**

Survey data quality; maintenance of LEA websites and links to sites; respondent participation rates

### **Nature & Frequency of Public Reporting**

LEAs will post the LEA Principal Evaluation Report by the end of October 2010. The information will reside on LEA websites, be on file at county education offices, and be accessible through the NJDOE website. In subsequent years, the LEA Principal Evaluation Report will be updated annually and posted for the public by October 31.

### **Funding**

Existing state and district operating funds will be used to implement this plan. This plan will be enacted concurrently with that for Descriptor (a)(1) on teacher evaluation systems; the estimated state budget for both teacher and principal plans is \$10,050.

30 NJDOE staff days @\$350 per day

### **Responsible Agency**

The NJDOE Office of Professional Standards, Licensing, and Higher Education Collaboration, Office of Leadership Development and NJDOE Office of Research and Evaluation

### **Cooperating Agencies & Partners**

NJDOE Office of Education & Information Technology; NJDOE Office of Professional Standards; NJDOE Executive County Superintendents; LEA superintendents and human resource officers; New Jersey Principals and Supervisors Association; New Jersey Association for School Administrators; and NJ School Boards Association

### **Public Reporting**

The initial LEA Principal Evaluation Report will be publicly available in October 2010, through the NJDOE, LEAs and county education offices. The availability of this information and the various ways to access it will be given on the NJDOE website. The information on these sites

*Achieving Equity in Teacher Distribution*

will be updated annually and in this and subsequent years NJDOE will include a link to the information through the DOE Data section on the home page of the department website.

**Indicator (a)(6) Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.**

**NJDOE Plan Summary**

Initially the NJDOE will collect the information required for this indicator as part of the NJ LEA Principal Evaluation Survey described in the NJDOE Plan for Descriptor (a)(2). Subsequently, each LEA will report whether its system of principal evaluation includes student achievement outcomes or growth data as an evaluation criterion as part of its annual LEA Principal Evaluation Report (to be developed as part of the plan for Descriptor (a)(2)). The report will include this information as a separate item.

The LEA Principal Evaluation Report will be made accessible to the public on the NJDOE website, on LEA websites, on file at the county education offices, and on the NJDOE website. The plan will ensure privacy of individual principal ratings. Also, as noted in the NJDOE Plan for Descriptor (a)(2), in subsequent years LEA reporting of this information will be incorporated into the state's annual fall district data collection, and the accuracy, currency, and public availability of each LEA Principal Evaluation Report will be monitored as an integral part of the state's established district monitoring system, NJQSAC (Quality Single Accountability Continuum).

**Dates & Milestones** same as plan for Descriptor (a)(2)

December 2009	NJ LEA Principal Evaluation Survey development
February 2010	Webinar offered to LEAs and cooperating organizations on state plan; selection of LEAs to pilot survey; stakeholder communications
March 2010	Pilot test of survey with sample of LEAs
March – May 2010	Survey refinement
April 2010	Plan development to assure anonymity of principal ratings
June 2010	Survey to capture 2009-10 principal evaluation cycle data distributed to all LEAs
July 2010	Results analysis; LEA Principal Evaluation Report template created
Aug – Sept 2010	LEA Principal Evaluation Report template distributed to all districts; addition of data elements to fall data collection instrument and of LEA Principal Evaluation Reports to NJ QSAC indicators
October 2010	LEA Principal Evaluation Report completed by LEAs, posted on LEA sites and filed with county education offices; state website links completed; made available on NJ DOE website

### **Obstacles**

Survey data quality; maintenance of LEA websites and links to sites; respondent participation rates

### **Nature & Frequency of Public Reporting**

The initial LEA Principal Evaluation Report will be publicly available in October 2010, through the NJDOE, LEAs and county education offices. The availability of this information and the various ways to access it will be given on the NJDOE website. The information on these sites will be updated annually and in this and subsequent years NJDOE will include a link to the information through the DOE Data section on the home page of the department website.

### **Funding**

No separate budget will be required, as this data collection will be included as part of the plan for Descriptor (a)(2)

### **Responsible Agency**

The NJDOE Office of Professional Standards, Licensing, and Higher Education Collaboration Office of Research and Evaluation, and the Office of Leadership Development

### **Cooperating Agencies & Partners**

NJDOE Office of Education & Information Technology; NJDOE Office of Professional Standards; NJDOE Executive County Superintendents; LEA superintendents and human resource officers; New Jersey Principals and Supervisors Association; New Jersey Association for School Administrators; NJ School Boards Association

### **Public Reporting**

The initial LEA Principal Evaluation Report will be publicly available in October 2010, through the NJDOE, LEAs and county education offices. Information on the availability of this information and the various ways to access it will be given on the NJDOE website. The information on these sites will be updated annually and in this and subsequent years NJDOE will include a link to the information through the DOE Data section on the home page of the department website.

**Indicator (a)(7) Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.**

### **NJDOE Plan Summary**

The NJDOE will collect the information required for this indicator as part of the NJ LEA Principal Evaluation Survey described in the NJDOE Plan for Descriptor (a)(2). Subsequently, LEAs will include information on their performance rating scales or levels and the number and percentage (including numerator and denominator) of their principals rated at each performance level as part of their annual LEA Principal Evaluation Report (to be developed as part of the plan for Descriptor (a)(2)). The report will include this information as a separate item. The plan will ensure privacy of principal ratings and adhere to existing state privacy laws including a determination of minimum  $n$  count for reporting.

The LEA Principal Evaluation Report will be made accessible to the public on the NJDOE website, on LEA websites, on file at the county office, and on the NJDOE website. Also, as noted in the NJDOE Plan for Descriptor (a)(2), in subsequent years LEA reporting of this information will be incorporated into the state's annual fall district data collection, and the accuracy, currency, and public availability of each LEA Principal Evaluation Report will be monitored as an integral part of the state's established district monitoring system, NJQSAC (Quality Single Accountability Continuum).

### **Dates & Milestones same as plan for Descriptor (a)(2)**

December 2009	NJ LEA Principal Evaluation Survey development
February 2010	Webinar offered to LEAs and cooperating organizations on state plan; selection of LEAs to pilot survey; stakeholder communications
March 2010	Pilot test of survey with sample of LEAs
April	Plan development to assure anonymity of principal ratings
March – May 2010	Survey refinement
June 2010	Survey to capture 2009-10 principal evaluation cycle data distributed to all LEAs
July 2010	Results analysis; LEA Principal Evaluation Report template created
Aug – Sept 2010	LEA Principal Evaluation Report template distributed to all districts; addition of data elements to fall data collection instrument and of LEA Principal Evaluation Reports to NJ QSAC indicators

October 2010 LEA Principal Evaluation Report completed by LEAs, posted on LEA sites and filed with county education offices; state website links completed; made available on NJDOE website

### **Obstacles**

Survey data quality; maintenance of LEA websites and links to sites; respondent participation rates

### **Nature & Frequency of Public Reporting**

Initially, each LEA will each post its Principal Evaluation Report by the end of October 2010. The report will include information on the LEA's performance rating scales or levels and the number and percentage (including numerator and denominator) of principals rated at each performance level in the LEA. The information will reside on LEA websites, be on file at county education offices, and be accessible through an NJDOE website. In subsequent years, each LEA Principal Evaluation Report will be updated annually and posted for the public by October 31.

### **Funding**

No separate budget will be required, as this data collection will be included as part of the plan for Descriptor (a)(2)

### **Responsible Agency**

The NJDOE Office of Professional Standards, Licensing, and Higher Education Collaboration Office of Research and Evaluation, and the Office of Leadership Development

### **Cooperating Agencies & Partners**

NJDOE Office of Education & Information Technology; NJDOE Office of Professional Standards; NJDOE Executive County Superintendents; LEA superintendents and human resource officers; New Jersey Principals and Supervisors Association; New Jersey Association for School Administrators; NJ School Boards Association

### **Public Reporting**

The initial LEA Principal Evaluation Report will be publicly available in October 2010, through the NJDOE, LEAs and county education offices. Information on the availability of this information and the various ways to access it will be given on the NJDOE website. The information on these sites will be updated annually, and in this and subsequent years NJDOE

*Achieving Equity in Teacher Distribution*

will include a link to the information through the DOE Data section on the home page of the department website.

**Indicator (b)(1) Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State’s statewide longitudinal data system.**

**NJDOE Plan Summary**

Scope of Project: The NJDOE will develop new tools and functionality within our statewide longitudinal data system to fully implement the nine elements below:

- Student-level enrollment, demographic, and program participation information (Element #2)
- Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs (Element #3)
- The capacity to communicate with higher education data systems (Element #4)
- An audit system assessing data quality, validity and reliability (Element #5)
- A teacher identifier with the ability to match teachers to students (Element #8)
- Student-level transcript information, including courses completed and grades earned (Element #9)
- Student-level college readiness test scores (Element #10)
- Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework (Element #11)
- Other information determined necessary to address alignment and adequate preparation for success in postsecondary education (Element #12)

We have fully accomplished three of the twelve elements – establishment of a unique statewide student identifier, yearly assessment records of individual students, and information about non-tested students. An additional six of the twelve elements have been partially implemented. In many instances, we simply need to expand the number of data elements currently in our system, such as specific program participation information. To do this, we intend to leverage the work done by NCES, the National Education Data Model, and EDEN/EDFacts so that our data definitions permit data sharing between New Jersey and USDE and also with other states. In other instances, we need to partner with providers of other data sets, such as the National Student Clearinghouse, the College Board or the Mid-Atlantic Consortium of Wage Records to conduct single-source uploads of postsecondary and labor market information into our longitudinal data system, called New Jersey Standards Measurement and Resource for Teaching (NJ SMART). Additionally, while we have developed tools for the analysis of data within our warehouse, we want to significantly deepen the understanding and use of data in decision making by expanding our reports and dashboard functionality as well as building the data use capacity of our multiple

stakeholder groups. Finally, while our previous development of our NJ SMART has included efforts to ensure the quality and interoperability of our data system, we are mindful that with any expansion of our data elements or functionality we will also need to expand these efforts as well.

For the remaining three elements, our efforts at implementation are underway. Our work toward these elements consists largely of two interrelated tasks, but requires that we build new functionality within our system. First, we need to develop a teacher module that relies on unique teacher identifiers and connects teachers to their preparation programs, current teaching assignments, as well as Highly Qualified status. Second, we need to develop a transcript module to collect course taking and grades earned information. And lastly, we need to link these two modules in a way that links teachers to the courses they teach and to the students who are in those courses.

To these ends, NJDOE submitted an application to the ARRA Statewide Longitudinal Data System competition that proposed both new and expanded functionality of NJ SMART. If funded, we can accomplish all of this work within a short time frame given the strong fundamentals in the design of our system, the high level of commitment within our department and in the state, the robust partnerships that we have established outside the NJDOE, and our exemplary working relationship with our vendor.

Current Status: New Jersey has been working on these elements for many years, investing more than \$15M of state funds in NJ SMART. Our efforts began over three years ago with pilot data submissions and resulted in a process where every public school student received a unique student identifier in 2007. We now collect nearly 80 data elements through a web-based portal from over 650 school districts and charter schools for every student from pre-Kindergarten through adult high school. Among those data elements are information about enrollment, graduation, transfer, dropout, special education status, and additional demographic information elements. Additionally, via the unique student identifier, we have connected these data to our statewide annual assessments (including our regular assessments, our alternate assessments, and our English Language Learners assessments), garnering information about student achievement outcomes, students not tested, and relationships between and among student demographic variables and special education classifications and placements.

We have also established robust partnerships with other state agencies, such as the New Jersey Department of Corrections, the Juvenile Justice Commission, the New Jersey Department of Human Services and the New Jersey Department of Children and Families. These partnerships allow us to maintain current information on students as they move in and out of the auspices of these agencies and preserve the longitudinal record of some of the most transient of our student population. Additionally, the New Jersey Department of Education itself houses our state's Early Childhood Program. This structure has enabled us to assign unique student identifiers to children

the moment that they enter a public preschool, a partnering preschool provider, or Head Start program.

Furthermore, our system design incorporates the need to gather data from all of our school districts and charter schools, regardless of their type. In addition to regular school districts, this interoperability allows us to collect data from our Special Services School Districts, Educational Services Commissions, County Vocational Schools, Adult Education schools, private schools for the disabled, clinics and hospitals, and for students in out-of-state schools in 21 different states.

As a result of these efforts, we have assigned over 1.6 million unique student identifiers since 2007. Approximately 1.4 million of those are active, current students with the remaining students representing graduates, dropouts and out-of-state transfers.

Other accomplishments to date include:

- ✓ Deploying and training district personnel in the use of a web-based analytics tool called Edanalyzer. This tool allows school districts and charter schools to view and analyze state assessment data longitudinally, by demographic sub-groups, by assessment cluster areas, and by program participation such as Special Education, Limited English Proficient or Former Limited English Proficient.
- ✓ Piloting local data marts. Local data marts allow school districts to bring together data that are currently stored in a variety of locations into one integrated warehouse, located at the district, to allow district staff access to linked student data including the state assessments and district-level formative and summative assessment data.
- ✓ Sunsetting our separate and duplicative special education enrollment collection and sourcing our federal reporting for Special Education EDEN/EDFacts from NJ SMART.
- ✓ Conducting parallel collections with NJ SMART and our legacy collections. We have just conducted such a parallel collection for our fall enrollment count and budgeting process and are planning for parallel collections in June 2010, for Career and Technical Education, Special Education Exiting survey, an expanded Homeless collection and a Truancy collection. After each parallel collection, we will analyze and identify the variance between the collections and make a decision to either sunset the separate collection or modify the NJ SMART collection to increase data quality.

Governance: The oversight of NJ SMART is currently the joint responsibility of the Office of Information and Educational Technology (IT) and the Office of Research and Evaluation (R&E). IT takes the lead in overseeing the technical development of the system, including its architecture, functionality, and interoperability with other data collections while also exercising oversight of project timelines, benchmarks and budgeting. R&E takes the lead on developing new data dictionaries, overseeing the crosswalk between EDEN files and current data collections, and ensuring that all educational stakeholders have access to the type of data – and in its most easily usable form – that will inform local and state decisions. The partnership between IT and R&E allows for development decisions to be made collaboratively while ensuring that both technical and educational concerns are addressed in a coordinated manner. The operation and on-going maintenance of NJ SMART is performed by our external vendor, Public Consulting Group (PCG), under the direction of NJDOE. At present, PCG is also working with four other states on streamlining their education-related federal reporting, implementing professional development for education stakeholders, and utilizing student growth scores among other tasks.

Within the NJDOE, a NJ SMART Steering Committee was formed to provide guidance from all program areas that work with student data and exercise oversight of the project work plan and budget. All assistant commissioners and appropriate directors participate in these weekly meetings to discuss on-going operation, plans for development, and analyses of collections. All major decisions, projects, and expenditures related to the data collection and reporting processes and infrastructure must go before this group for review and approval. Additionally, PCG leads a meeting of the Steering Committee once a month to present status information from recent collections, report out on development milestones, and otherwise keep the Steering Committee informed regarding feedback from districts and charter schools.

Within the NJDOE, we have developed a Data Steward Working Group among all program offices and programmers who work with any type of data that is required as part of EDEN/EDFacts. The mission of the Working Group is to collaborate across all in-house data collections and NJ SMART on issues of data definitions, streamlining collections, and partnering in EDEN/EDFacts submissions. A lead data steward has been assigned to each EDEN file and appropriate ‘data element stewards’ have also been identified for the instances in which data elements for a single EDEN file must be pulled from multiple program areas.

The work proposed in our SLDS application will necessitate building a broader collaboration among education stakeholders as the next stages of development represent a significant expansion of the system in terms of the number of data elements in the system, the complexity of the data analyses available, and the required external partnerships in order to access new data sets. Additionally, with the expansion of NJ SMART, we will be in a position to answer

important questions that ultimately lead to more informed policy and practice at the state, district, and school levels. Five types of governance structures are therefore proposed:

- Maintain the internal organization of the NJDOE’s oversight of NJ SMART. The collaboration between IT and R&E is working well, leading to development decisions that are fully informed from both the technical and programmatic points of view. The NJ SMART Steering Committee should continue to be comprised of directors and assistant commissioners who meet weekly to discuss the implementation of new development and functionality within NJ SMART as well as plan for the sunsetting of duplicative data collections. Additionally, the Data Steward Working Group should continue to meet to discuss new development and collections as they are undertaken.
- Expand and extend vendor contract to undertake the work proposed herein.
- Build upon our existing collaboration with other state agencies by bringing together appropriate assistant commissioners and directors to implement data sharing across agencies.
- Engage district and school personnel in ongoing work groups to guide development decisions and implementation. Rather than forming one advisory council, we propose to establish work groups related to the Project Outcomes and Tasks proposed herein so as to engage as many NJ SMART users in the process as is feasible.
- Develop a Governor’s P-20 Research Consortium to collaboratively set a research agenda that will inform statewide policy decisions. This consortium should include members from collaborating state agencies, colleges and universities, and other educational stakeholders.

### **Dates & Milestones**

December 2009	Submitted application in the ARRA Statewide Longitudinal Data Systems Grant competition
May 2010	Develop technical specifications and business process definitions

## *Improving Collection and Use of Data*

June – July 2010	Define new data elements to collect program participation and student-level college readiness test scores (Elements #2, 3, 5, 8, 10, 11, and 12)
July 2010	Establish work groups of district and school staff around module development (Elements #2, 5, 8, 10, 11 and 12)
June – July 2010	Develop requirements and course mapping to NCES course codes (Elements #2, 5, 8, 11 and 12)
October 2010	Expand student collection to include program participation (Elements #2, 9, 10, 11, and 12)
November 2010	Link to National Student Clearinghouse, Wage Record, College Board and New Jersey Commission on Higher Education data systems and load data (Elements #3, 4, 9, 11, and 12)
December 2010	Launch Graduation Module to provide transcript information (Elements #4, 8, 9, 10, 11, and 12)
January 2011	Develop static and dynamic ( <i>can be updated</i> ) reporting functionality within analytics tool for Post-secondary Module (Elements #2, 4, 9, 10, 11, and 12)
June 2011	Launch Post-secondary Module (Elements #3, 4, 8, 10, 11, and 12)
September 2011	Launch Teacher-Student-Course Module (Elements #3, 4, 8, 9, 11, and 12)

A letter of support from Governor Christie is attached.

### **Obstacles**

**To data quality:** Much of the data required depends on district submission and compliance with course coding. Some districts will struggle with the requirement to submit these data in an accurate and timely fashion.

**Funding:** If the NJDOE is not successful in the Statewide Longitudinal Data Systems Grant competition, we will need to revise the timeline above to reflect the availability of other funds.

### **Nature & Frequency of Public Reporting**

All progress toward implementation will be posted on the NJDOE's website for its statewide longitudinal data system.

### **Funding**

NJDOE has applied for a ARRA Data Systems grant and has incorporated this cost within that application. The first possible award date is May 2010. If not successful in that competition, NJDOE will seek to increase the portion of revenue from our Special Education Medicaid Initiative that currently supports the data system to fund the development of this module.

### **Responsible Agency**

The NJDOE Office of Research and Evaluation and the Office of Educational and Informational Technology

### **Cooperating Agencies & Partners**

The NJDOE has an external vendor that develops and maintains its data system.

### **Overall Budget**

The implementation of these new data elements and functionality within our data system is estimated to cost \$11,175,204. Approximately \$1,784,016 of the costs are associated with NJ DOE staff costs, project management costs on the part of our vendor, and enhancing system capabilities to integrate the new functionality described below.

The Post-secondary Module is estimated to cost \$1,049,154 to develop and launch. This number includes an annual subscription fee of approximately \$67,000 to the National Student Clearinghouse; \$15,766 to build a connection (through a student matching algorithm) to the Wage Record, and \$126,671 to connect to New Jersey's Commission on Higher Education. The remaining costs can be characterized as project management, software design, quality assurance and data validation processes, modifications, training and communication, and Help Desk Support.

The Graduation Module is estimated to cost \$850,012 to develop and launch. Approximately \$100,000 is devoted to project planning including meeting with stakeholders. Operations development is projected to cost \$340,546 and includes executing modifications based on user feedback, file uploading, and resolving error reporting. The remaining costs can be characterized as software design, technical specifications development, training and communication, and Help Desk Support.

The Teacher-Student-Course Module is estimated to cost \$3,857,204 to develop and launch. Sun-setting our legacy staff collections and moving the data to the statewide longitudinal data system is estimated at \$2,796,761 and includes defining the new collections, developing the reporting infrastructure, constructing file formats, conducting data quality review and assurances, and providing for training, communication and Help Desk Support. Approximately \$912,045 is allocated for the development of the Course Module and includes business process definition

development, technical specification development, quality assurance and user testing, training and communication and Help Desk support. The remaining \$148,398 is allocated for integrating these two modules.

A significant expansion of our data elements is necessary to meet all of the program participation requirements. We estimate that the cost for this development to be \$3,634,818. These costs include the addition of approximately 100 new data elements, so much of the activity will be focused on developing data definitions, file formats, user acceptance testing and quality assurance, developing reporting infrastructure, and providing training and communication and Help Desk Support. Of these costs, approximately \$760,000 will be used to upgrade our Meta data structures and pilot the School Interoperability Framework.

### **Public Reporting**

In order to protect the confidentiality of students as required under FERPA, the NJDOE will follow its suppression rules as documented in our NCLB Accountability Workbook and not publish student level data in a way that identifies any student. Aggregate school-level growth data will be published as part of the NJDOE's Annual Report Card.

**Indicator (b)(2) Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.**

### **NJDOE Plan Summary**

The NJDOE will develop new tools and functionality within our statewide longitudinal data system that create better visibility and usability of key student performance indicators for school and district administrators, specifically student-level growth scores. This functionality will allow teachers to conduct their own analyses of student growth by allowing them to create their own “sample” of students to study. In this way, teachers will be able to gauge the progress of the students who they instructed in previous year(s) as well as gain insight into the growth that their current students experienced in the prior year. All teachers have access to student data through the reports that the state provides to the districts during the summer months. Additionally, all teachers have access to the student data through the statewide longitudinal data system. The data ‘goes live’ in the system each September.

### **Dates & Milestones**

December 2009	Submitted application in the ARRA Statewide Longitudinal Data Systems Grant competition
May 2010	Develop technical specifications
June – July 2010	Develop data set extracts
June – July 2010	Develop static report structures
August 2010	Identify student cohorts
July – August 2010	Perform statistical analyses to generate student growth scores
August – Nov 2010	Modify longitudinal data system so that student growth reports can be generated through analytics tool
September 2010	Develop dynamic reports
March 2011	Execute reports

### **Obstacles**

Funding: If the NJDOE is not successful in the Statewide Longitudinal Data Systems Grant competition, it will need to revise the timeline above to reflect the availability of other funds.

### **Nature & Frequency of Public Reporting**

All progress toward implementation will be posted on the NJDOE's website for its statewide longitudinal data system.

### **Funding**

The NJDOE has applied for an ARRA Data Systems grant and has incorporated this cost within that application. The earliest possible award date is May 2010. If not successful in that competition, the NJDOE will seek to increase the portion of revenue from our Special Education Medicaid Initiative that currently supports the data system to fund the development of this module.

### **Responsible Agency**

The NJDOE Office of Research and Evaluation and the Office of Educational and Information Technology

### **Cooperating Agencies & Partners**

The NJDOE has an external vendor that develops and maintains its data system.

### **Overall Budget**

The implementation of a Student Growth Module within our data system is estimated to cost \$1,138,246. Of this estimate, approximately \$728,298 will be used to develop reports and construct data access for district and school users. Such tasks include the following: developing the static report design, user acceptance of the report design, developing the dynamic report design, user acceptance of the dynamic reports, and making modifications to our existing analytics tool. The remaining \$409,948 will be dedicated to project management, developing data set extracts, conducting the statistical analyses, and loading the data into both our analytics tool and local data marts.

### **Public Reporting**

In order to protect the confidentiality of students as required under FERPA, the NJDOE will follow its accepted suppression rules and not publish student-level data in a way that identifies any student. Aggregate school-level growth scores will be published as part of the NJDOE's Annual Report Card.

**Indicator (b)(3) Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.**

**NJDOE Plan Summary**

The NJDOE will develop new tools and functionality within our statewide longitudinal data system that utilize student growth scores on statewide assessments of reading/language arts and mathematics to provide teachers with the ability to analyze the growth scores of the students whom they teach. This functionality will allow teachers to conduct their own analyses of student growth by allowing them to create their own “sample” of students to study. In this way, teachers will be able to gauge the progress of the students who they instructed in prior years as well as gain insight into the growth that their current students experienced in the prior year. An exact methodology for determining teacher impact or predicting teacher impact has not yet been determined, but is currently being actively investigated.

**Dates & Milestones**

December 2009	Submitted application in the ARRA Statewide Longitudinal Data Systems Grant competition
April – Nov. 2010	Convene stakeholder meetings and workgroups to study methodologies relating to determining teacher impact.
December 2010	Develop technical specifications
January 2011	Develop consistent coding of courses (i.e., NCES course codes)
October 2011	Deploy “Student Section” submission
Jan. – Feb. 2012	Develop data set extracts
Jan. – Feb. 2012	Develop static report structures
March 2012	Identify student cohorts
March 2012	Perform statistical analyses to generate student growth scores
May 2012	Begin process of engaging stakeholders to define teacher reports, analytics tools, and necessary professional development to support their use
June 2012	Make modifications to longitudinal data system so that student growth reports can be generated through analytics tool
July 2012	Develop dynamic reports
September 2012	Execute reports

### **Obstacles**

Funding: If the NJDOE is not successful in the Statewide Longitudinal Data Systems Grant competition, it will need to revise the timeline above to reflect the availability of other funds.

### **Nature & Frequency of Public Reporting**

All progress toward implementation will be posted on the NJDOE's website for its statewide longitudinal data system.

### **Funding**

The NJDOE has applied for an ARRA Data Systems grant and has incorporated this cost within that application. The earliest possible award date is May 2010. If not successful in that competition, the NJDOE will seek to increase the portion of revenue from our Special Education Medicaid Initiative that currently supports the data system to fund the development of this module.

### **Responsible Agency**

The NJDOE Office of Research and Evaluation and the Office of Educational and Information Technology

### **Cooperating Agencies & Partners**

The NJDOE has an external vendor that develops and maintains its data system.

### **Overall Budget**

The implementation of a Student Growth Module within our data system is estimated to cost \$1,138,246. Of this estimate, approximately \$728,298 will be used to develop reports and construct data access for district and school users. Such tasks include the following: developing the static report design, user acceptance of the report design, developing the dynamic report design, user acceptance of the dynamic reports, and making modifications to our existing analytics tool. The remaining \$409,948 will be dedicated to project management, developing data set extracts, conducting the statistical analyses, and loading the data into both our analytics tool and local data marts.

### **Public Reporting**

*Improving Collection and Use of Data*

In order to protect the confidentiality of students as required under FERPA, the NJDOE will follow its accepted suppression rules and not publish student-level data in a way that identifies any student. Aggregate school-level growth scores will be published as part of the NJDOE's Annual Report Card.

**Indicator (c)(4) Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.**

### **NJDOE Plan Summary**

The NJDOE intends to commission a study of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments and to ensure the validity of resulting achievement data. The NJDOE will commission three or more members of its Technical Advisory Committee (TAC) to conduct this analysis. The TAC consists of nationally known experts in educational measurement. As appropriate, the NJDOE may seek the professional assistance of additional experts in this field, beyond the membership of the TAC.

### **Dates & Milestones**

January 2010	NJDOE requests TAC members to conduct the analysis
February – March 2010	TAC members identify and assemble materials, data files, and other resources needed to conduct the analysis; these materials are provided to them by NJDOE
April – July 2010	TAC members conduct analysis and draft report
August 2010	Draft report submitted to NJDOE for review by NJDOE assessment and special education staff
October 2010	TAC submits final report to NJDOE
October – December 2010	NJDOE makes appropriate modifications to State accommodations policy and practice in advance of spring 2011 assessments
December 2010	NJDOE posts report to NJDOE website

### **Obstacles**

None anticipated

### **Nature & Frequency of Public Reporting**

The analysis will yield a report which will be posted to the NJDOE website in December 2010. While it is unlikely that the analysis would need to be repeated more often than once every four

or five years, updates to the analysis regarding State policy on accommodations for students with disabilities would be regularly reviewed and any updates posted to ensure public confidence that State policy reflects federal requirements and national standards in this regard.

### **Funding**

The funding source would be federal IDEA funds provided to the Office of State Assessments through an interdivisional agreement with the NJDOE Office of Special Education Programs

### **Responsible Agency**

The NJDOE Office of State Assessments

### **Cooperating Agencies & Partners**

The NJDOE Office of Special Education Programs; Office of Math and Science Education; Office of Language Arts Literacy Education, and NJDOE's assessment vendors, Pearson and Measurement Incorporated

### **Overall Budget**

Total: \$22,500

TAC consulting fees: \$250 per hour

Estimated total consulting hours: 90

### **Public Reporting**

Upon completion of the analysis, the resulting report will be posted to the NJDOE website. In addition, districts and other stakeholders will be notified of its availability. Any changes in accommodations policy resulting from the analysis will be communicated to districts and other stakeholders through training conducted for local staff each year.

**Indicator (c)(6) Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.**

### **NJDOE Plan Summary**

The NJDOE intends to commission a study of the appropriateness and effectiveness of the accommodations it provides limited English proficient (LEP) students to ensure their meaningful participation in State assessments and to ensure the validity of resulting achievement data. The NJDOE will commission three or more members of its Technical Advisory Committee (TAC) to conduct this analysis. The TAC consists of nationally known experts in educational measurement. As appropriate, the NJDOE may seek the professional assistance of additional experts in this field, beyond the membership of the TAC. This analysis will be coordinated with a similar analysis of accommodations for students with disabilities, as described for Indicator (c)(4).

### **Dates & Milestones**

January 2010	NJDOE requests TAC members to conduct the analysis
February – March 2010	TAC members identify and assemble materials, data files, and other resources needed to conduct the analysis; these materials are provided to them by NJDOE
April – July 2010	TAC members conduct analysis and draft report
August 2010	Draft report submitted to NJDOE for review by NJDOE assessment and special education staff
October 2010	TAC submits final report to NJDOE
October – December 2010	NJDOE makes appropriate modifications to State accommodations policy and practice in advance of spring 2011 assessments
December 2010	NJDOE posts report to NJDOE website

### **Obstacles**

None anticipated

### **Nature & Frequency of Public Reporting**

The analysis will yield a report which will be posted to the NJDOE web site in December 2010. While it is unlikely that the analysis would need to be repeated more often than once every four or five years, updates to the analysis regarding State policy on accommodations for LEP students would be regularly posted to ensure public confidence that State policy reflects federal requirements and national standards in this regard.

### **Funding**

The funding source would be federal funds provided to the NJDOE through Title VI of the Elementary and Secondary Education Act (ESEA).

### **Responsible Agency**

The NJDOE Office of State Assessments

### **Cooperating Agencies & Partners**

The NJDOE Division of Student Services; Office of Math and Science Education; Office of Language Arts Literacy Education, and NJDOE's testing vendors, Pearson and Measurement Incorporated

### **Overall Budget**

Total: \$12,500

TAC consulting fees: \$250 per hour

Estimated total consulting hours: 50

### **Public Reporting**

Upon completion of the analysis, the resulting report will be posted to the NJDOE website. In addition, districts and other stakeholders will be notified of its availability. Any changes in accommodations policy resulting from the analysis will be communicated to districts and other stakeholders through training conducted for local staff each year.

**Indicator (c)(10) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111 (b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).**

### **NJDOE Plan Summary**

The NJDOE has been using a drop-out rate as the secondary measure for the AYP calculation for its high schools. The USDE requires states to use a graduation rate using a four-year adjusted cohort. The NJDOE will transition to this calculation methodology and will publicly report this information as part of the AYP calculation and notifications.

### **Dates & Milestones**

December 17, 2009	NCLB Committee of Practitioners meeting
January 15, 2010	Peer review submission to the USDE
Spring 2010	Inclusion of the approved graduation rate in NJ's Accountability Workbook
Spring 2010	USDE approval of NJ's graduation rate

2011 State Assessment results: Use graduation rate as the secondary measure for AYP. These calculations will occur for the 2011-2012 school year.

### **Obstacles**

None foreseen. The NJDOE has been working toward this goal and will be able to meet this graduation rate for the 2011-2012 school year because the state will then have the four-year cohort data.

### **Nature & Frequency of Public Reporting**

The NJDOE will be reporting the graduation rates for AYP purposes in the 2011-2012 school year and annually thereafter. AYP notification will be made public and posted on the NJDOE website.

### **Funding**

The state will use existing staff and current federal resources to complete this task. It is expected that the cost will be \$2100.

6 staff days @ \$350

**Responsible Agency**

The NJDOE Office of Program Planning and Accountability

**Cooperating Agencies & Partners**

NJDOE Office of State Assessments, Office of Research and Evaluation, Office of Educational and Information Technology and Office of Public Information. There were several meetings during the fall of 2009 with the NCLB Committee of Practitioners Graduation Rate Subcommittee.

**Public Reporting**

The NDJOE will notify the public via the usual means of public communication and posting on the NJDOE website. Additionally, the NCLB Committee of Practitioners and the other education stakeholder groups will be consulted on an ongoing basis.

**Indicator (c)(11) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.**

### **NJDOE Plan Summary**

The NJDOE will develop a Graduation Module as part of its statewide longitudinal data system to identify and calculate the NCLB adjusted cohort graduate rate and a Post-secondary Module that captures enrollment, program, and completion data from institutions of higher education. Taken together, the Graduation and Post-secondary Modules will enable NJDOE to examine program participation rates, courses taken or passed as they relate to participation in remediation programs in postsecondary education settings, time needed to graduate, and persistence and completion rates for community colleges and four year institutions. Additionally, our proposed work also includes following New Jersey students into the workforce, either immediately following high school or postsecondary education.

### **Dates & Milestones**

December 2009	Submitted application in the ARRA Statewide Longitudinal Data Systems Grant competition
May 2010	Develop technical specifications and business process definitions
June – July 2010	Define new data elements to collect program participation and student-level college readiness test scores.
June – July 2010	Develop requirements and course mapping to NCES course codes
November 2010	Link to National Student Clearinghouse, Wage Record and New Jersey Commission on Higher Education data systems.
December 2010	Launch Graduation Module to provide transcript information
June 2011	Launch Post-secondary Module
September 2011	Launch Graduation Module

### **Obstacles**

To data quality and completeness: Much of the data required depends on district submission and compliance with course coding. Some districts will struggle with the requirement to submit these data in an accurate and timely fashion. As NJDOE creates links to IHE data sources, it will back-load data using a matching algorithm. As students age, current students in its data system will be tracked forward into IHE's data systems.

Funding: If the NJDOE is not successful in the Statewide Longitudinal Data Systems Grant competition, it will need to revise the timeline above to reflect the availability of other funds.

### **Nature & Frequency of Public Reporting**

All progress toward implementation will be posted on the NJDOE's website for its statewide longitudinal data system.

### **Funding**

NJDOE has applied for an ARRA Data Systems grant and has incorporated this cost within that application. The earliest possible award date is May 2010. If not successful in that competition, NJDOE will seek to increase the portion of revenue from our Special Education Medicaid Initiative that currently supports the data system to fund the development of this module.

### **Responsible Agency**

The NJDOE Office of Research and Evaluation and the Office of Educational and Information Technology

### **Cooperating Agencies & Partners**

The NJDOE has an external vendor that develops and maintains its data system.

### **Overall Budget**

The implementation of these new data elements and functionality within our data system is estimated to cost \$1,899,166. The source of funding for these indicators is intended to be a federal grant under the Statewide Longitudinal Data Systems grant competition. Alternatively, the state will fund these activities out of state moneys. Once New Jersey receives notice about the outcome of the SLDS competition, updates regarding its progress will be posted quarterly at: <http://www.nj.gov/education/njsmart/>

The Post-secondary Module is estimated to cost \$1,049,154 to develop and launch. This number includes an annual subscription fee of approximately \$67,000 to the National Student Clearinghouse; \$15,766 to build a connection (through a student matching algorithm) to the

Wage Record, and \$126,671 to connect to New Jersey's Commission on Higher Education. The remaining costs can be characterized as project management, software design, quality assurance and data validation processes, modifications, training and communication, and Help Desk Support.

The Graduation Module is estimated to cost \$850,012 to develop and launch. Approximately \$100,000 is devoted to project planning including meeting with stakeholders. Operations development is projected to cost \$340,546 and includes executing modifications based on user feedback, file uploading, and resolving error reporting. The remaining costs can be characterized as software design, technical specifications development, training and communication, and Help Desk Support.

### **Public Reporting**

In order to protect the confidentiality of students as required under FERPA, the NJDOE will follow its accepted suppression rules and not publish student level data in a way that identifies any student. Aggregate school-level graduation and postsecondary data and subgroup graduation and postsecondary data will be published as part of the NJDOE's Annual Report Card. District and statewide data will also be published in NJDOE's Data Central on the NJDOE's website.

**Indicator (c)(12) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.**

### **NJDOE Plan Summary**

The NJDOE will develop a Graduation Module to identify and calculate the NCLB adjusted cohort graduate rate and a Post-secondary Module that captures enrollment, program, and completion data from institutions of higher education. Taken together, the Graduation and Post-secondary Modules will enable NJDOE to examine program participation rates, courses taken or passed as they relate to participation in remediation programs in postsecondary education settings, time needed to graduate, and persistence and completion rates for community colleges and four year institutions. Additionally, our proposed work also includes following New Jersey students into the workforce, either immediately following high school or postsecondary education.

### **Dates & Milestones**

December 2009	Submitted application in the ARRA Statewide Longitudinal Data Systems Grant competition
May 2010	Develop technical specifications and business process definitions
June – July 2010	Define new data elements to collect program participation and student-level college readiness test scores
June – July 2010	Develop requirements and course mapping to NCES course codes
November 2010	Link to National Student Clearinghouse, Wage Record and New Jersey Commission on Higher Education data systems
December 2010	Launch Graduation Module to provide transcript information
June 2011	Launch Post-secondary Module
September 2011	Launch Graduation Module

### **Obstacles**

To data quality and completeness: Much of the data required depends on district submission and compliance with course coding. Some districts will struggle with the requirement to submit these data in an accurate and timely fashion. As NJDOE creates links to IHE data sources, it will back-load data using a matching algorithm. As students age, current students in its data system will be tracked forward into IHE's data systems.

Funding: If the NJDOE is not successful in the Statewide Longitudinal Data Systems Grant competition, it will need to revise the timeline above to reflect the availability of other funds.

### **Nature & Frequency of Public Reporting**

All progress toward implementation will be posted on the NJDOE's website for its statewide longitudinal data system.

### **Funding**

NJDOE has applied for an ARRA Data Systems grant and has incorporated this cost within that application. The earliest possible award date is May 2010. If not successful in that competition, NJDOE will seek to increase the portion of revenue from our Special Education Medicaid Initiative that currently supports the data system to fund the development of this module.

### **Responsible Agency**

The NJDOE Office of Research and Evaluation and the Office of Educational and Informational Technology

### **Cooperating Agencies & Partners**

The NJDOE has an external vendor that develops and maintains its data system.

### **Overall Budget**

The implementation of these new data elements and functionality within our data system is estimated to cost \$1,899,166. The source of funding for these indicators is intended to be a federal grant under the Statewide Longitudinal Data Systems grant competition. Alternatively, the state will fund these activities out of state moneys. Once New Jersey receives notice about the outcome of the SLDS competition, updates regarding its progress will be posted quarterly at: <http://www.nj.gov/education/njsmart/>

The Post-secondary Module is estimated to cost \$1,049,154 to develop and launch. This number includes an annual subscription fee of approximately \$67,000 to the National Student Clearinghouse; \$15,766 to build a connection (through a student matching algorithm) to the

Wage Record, and \$126,671 to connect to New Jersey's Commission on Higher Education. The remaining costs can be characterized as project management, software design, quality assurance and data validation processes, modifications, training and communication, and Help Desk Support.

The Graduation Module is estimated to cost \$850,012 to develop and launch. Approximately \$100,000 is devoted to project planning including meeting with stakeholders. Operations development is projected to cost \$340,546 and includes executing modifications based on user feedback, file uploading, and resolving error reporting. The remaining costs can be characterized as software design, technical specifications development, training and communication, and Help Desk Support.

### **Public Reporting**

In order to protect the confidentiality of students as required under FERPA, the NJDOE will follow its accepted suppression rules and not publish student level data in a way that identifies any student. Aggregate school-level graduation and postsecondary data and subgroup graduation and postsecondary data will be published as part of the NJDOE's Annual Report Card. District and statewide data will also be published in NJDOE's Data Central on the NJDOE's website.

**Indicator (d)(1) Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.**

### **NJDOE Plan Summary**

The NJDOE must calculate the average statewide gains for NJ schools for its Title I schools in need of improvement. This requires calculation of data that currently exists.

### **Dates & Milestones**

December 1, 2009	Data Collection
December 17, 2009	NCLB Committee of Practitioners meeting
May 14, 2010	Completion Date – First Public Reporting (Based on 2009 state assessment results)
August 2010	Annual Public Reporting (annually thereafter)

### **Obstacles**

The state currently collects the data elements that are necessary to complete this calculation. The major obstacle for the public reporting each August, is the availability of final state assessment data. Because the data are still considered preliminary at that time of year, the results may change at a later date.

### **Nature & Frequency of Public Reporting**

The gains calculations and list of schools will occur on an annual basis as part of the public notice of the AYP results. AYP notification will be made public and posted on the NJDOE website. Typically in NJ, the AYP results are issued to schools and districts in the first week of August.

### **Funding**

The state will use existing staff and current federal resources to complete this task. It is expected that the cost will be \$2100.

6 staff days @ \$350

**Responsible Agency**

The NJDOE Office of Student Achievement and Accountability

**Cooperating Agencies & Partners**

NJDOE Office of State Assessments, Office of Research and Evaluation, Office of Educational and Information Technology and Office of Public Information, and NCLB Committee of Practitioners

**Public Reporting**

The NDJOE will notify the public via the usual means of public communication and posting on the NJDOE website. Additionally, the NCLB Committee of Practitioners and the other education stakeholder groups will be consulted on an ongoing basis.

**Indicator (d)(2) Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.**

### **NJDOE Plan Summary**

The NJDOE must calculate the average statewide gains for NJ schools for its Title I schools in need of improvement. This requires calculation of data that currently exists.

### **Dates & Milestones**

December 1, 2009	Data Collection
December 17, 2009	NCLB Committee of Practitioners meeting
May 14, 2010	Completion Date – First Public Reporting (Based on 2009 state assessment results)
August 2010	Annual Public Reporting (annually thereafter)

### **Obstacles**

The state currently collects the data elements that are necessary to complete this calculation. The major obstacle for the public reporting each August, is the availability of final state assessment data. Because the data is still considered preliminary at that time of year, the results may change at a later date.

### **Nature & Frequency of Public Reporting**

The gains calculations and list of schools will occur on an annual basis as part of the public notice of the AYP results. AYP notification will be made public and posted on the NJDOE website. Typically in NJ, the AYP results are issued to schools and districts in the first week of August.

### **Funding**

The state will use existing staff and current federal resources to complete this task. It is expected that the cost will be \$2100.

6 staff days @ \$350

**Responsible Agency**

The NJDOE Office of Student Achievement and Accountability

**Cooperating Agencies & Partners**

NJDOE Office of State Assessments, Office of Research and Evaluation, Office of Educational and Information Technology and Office of Public Information, and NCLB Committee of Practitioners

**Public Reporting**

The NDJOE will notify the public via the usual means of public communication and posting on the NJDOE website. Additionally, the NCLB Committee of Practitioners and the other education stakeholder groups will be consulted on an ongoing basis.

**Descriptor (d)(1) Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.**

**NJDOE Plan Summary**

The NJDOE has defined “persistently low achieving schools.” The definition is posted at: <http://www.state.nj.us/education/arra/sig/>

**Dates & Milestones**

December 1, 2009	Data Collection
December 17, 2009	NCLB Committee of Practitioners meeting
March 22, 2010	Completion Date – First Public Reporting (Based on 2009 state assessment results)
August 2010	Annual Public Reporting (annually thereafter)

**Obstacles**

The state currently collects the data elements that are necessary to complete this calculation. The major obstacle for the public reporting each August, is the availability of final state assessment data. Because the data are still considered preliminary, the results may change at a later date.

**Nature & Frequency of Public Reporting**

The identification and listing of the persistently lowest-achieving schools will occur on an annual basis as part of the public notice of the AYP results. AYP notification will be made public and posted on the NJDOE website. Typically in NJ, the AYP results are issued to schools and districts in the first week of August.

**Funding**

The state will use existing staff and current federal resources to complete this task. It is expected that the cost will be \$2100.  
6 staff days @ \$350

**Responsible Agency**

The NJDOE Office of Student Achievement and Accountability

**Cooperating Agencies & Partners**

The NJDOE will be taking the lead on defining the persistently lowest-achieving schools and consult with the NCLB Committee of Practitioners as well as with the USDE Comprehensive Center (MACC).

**Public Reporting**

The NDJOE will notify the public via the usual means of public communication and posting on the NJDOE website. Additionally, the NCLB Committee of Practitioners and the other education stakeholder groups will be consulted on an ongoing basis.

**Indicator (d)(3) Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.**

**NJDOE Plan Summary**

Based upon the definition determined as noted in Descriptor (d)(1) for the persistently lowest-achieving schools, the NJDOE completed the calculations and publicly identified the schools.

**Dates & Milestones**

December 1, 2009	Data Collection
December 17, 2009	NCLB Committee of Practitioners meeting
March 22, 2010	Completion Date – First Public Reporting (Based on 2009 state assessment results)
August 2010	Annual Public Reporting (annually thereafter)

**Obstacles**

The state currently collects the data elements that are necessary to complete this calculation. The major obstacle for the public reporting each August is the availability of final state assessment data. Because the data are still considered preliminary, the results may change at a later date.

**Nature & Frequency of Public Reporting**

The listing of Title I schools in need of improvement who are persistently low-achieving will occur on an annual basis as part of the public notice of the AYP results. AYP notification will be made public and posted on the NJDOE website. Typically in NJ, the AYP results are issued to schools and districts in the first week of August.

**Funding**

The state will use existing staff and current federal resources to complete this task. It is expected that the cost will be \$2100.

6 staff days @ \$350

**Responsible Agency**

The NJDOE Office of Student Achievement and Accountability

**Cooperating Agencies & Partners**

NCLB Committee of Practitioners

**Public Reporting**

The NDJOE will notify the public via the usual means of public communication and posting on the NJDOE website. Additionally, the NCLB Committee of Practitioners and the other education stakeholder groups will be consulted on an ongoing basis.

**Indicator (d)(4) Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.**

### **NJDOE Plan Summary**

Districts with schools that are identified as persistently lowest-achieving will submit applications to the NJDOE describing the appropriate remedy for the school. The NJDOE will tabulate the data to list each school and the selected remedy. Within 15 days of grant awards, the NJDOE will post the list of schools awarded the SIG grants and the federal remedy selected.

### **Dates & Milestones**

December 1, 2009	Data Collection
December 17, 2009	NCLB Committee of Practitioners meeting
March 29, 2010	Completion Date – First Public Reporting (Based on 2009 state assessment results)
July 26, 2010	Report of the selected remedy for each of these schools

### **Obstacles**

The NJDOE does not currently have a mechanism to collect this information and expects to conduct this as part of the School Improvement Grant, Part G application process. The major obstacle to collect these data is the timing associated with the federal SIG, Part G application.

### **Nature & Frequency of Public Reporting**

The listing of Title I schools in need of improvement who are persistently low-achieving will occur on an annual basis as part of the public notice of the AYP results. AYP notification will be made public and posted on the NJDOE website. Typically in NJ, the AYP results are issued to schools and districts in the first week of August.

### **Funding**

The state will use existing staff and current federal resources to complete this task. It is expected that the cost will be \$4900.

14 staff days @ \$350

**Responsible Agency**

The NJDOE Office of Student Achievement and Accountability

**Cooperating Agencies & Partners**

NCLB Committee of Practitioners

**Public Reporting**

The NDJOE will notify the public via the usual means of public communication and posting on the NJDOE website. Additionally, the NCLB Committee of Practitioners and the other education stakeholder groups will be consulted on an ongoing basis.

**Indicator (d)(5) Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.**

**NJDOE Plan Summary**

Based upon the definition for the persistently lowest-achieving schools, the NJDOE completed the calculations and publicly identified the schools.

**Dates & Milestones**

December 1, 2009	Data Collection
December 17, 2009	NCLB Committee of Practitioners meeting
January 29, 2010	Completion Date – First Public Reporting (Based on 2009 state assessment results)
March 22, 2010	Report of the selected remedy for each of these schools
August 2010	Annual Public Reporting of persistently lowest-achieving Title I schools in need of improvement

**Obstacles**

The state currently collects the data elements that are necessary to complete this calculation. The major obstacle for the public reporting each August is the availability of final state assessment data. Because the data are still considered preliminary, the results may change at a later date.

**Nature & Frequency of Public Reporting**

The listing of Title I eligible secondary schools who do not receive Title I funds, are in need of improvement, and are persistently low-achieving will occur on an annual basis as part of the public notice of the AYP results. AYP notification will be made public and posted on the NJDOE website. Typically in NJ, the AYP results are issued to schools and districts in the first week of August.

A progress update on the plan is not necessary because the target date for completion of the first gains report is January 29, 2010.

**Funding**

The state will use existing staff and current federal resources to complete this task. It is expected that the cost will be \$2100.

6 staff days @ \$350

**Responsible Agency**

The NJDOE Office of Student Achievement and Accountability

**Cooperating Agencies & Partners**

The NJDOE Office of State Assessments and the Office of Grants Management

**Public Reporting**

The NDJOE will notify the public via the usual means of public communication and posting on the NJDOE website. Additionally, the NCLB Committee of Practitioners and the other education stakeholder groups will be consulted on an ongoing basis.

**Indicator (d)(6) Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.**

**NJDOE Plan Summary**

Districts with secondary schools eligible for but do not receive Title I funds identified as persistently lowest-achieving will submit applications to the NJDOE describing the appropriate remedy for the school. The NJDOE will tabulate the data to list each school and the selected remedy. Within 15 days of grant awards, the NJDOE will post the list of schools award the SIG grant and the federal remedy selected.

**Dates & Milestones**

December 1, 2009	Data Collection
December 17, 2009	NCLB Committee of Practitioners meeting
March 22, 2010	Completion Date – First Public Reporting (Based on 2009 state assessment results)
July 26, 2010	Report of the selected remedy for each of these schools

**Obstacles**

The NJDOE does not currently have a mechanism to collect this information and expects to conduct this as part of the School Improvement Grant, Part G application process. The major obstacle to collect these data is the timing associated with the federal SIG, Part G application.

**Nature & Frequency of Public Reporting**

The listing of Title I eligible secondary schools who do not receive Title I funds, are in need of improvement, and are persistently low-achieving will occur on an annual basis as part of the public notice of the AYP results. AYP notification will be made public and posted on the NJDOE website. Typically in NJ, the AYP results are issued to schools and districts in the first week of August.

**Funding**

The state will use existing staff and current federal resources to complete this task. It is expected that the cost will be \$4900.

14 staff days @ \$350

**Responsible Agency**

The NJDOE Office of Student Achievement and Accountability

**Cooperating Agencies & Partners**

The NJDOE Office of State Assessments and the Office of Grants Management

**Public Reporting**

The NDJOE will notify the public via the usual means of public communication and posting on the NJDOE website. Additionally, the NCLB Committee of Practitioners and the other education stakeholder groups will be consulted on an ongoing basis.

## **PART 3C: General Requirements**

### **(1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.**

The NJ SMART data system employs the following data review system:

Each file uploaded by an LEA is run through a data validation process to identify areas to improve data quality. The Errors page contains a bar graph tracking the number of records in error, detailed descriptions of each error, and a list of students who have an error. The data validation process includes checking the data for formatting and valid values in addition to running the data through a series of business rules. For example, when LEAs enter the code of a school as where the student is attending, these codes are checked against a central header file to ensure that the school is in fact open and part of the NJDOE's EDEN directory.

Our assessment and score reporting systems also have a quality and verification control system:

Measurement Incorporated (MI), the assessment vendor, uses a successive check of quality assurance and control system to ensure and maintain accurate and timely scoring results, reporting, and dissemination of data. Throughout the execution of software testing, all defects are logged, assigned, and followed through to resolution. Regression testing of previously tested functionality is performed to ensure that any software fixes do not adversely affect any other functionality of the application/system.

MI employs stringent quality control procedures ensuring that reporting on all levels is complete and accurate. MI tests, reviews, and proofreads all reporting deliverables prior to delivery. The accuracy of assessment data is verified each year for each testing

program and grade level using established audit and quality assurance procedures performed prior to the release of student test scores. The audit and quality assurance steps use a sample of the data file to confirm, from original source documents (e.g., student answer documents) to output files and reports, the accuracy of individual and aggregate assessment data.

Quality Assurance staff verifies the content of preliminary reports during the preliminary reporting phase and ensures that reports contain the correct information presented in a clear, concise manner. Reports are tested to ensure that valid values are verified, valid codes are included on student records, correct scores are reflected and are attributed to the correct student, cluster scores are accurately aggregated and totaled, and appropriate student totals are reported in all aggregate reports.

Regarding scoring, the scoring process provides for the automatic rescoring of all open-ended responses for all students who receive a scale score that falls in the rescoring range. This range varies from administration to administration, based on test difficulty, but is typically around three to five scale score points below the proficient/passing score of 200. Districts may submit a rescore request for students who do not fall in the automatic rescoring range.

#### Public Reporting of Data:

It is the practice of the New Jersey Department of Education that all data that are publicly released are initially released to districts in an embargo period. This allows districts to review and verify the information before public release. This practice will continue for all data elements in the SFSF II plan.

**(2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.**

[Please see attached assessment suppression rules, mutually established by Public Information Office and Office of State Assessments]

All data required for NJ SMART are collected through a secure online portal and are submitted by authorized LEA users only. Information is entered into the system via file uploads. All users must authenticate to the system prior to being granted access. Once authenticated, the LEA users upload the data file from their desktop system to the NJ SMART portal at [www.njsmart.org](http://www.njsmart.org). All communication from user desktops to the NJ SMART portal and web servers is encrypted with Secure Sockets Layer (SSL) technology. An SSL Certificate is issued by a Certificate Authority that verifies the identity of the certificate owner. An SSL Certificate contains unique, authenticated information about the certificate owner and enables encryption of sensitive information during online transactions.

In addition, there is a firewall protected single entry point from the internet to the NJ SMART application infrastructure. Beyond the initial firewall, access is controlled via combination firewall/load balancer that routes all incoming [www.njsmart.org](http://www.njsmart.org) internet traffic to the web servers. This firewall/load balancer is configured such that all ports are closed except for those specific ports used by the NJ SMART websites. The load balancer acts as a proxy to the web servers and as such, users and potential hackers are not able to identify or access the web servers. The URL associated with the application has a single public IP address. All NJ SMART servers reside within privately addressed security, or “Trusted”, zones, with firewall protection between each zone. All web servers reside in a dedicated security zone, called the Trusted Zone, behind a firewall which separates it from the proxy zone, commonly called the DMZ. Additional NJ SMART application, reporting and database servers are configured in a third trusted zone, called the Private Zone, which is further firewall protected from the Web Server trusted zone. The firewalls that bracket each layer are configured to ensure that only valid traffic from authorized users can pass to the next zone. All NJ SMART servers and firewalls are security hardened to minimize open ports and unused services. They are also maintained at the latest patch levels to ensure that they remain current with security patches to protect against unauthorized access through exploitation of known exposures.

NJDOE, LEAs, and project level PCG staff do not have physical access to physical storage sites. The PCG data processing center is a nondescript facility with three layers of physical security. The first, facility access, is secured and monitored 24 hours, 7 days a week by security guards. All entrance and regress points are access key secured, alarmed and monitored by closed circuit TV. Entry is only granted to personnel documented to have job responsibilities that dictate a valid need to enter the facility. All visitors must sign in and are escorted by authorized personnel. The second layer of security, data center access, further restricts access to those whose jobs require access to the data center floor that houses computing and networking infrastructure. Access to this section of the facility is further protected by card key, alarms and closed circuit TV. The third layer is a secured environment that contains PCG NJDOE computing and networking equipment. This is a locked cage that restricts access to PCG technical personnel.

In addition to the secure architecture detailed above, the NJ SMART system is further protected by an Access Control and Authentication Architecture. The application requires users to authenticate their identity with passwords and usernames. This identification process limits user access by both their LEA affiliation, and by their role in the LEA. The actual databases, where information is stored, are not addressable or accessible from the Internet. Only by using the secure channels provided by the application, that includes full audit logs of user access to data elements, can authorized users update and review student data.

School staff, according to Federal requirements, are subject to the rules and requirements of the Family Educational Rights and Privacy Act (FERPA) regarding the confidentiality of student records. Data access on the secure portal is controlled by a role-based user authentication system. LEA users are only ever able to view or otherwise access their own data. They are not permitted to view or otherwise access data owned by any other LEA.

All LEA user access accounts are managed by a single LEA designated administrator who is directly accountable for assigning access privileges to LEA staff. The data access privileges are then assigned by this local administrator only to LEA staff required to use it as part of their official work. Furthermore, access to data is tiered and limited to just the sub-set of data that the staff member is authorized to access.

## 2009 STATE SUMMARY REPORTING RULES

August 12, 2009

Below are technical specifications for the 2009 suppression rules. All specifications are applied for each testing program (i.e., NJASK 5, NJASK 6, etc.), and for each content area separately.

### A. THE FOLLOWING RULES APPLY TO ALL UNSUPPRESSED RECORDS:

1. (State Summary Only) When the enrollment of a group = 0, report this number, and leave all other fields for that group blank.
2. (State Summary Only) When the enrollment of a group not = 0 and the number of valid scores = 0, report all n-counts, and leave all fields pertaining to proficiency range and mean scale score blank for that group.
3. (Report Card Only) When the number of valid scores for a group = 0, report all n-counts, and leave all fields pertaining to proficiency range and mean scale scores blank for that group.

### B. THE FOLLOWING RULES APPLY TO ALL SUPPRESSED RECORDS:

1. When the results of a group are suppressed, replace all the data for that group with single asterisks.
2. When the number of students with valid scale scores in a reporting group is >0 and <11, suppress all data for that group.
3. When the percentage of partially proficient scores in a reporting group is greater than 90% (90.05% or greater) partially proficient, suppress all data for that group.

### C. THE FOLLOWING RULES APPLY TO SPECIFIC CASES: (school and district level)

1. General Education, SE, LEP (Report Card only)

- a. When one or two of the three groups has >10 valid scores and only one of the three groups has >0 and <3 valid scores, suppress all data for SE and LEP.
  - b. When only one of these three groups has >90% partially proficient scores, suppress all data for SE and LEP.
2. General Education, SE, Current LEP (State Summary only)
  - a. When one or two of the three groups has >10 valid scores and only one of the three groups has >0 and <3 valid scores, suppress all data for SE, current LEP and the sum of current plus former LEP.
  - b. When only one of these three groups has >90% partially proficient scores, suppress all data for SE, current LEP and the sum of current plus former LEP.
3. Ethnic
  - a. When any racial/ethnic group has >10 valid scores and only one other group has >0 and <3 valid scores, suppress all data for Native American, Pacific Islander, and "Other."
  - b. When any racial/ethnic group has >90% partially proficient scores, suppress all data for Native American, Pacific Islander, and "Other."
4. Gender
  - a. When one gender has >0 and <3 valid scores, suppress all data for the other gender.
  - b. When one gender has >90% partially proficient scores, suppress all data for the other gender.
5. LEP status (State Summary only),

- a. When the current LEP group has > 10 scores and the former LEP group has >0 and < 3 valid scores, suppress all data for the sum of current plus former LEP.
  - b. When the former LEP group has >90% partially proficient scores, suppress all data for the sum of current plus former LEP
  - c. When the former LEP group has > 10 scores and the current LEP group has >0 and < 3 valid scores, suppress all data for the sum of current plus former LEP.
  - d. When the current LEP group has >90% partially proficient scores, suppress all data for the sum of current plus former LEP
6. Migrant Status (State Summary only)
- a. When the migrant group has >0 and < 3 valid scores, suppress all data for the non-migrant group.
  - b. When the migrant group has >90% partially proficient scores, suppress all data for the non-migrant group.
7. IEP exempt from passing and Non-IEP exempt from passing (HSPA State Summary only)
- a. When one of the above two groups has >0 and < 3 valid scores, suppress all data for the other group.
  - b. When one of the above two groups has >90% partially proficient scores, suppress all data for the other group.



State of New Jersey  
OFFICE OF THE GOVERNOR-ELECT  
20 WEST STATE STREET  
PO BOX 022  
TRENTON, NJ 08625-0022

CHRIS CHRISTIE  
*Governor-Elect*

KIM GUADAGNO  
*Lt. Governor-Elect*

December 4, 2009

Dr. Tang Gould  
Institute of Education Sciences  
National Center for Education Statistics  
1000 K Street, NW  
Room 9023  
Washington, D.C. 20006-5651

Dear Dr. Gould:

I am writing, as Governor-Elect of the State of New Jersey, to express my enthusiastic support for the attached application for a State Longitudinal Data Systems grant. As you know, New Jersey is in the process of a gubernatorial transition, and I wanted to assure you that I will bring to the new administration a firm commitment to the purposes and undertakings set forth in the grant application.

I have made reform of education in New Jersey a very high priority on my agenda, and I am strongly of the opinion that adequate data and expert analysis of that data must be the cornerstone to any meaningful effort to evaluate and improve our schools. New Jersey has considerable work to do to meet the twelve America COMPETES elements of the State Fiscal Stabilization Fund and the Race to the Top applications. Acquisition of this grant and implementation of the improved data system that it will make possible is absolutely crucial to our efforts.

The new administration has not yet been named, so it is not possible to provide you with letters of support from the various state agencies that will participate in the implementation of this grant. However, I will be pleased to do so as soon as the new administration takes office in January should you wish, and, in the meantime, I can assure you of my absolute commitment, as the next Governor of New Jersey, to carrying forward the work of building an appropriate and effective data system for New Jersey and of my unequivocal support for this application.

Yours sincerely,



Chris Christie  
Governor-Elect



State of New Jersey  
DEPARTMENT OF EDUCATION  
PO BOX 300  
TRENTON, NJ 08625-0500

CHRIS CHRISTIE  
*Governor*

BRET SCHINDLER  
*Acting Commissioner*

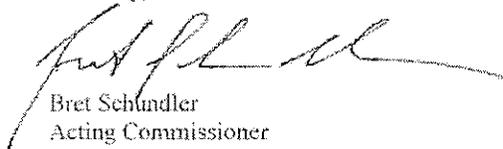
January 25, 2010

Jimmy Yun  
Program Specialist  
U.S. Department of Education  
OESE/AITQ  
400 Maryland Ave., SW  
FB-6; Room 3E236  
Washington, DC 20202-6200

Dear Mr. Yun:

I am writing in response to your call with NJDOE staff members on January 20<sup>th</sup> regarding New Jersey's State Fiscal Stabilization Fund II (SFSFII) application and your subsequent correspondence with Justin Lambert. For indicator (b)(1), you've asked that the new Governor demonstrate his commitment to the Governance structure as outlined in our SFSFII application. The language presented in the SFSFII application directly mirrors the language presented to USDE as part of our larger, more elaborate grant application for the Statewide Longitudinal Data System (SLDS) competition. As evidence of support for the SLDS application, I am submitting to you the attached letter of support from Governor Chris Christie.

Sincerely,



Bret Schindler  
Acting Commissioner

[www.nj.gov/education](http://www.nj.gov/education)

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