

# NJ Part B

# FFY2013 State Performance Plan / Annual Performance Report

## Introduction to the State Performance Plan (SPP)/Annual Performance Report (APR)

### General Supervision System:

The systems that are in place to ensure that IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.

New Jersey's general supervision system is designed to ensure that LEAs meet federal and state requirements related to the SPP indicators, as well as facilitate positive outcomes for students with IEPs. General supervision includes monitoring, due process, complaint investigation, technical assistance, and training. These mechanisms monitor compliance and assist districts in making progress toward SPP targets.

### *Components of the NJDOE General Supervision System*

#### **Monitoring**

The framework for New Jersey's monitoring system has become the SPP indicators and targets. The monitoring system provides districts the opportunity to review their progress toward performance indicators and review compliance with those requirements of IDEA that are specifically related to the SPP priority areas and indicators. Local education monitoring serves as one mechanism within the NJDOE to identify noncompliance with the related requirements at the local level and provide assistance for correction and progress toward targets. The special education monitoring system operates in conjunction with the complaint and due process systems for identification and correction of noncompliance and with program development initiatives to improve results for children.

New Jersey's monitoring system consists of two *components*: Comprehensive Monitoring and Targeted Review.

#### **Comprehensive Monitoring:**

Beginning with the 2011-2012 school year, special education monitoring is conducted in collaboration with the Office of Fiscal Accountability and Compliance, as part of a comprehensive monitoring activity. A team of monitors reviews federal programs simultaneously in order to facilitate efficient use of local district staff time and reduce any negative impact on instruction. Monitors from the NJOSEP monitor compliance with federal and state special education regulations and the use of IDEA-B funds. This allows special education monitors to review how LEAs use their IDEA funds to provide required special education programs and services. Fiscal IDEA B monitoring is also being conducted by fiscal staff as part of this consolidated monitoring process. The requirements related to the SPP and other IDEA compliance indicators reviewed in prior years continue to be monitored through desk audit, onsite file review, data review and interviews with staff and parents; however, districts no longer conduct a self-assessment and develop an improvement plan prior to the onsite visit. Districts are required to create a corrective action plan following receipt of a consolidated monitoring report of findings of noncompliance. Verification of correction is conducted by the NJOSEP in accordance with the USOSEP 09-02 memo.

Findings of noncompliance are issued in writing by the NJOSEP following the completion of monitoring activities. Monitors review compliance with IDEA requirements, including those related to SPP indicators. Districts are required to correct noncompliance identified during monitoring activities within one year of identification. If noncompliance is not corrected, state-directed corrective action plans are required that include specific activities, timelines and documentation to demonstrate correction. Corrective action activities include the development or revision of policies and procedures, training, activities related to implementation of procedures and/or oversight of implementation of procedures. In addition to requiring corrective actions that address any root causes of noncompliance, the NJOSEP verifies correction consistent with USOSEP Memorandum 09-02 by reviewing files with individual noncompliance that could be corrected and reviewing subsequent data collected following the implementation of the corrective actions that demonstrate 100 percent compliance with regulatory requirements. Technical assistance is provided as

needed to assist districts in timely correction, training of staff and/or development of oversight activities to ensure implementation of IDEA. Technical assistance documents (e.g., state notice and IEP sample forms, discipline requirements power point presentation) are disseminated to assist districts with establishing or revising procedures that comply with federal and state special education requirements.

### **Targeted Reviews:**

The NJOSEP monitors all districts each year through NJSMART, New Jersey's student level data system. Findings of noncompliance with Indicators 4B, 11 and 12 and with requirements *related* to Indicators 4A and 4B are identified through review of data from NJSMART and the Electronic Violence and Vandalism Report. Once districts are identified as noncompliant with Indicators 11 and 12 through written notification, a review of subsequent data or an onsite targeted review is conducted to ensure correction of noncompliance. For Indicators 4A and 4B, a self-review is conducted in districts that demonstrate a significant discrepancy in their rate of suspensions and expulsions over 10 days and/or a significant discrepancy in suspension/expulsion rate by race and ethnicity. Compliance with IDEA requirements related to discipline procedures, and positive behavioral supports, is reviewed.

For Indicators 4A and 4B, a self-assessment of discipline requirements, including policies, procedures and practices regarding development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards is conducted by the LEA. Following the self-assessment, a written report of findings is generated. Corrective action activities are included in the report if noncompliance is identified and are based on any identified root causes of the noncompliance. Corrective action activities may include: the revision of procedures, staff training, and activities related to implementation of procedures, and/or oversight of implementation of procedures.

Findings of noncompliance with Indicator 13 are identified through a targeted desk audit review. Districts and charter schools are selected for the targeted review based on a schedule that ensures that each district and charter school, with students ages 16 and above enrolled will participate once during the SPP period. The selection of districts is aligned with the selection for Indicator 14, so that districts participate in the Indicator 13 targeted review 2 years prior to their participation in the outcome study. The intent is to ensure that appropriate transition planning will lead to better outcomes for the students in each cohort.

IEPs and other documentation regarding individual students, ages 16 and above, are reviewed by the NJOSEP monitors using the revised questionnaire developed by the National Secondary Transition Technical Assistance Center. Directors of special education are interviewed, if necessary. Following the targeted review, a written report of findings is generated for each participating district and charter school. Corrective action activities to address any root causes of the noncompliance are included in the report if noncompliance is identified. Corrective action activities include the revision of procedures, staff training, activities related to implementation of procedures and/or oversight of implementation of procedures. In addition to requiring corrective actions that address any root causes of noncompliance, the NJOSEP verifies correction consistent with the OSEP Memorandum 09-02, by reviewing files with individual noncompliance that could be corrected and reviewing subsequent data collected following the implementation of the corrective actions that demonstrate 100 percent compliance with regulatory requirements.

### **Receiving School Monitoring**

The monitoring of approved private schools for students disabilities is conducted by NJOSEP monitors and staff from the NJ County Offices of Education. The focus of receiving school monitoring is improving student outcomes while ensuring schools are compliant with state and federal regulations. Monitoring activities are centered on instructional strategies, provision of services, teacher training, placement in the LRE, IEP requirements as well as state and federal regulations related to opening and maintaining a receiving school for students with disabilities.

Findings of noncompliance and program improvement recommendations are issued in writing by the NJOSEP following the completion of monitoring activities. Schools are required to correct noncompliance identified during monitoring activities within one year of identification. Corrective action activities include the development or revision of policies and procedures, training, activities related to implementation of procedures and/or oversight of implementation of procedures. In addition to requiring corrective actions that address any root causes of noncompliance, the NJOSEP verifies correction consistent with USOSEP Memorandum 09-02 by reviewing files with individual noncompliance that could be corrected and reviewing subsequent data collected following the implementation of the corrective actions that demonstrate 100 percent compliance with regulatory requirements. Technical assistance is provided as needed to assist schools in timely correction, training of staff and/or development of oversight activities to ensure implementation of IDEA.

### **Mediation/Due Process**

The State identifies noncompliance with respect to mediation and due process hearings in two ways. When a pattern related to particular issues in a district is discerned, the information is conveyed to the monitoring team for review of policies and procedures. In addition, the NJOSEP enforces the district's compliance with mediation agreements and due process hearing decisions including any findings of noncompliance identified through a hearing regardless of the outcome of the hearing. In addition, parents may request enforcement of a state mediated agreement or a decision of an administrative law judge (ALJ) by writing to the NJOSEP when the parent believes the district has failed to implement the decision.

### **State Complaint Process**

Noncompliance is also identified through the State complaint investigation process. When an investigation identifies noncompliance, a report is sent to the complainant and to the school or school district. When appropriate, each finding of noncompliance is accompanied by a directive for corrective action that, as appropriate, may require the school or district to review and revise current policies/procedures, conduct staff training in the new procedures, and verify that the revised procedures have been implemented. Corrective action may also require the provision of compensatory services, when those services have not been provided in accordance with a student's IEP. Verification of correction is conducted by the NJOSEP in accordance with the USOSEP 09-02 memo.

### **Technical Assistance System:**

The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to LEAs.

Please see attached narrative.

### **Professional Development System:**

The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for students with disabilities.

### **The Office of Special Education Programs**

The New Jersey Department of Education (NJDOE), Office of Special Education Programs (OSEP) provides professional development, technical assistance, resources, and instructional materials to teachers, administrators, staff, and parents across the state to ensure that service providers have the skills to effectively provide services that improve results for children with disabilities. Central office staff and staff based at four Learning Resource Centers, strategically located around the state, provide services to local school districts, service providers and families. The OSEP also has contracts with The Boggs Center at Rutgers University and the State Parent Advocacy Network for technical assistance and training for educators and families.

### **An Integrated System of Support**

OSEP professional development is designed to support the NJDOE focus on preparing all New Jersey students for college, career, and life after high school. OSEP initiatives are aligned with State Performance Plan/Annual Performance Report (SPP/APR) priority areas and indicators. Through the New Jersey Elementary and Secondary Education Act (ESEA) waiver, seven Regional Achievement Centers (RACs) were established by the NJDOE to provide professional development and support in priority and focus schools. The RACs are guided by Eight Turnaround Principles; 1) School Leadership, 2) School Climate and Culture, 3) Effective Instruction, 4) Curriculum, Assessment and Intervention System, 5) Effective Staffing Practices, 6) Enabling the Effective Use of Data, 7) Effective Use of Time, and 8) Effective Family and Community Engagement. OSEP coordinates with RAC efforts, based on data from school performance reports and walkthroughs, with a goal of reducing the achievement gap between general and special education students. Specific OSEP initiatives such as Implementing the Common Core State Standards using Universal Design for Learning, Positive Behavioral Supports in Schools and coaching for teachers in mathematics have been targeted to RAC schools.

The OSEP is within the NJDOE Division of Student Services and Career Readiness. Other offices in the division coordinate implementation of: health services; interventions for struggling learners; services for English Language Learners, services for migrant and homeless students; career education; culture and climate; and grants under Title 1 of the No Child Left Behind Act. The Division uses a 'universal' approach to technical assistance by designing technical assistance and professional development initiatives that address the needs of all student subgroups.

With a goal of gathering stakeholder input, the OSEP conducts monthly meetings with the State Special Education Advisory Council (SSEAC) which represents families, school districts and other entities that serve or advocate on behalf of people with disabilities. The SSEAC discusses data from the APR and other sources, and offers input regarding technical assistance and professional development initiatives.

The OSEP collaborates with all divisions in the NJDOE to facilitate the inclusion of students with disabilities in all NJDOE priorities.

### **Standards Driven Professional Development**

All professional development is based on the New Jersey Department of Education's Standards for Professional Learning. Effective May 5, 2014, the New Jersey Professional Standards for Teachers were updated to incorporate current research on teaching practice, new understandings of learners and the learning process, and align to the 2011 the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. The New Jersey Standards for Professional Learning include:

**Standard One: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually, within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard Two: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard Three: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Standard Four: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core State

Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard Five: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard Six: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

**Standard Seven: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard Eight: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard Nine: Professional Learning.** The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

**Standard Ten: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Standard Eleven: Ethical Practice.** The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

The OSEP is utilizing the principles of implementation science to ensure fidelity and successful delivery of its professional development. The framework utilized by the NJOSEP includes the use of implementation drivers (i.e. competency drivers, organization drivers, and leadership drivers) on an ongoing basis to ensure fidelity across the system and the sustainability of the overall professional development system.

Through the OSEP tiered system of assistance, OSEP staff conduct center-based and school-based professional development activities. Applying the standards of professional development, the OSEP, in support of NJDOE initiatives and SPP/APR priority areas and indicators, is focusing professional development on the following areas:

- Implementing the Common Core State Standards through the Principles of Universal Design for Learning;
- Enhancing Parent and Family Involvement;
- Strategies for Differentiated Instruction in Mathematics and Language Arts Literacy;
- Collaborative Teaching;
- Positive Behavioral Supports in Schools;
- Person-Centered Planning;
- Community-Based Instruction;
- Improving Achievement of the Early Learning Standards for Preschoolers;
- Improving Instruction for Students with Autism Spectrum Disorder;

Improving Effective Transition Planning;  
Implementing compliant pre-referral services, identification, evaluation and IEP development;  
Reducing disproportionate identification of students in specific racial-ethnic groups for special education;  
and  
Facilitating the inclusion of students with disabilities in general education settings.

**Stakeholder Involvement:**

The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets.

The New Jersey Office of Special Education Programs (NJOSPEP) meets monthly with stakeholders who are members of the State Special Education Advisory Council (SSEAC). The group discusses NJDOE priorities and initiatives and strategies and provides input regarding the initiatives and additional areas of concern. SPP indicators and initiatives targeted to improving results are also discussed throughout the year.

Additional meetings are conducted annually to gather input specifically for the SPP and APR. Members of the SSEAC are invited as well as stakeholders from various other organizations and affiliations to review indicator data and provide input on targets and efforts to improve results. For the FFY13 APR and SPP, the OSEP conducted several targeted meetings over the last year. Meetings were held on October 17, 2013, December 19, 2013, May 15, 2014, September 4, 2014 and January 26, 2015. Stakeholders worked with the NJOSPEP to review current data, discuss suggested improvement activities, identify meaningful and rigorous targets, and engage in a collaborative dialogue about the SPP/APR indicators. The following organizations were represented at the stakeholder meetings:

The State Special Education Advisory Council (SSEAC)  
Disability Rights New Jersey  
The Search Day Program  
New Jersey Council on Developmental Disabilities  
New Jersey Coalition for Inclusive Education  
New Jersey Principals and Supervisors Association  
Irvington Public Schools  
ASAH  
The Statewide Parents Advocacy Network  
New Jersey City University  
New Jersey Juvenile Justice Commission  
Riverbank Charter School of Excellence  
First Cerebral Palsy of New Jersey  
Haddonfield Public Schools  
East Windsor Public Schools  
Ramapo College  
New Jersey Council for Exceptional Children  
New Jersey Association of School Psychologists  
Piscataway Board of Education  
New Jersey Council of Administrators of Special Education  
West Milford Public Schools  
The College of New Jersey  
The Boggs Center  
Hamilton Township Public Schools  
Family Support Center of New Jersey  
Family Voices

Atlantic City Special Services School District  
Positive Behavior Supports in Schools/Rutgers University  
Camden City School District  
Township of Ocean School District  
SEARCH Day Program  
New Jersey Department of Children and Families  
Learning Disabilities Association of New Jersey  
Eden Services  
Alliance for Betterment of Citizens with Disabilities  
Brookfield Schools  
New Jersey Department of Health & Senior Services  
New Jersey Department of Labor and Workforce Development

Albert Elias Residential Community Home

**Reporting to the Public:**

How and where the State reported to the public on the FFY 2012 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2012 APR, as required by 34 CFR §300.602(b) (1)(I)(A); and a description of where, on its Web site, a complete copy of the State's SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2012 APR in 2014, is available.

NJOSEP posted the 2012-2013 local district profiles on May 27, 2014 and notified USOSEP of the posting (see <http://www.state.nj.us/education/specialed/sppi1213/> for district profiles). NJOSEP will prepare a profile of each local agency that details its performance in relation to the SPP targets for FFY 2013. The profile will be posted on the NJDOE website at: <http://www.state.nj.us/education/specialed/sppi1314/>.

The local district profiles will be made available to the media, through the posting on the NJOSEP website at <http://www.nj.gov/education/specialed/> and <http://www.state.nj.us/education/specialed/sppi1314/>.

NJOSEP will distribute a mailing to school districts, agencies, organizations and individuals concerned with special education, in accordance with the NJDOE's broadcast procedures. The memorandum will announce the posting of the profiles of each local education agency on the NJOSEP website.

Consistent with the requirements established in the Individuals with Disabilities Education Act (IDEA 2004), NJOSEP made New Jersey's FFY 2012 State Performance Plan/Annual Performance Report available to the public as indicated below. The NJOSEP will use the same mechanisms to report annually to the public on the FFY 2013 SPP/APR regarding the State's progress in meeting the measurable and rigorous SPP targets.

**Public Means, including posting on the Website of the State Education Agency (SEA):** The SPP and APR were posted on the New Jersey Department of Education's website immediately following their submission to USDE on February 3, 2014 and again on April 30, 2014 following the submission to USDE with the requested clarifications. The SPP and APR were posted at: <http://www.nj.gov/education/specialed/info/spp/>. The SPP and APR will be posted at the same website after the submission to USDE on February 2, 2015, and again after the submission of Indicator 17 on April 1, 2015 and finally after the submission to USDE with any requested clarifications.

NJOSEP also posted the USDE response to the SPP/APR FFY 2012 submission that included USOSEP's determination regarding the State's compliance with the requirements of Part B of the IDEA. The USOSEP's response to the NJOSEP's SPP/APR FFY 2013 submission will again be posted at: <http://www.nj.gov/education/specialed/info/spp/>.

**Distribution to the Media:** Annually, upon submission to the USOSEP, the NJOSEP makes the SPP/APR available to the media through the NJDOE website and refers the press to the SPP/APR website when press inquiries are relevant to the SPP indicators.

***Distribution to Public Agencies:*** As was reflected in the October 16, 2014 minutes of the State Special Education Advisory Council, the Council was informed of the posting of the SPP/APR on the NJOSEP website (see minutes at <http://www.state.nj.us/education/sseac/minutes/> ). The Council was informed of the USOSEP determination regarding the FFY 2012 SPP/APR submission and the posting of the determination letter from the USOSEP (see minutes from October 16, 2014 at <http://www.state.nj.us/education/sseac/minutes/> ). The USOSEP Response table was discussed in detail with the members of the SSEAC at the October 16, 2014 meeting. Information regarding the submission of the SPP/APR and the state's determination is also annually discussed with county supervisors of child study who communicate the information to local special education directors at their monthly meetings.

With regard to the FFY 2013 APR, NJOSEP will distribute a memo to school districts, agencies, organizations and individuals concerned with special education, in accordance with the NJDOE's broadcast procedures. The memorandum will provide information regarding posting of the SPP/APR, the federal determination regarding the State's implementation of the IDEA, the requirements for State determinations of local districts, and the requirements for annual public reporting of local districts' performance and the posting of local district profiles.

**OSEP Response**

**Required Actions**

## Indicator 1: Graduation

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

### Historical Data

Baseline Data: 2011

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		77.00%	78.00%	79.00%	79.00%	80.00%	75.00%	75.00%
Data	75.80%	78.00%	78.30%	80.43%	80.43%	82.30%	73.00%	74.47%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	75.00%	75.00%	78.00%	78.00%	81.00%	81.00%

### Targets: Description of Stakeholder Input

The New Jersey Office of Special Education Programs (NJOSPEP) meets monthly with stakeholders who are members of the State Special Education Advisory Council. The group discusses Department priorities and initiatives and strategies and provides input regarding the initiatives and additional areas of concern. SPP indicators and initiatives targeted to improving results are also discussed throughout the year.

Additional meetings are conducted annually to gather input specifically for the SPP and APR. Members of the SSEAC are invited as well as stakeholders from various other organizations and affiliations to review indicator data and provide input on targets and efforts to improve results. For the FFY13 APR and SPP, the OSEP conducted several targeted meetings over the last year. Meetings were held on October 17, 2013, December 19, 2013, May 15, 2014, September 4, 2014 and January 26, 2015. Stakeholders worked with the NJOSPEP to review current data, discuss suggested improvement activities, identify meaningful and rigorous targets, and engage in a collaborative dialogue about the SPP/APR indicators.

### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2012-13 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	9/15/2014	Number of youth with IEPs graduating with a regular diploma	13,041	
SY 2012-13 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	9/15/2014	Number of youth with IEPs eligible to graduate	17,182	null
SY 2012-13 Regulatory Adjusted Cohort Graduation Rate (EDFacts file spec C150; Data group 695)	9/23/2014	2012-13 Regulatory four-year adjusted-cohort graduation rate table	75.90%	Calculate <input type="checkbox"/>

**FFY 2013 SPP/APR Data**

Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma	Number of youth with IEPs in the current year's adjusted cohort eligible to graduate	FFY 2012 Data	FFY 2013 Target	FFY 2013 Data
13,041	17,182	74.47%	75.00%	75.90%

**Graduation Conditions Field**

Provide the four-year graduation cohort rate. The four-year graduation rate follows a cohort, or a group of students, who begin as first-time 9th graders in a particular school year and who graduate with a regular high school diploma in four years or less. An extended-year graduation rate follows the same cohort of students for an additional year or years. The cohort is "adjusted" by adding any students transferring into the cohort and by subtracting any students who transfer out, emigrate to another country, or die during the years covered by the rate.

Under 34 C.F.R. §200.19(b)(1)(iv), a "regular high school diploma" means the standard high school diploma awarded to students in a State that is fully aligned with the State's academic content standards and does not include a GED credential, certificate of attendance, or any alternative award. The term "regular high school diploma" also includes a "higher diploma" that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

There is only one State-endorsed high school diploma in New Jersey for all students, including students with disabilities. In order to graduate with a State-endorsed diploma in New Jersey, students must satisfy several requirements. Students must participate in a course of study consisting of a specified number of credits in courses designed to meet all of New Jersey's Common Core State Standards.

State regulations at N.J.A.C. 6A:8-5.1(a)1 delineate minimum required credit totals for language arts, mathematics, science, social studies, health and physical education, visual or performing arts, world languages, technological literacy and career education. Methods for meeting the minimum credit requirements are also set forth at N.J.A.C.6A:8-5.1. Local attendance and other locally established requirements must also be met in order to receive a State-endorsed diploma, as well as all statutorily mandated graduation requirements.

In addition, students must satisfy the statewide assessment requirements in order to receive a State-endorsed diploma. State law requires that students with IEPs must meet all of the graduation requirements detailed above, unless exempted from a specific requirement through the IEP process. In such an instance, the student must satisfy such graduation standards through alternate proficiencies as specified in his or her IEP.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

**Required Actions**



## Indicator 2: Drop Out

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

### Historical Data

Baseline Data: 2011

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≤		4.90%	4.80%	4.70%	4.70%	4.60%		14.00%
Data	5.00%	4.80%	4.70%	4.43%	4.43%	3.90%	15.36%	14.96%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≤	14.00%	14.00%	13.00%	13.00%	12.00%	12.00%

### Targets: Description of Stakeholder Input

The New Jersey Office of Special Education Programs (NJOSPEP) meets monthly with stakeholders who are members of the State Special Education Advisory Council. The group discusses Department priorities and initiatives and strategies and provides input regarding the initiatives and additional areas of concern. SPP indicators and initiatives targeted to improving results are also discussed throughout the year.

Additional meetings are conducted annually to gather input specifically for the SPP and APR. Members of the SSEAC are invited as well as stakeholders from various other organizations and affiliations to review indicator data and provide input on targets and efforts to improve results. For the FFY13 APR and SPP, the OSEP conducted several targeted meetings over the last year. Meetings were held on October 17, 2013, December 19, 2013, May 15, 2014, September 4, 2014 and January 26, 2015. Stakeholders worked with the NJOSPEP to review current data, discuss suggested improvement activities, identify meaningful and rigorous targets, and engage in a collaborative dialogue about the SPP/APR indicators.

### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2012-13 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/5/2014	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a)	13,933	null
SY 2012-13 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/5/2014	Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (b)	null	null
SY 2012-13 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/5/2014	Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (c)	307	null
SY 2012-13 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/5/2014	Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (d)	2,142	null

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Source	Date	Description	Data	Overwrite Data
SY 2012-13 Exiting Data Groups (EDFacts file spec C008; Data Group 85)	6/5/2014	Number of youth with IEPs (ages 14-21) who exited special education as a result of death (e)	51	null

**FFY 2013 SPP/APR Data**

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out [d]	Total number of all youth with IEPs who left high school (ages 14-21) [a + b + c + d + e]	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
2,142	16,433	14.96%	14.00%	13.03%

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

**Required Actions**

### Indicator 3A: Districts Meeting AYP/AMO for Disability Subgroup

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

#### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		100%	100%	100%	100%	100%	100%	100%
Data	83.00%	94.90%	89.50%	84.07%	76.01%	87.45%	53.88%	29.18%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

#### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	100%	100%	100%	100%	100%	100%

#### Targets: Description of Stakeholder Input

The New Jersey Office of Special Education Programs (NJOSPEP) meets monthly with stakeholders who are members of the State Special Education Advisory Council. The group discusses Department priorities and initiatives and strategies and provides input regarding the initiatives and additional areas of concern. SPP indicators and initiatives targeted to improving results are also discussed throughout the year.

Additional meetings are conducted annually to gather input specifically for the SPP and APR. Members of the SSEAC are invited as well as stakeholders from various other organizations and affiliations to review indicator data and provide input on targets and efforts to improve results. For the FFY13 APR and SPP, the OSEP conducted several targeted meetings over the last year. Meetings were held on October 17, 2013, December 19, 2013, May 15, 2014, September 4, 2014 and January 26, 2015. Stakeholders worked with the NJOSPEP to review current data, discuss suggested improvement activities, identify meaningful and rigorous targets, and engage in a collaborative dialogue about the SPP/APR indicators.

#### FFY 2013 SPP/APR Data

Does your State have an ESEA Flexibility Waiver of determining AYP?

Yes  No

Are you reporting AYP or AMO?

AYP  AMO

Number of districts in the State	Number of districts that met the minimum "n" size	Number of districts that meet the minimum "n" size AND met AMO	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
656	498	93	29.18%	100%	18.67%

**Explanation of Slippage**

Targets for proficiency in each grade and content area were higher for all districts in FFY 2013 while the rigor of the assessments increased to align with the Common Core State Standards and the type of tasks that students will be required to complete on the PARCC assessments. The number of districts that met AMOs for all students decreased as well indicating that the changes to the assessment and higher targets may have resulted in slippage for both groups. The NJDOE has worked diligently over the last year to provide numerous resources to districts and parents on aligning current district curricula with the new assessment. Additional information including an FAQ for parents is available here: <http://www.state.nj.us/education/assessment/>.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

**Required Actions**

### Indicator 3B: Participation for Students with IEPs

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

#### Historical Data

	Group Name	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
Reading	A Overall	2005	Target ≥		96.50%	96.50%	97.00%	97.00%	97.00%	97.00%	97.00%
			Data	96.05%	97.80%	97.70%	98.80%	98.32%	98.63%	98.69%	98.70%
Math	A Overall	2005	Target ≥		96.50%	96.50%	97.00%	97.00%	97.00%	97.00%	97.00%
			Data	95.55%	97.80%	98.77%	98.25%	98.32%	98.58%	98.64%	98.64%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

#### FFY 2013 - FFY 2018 Targets

	FFY	2013	2014	2015	2016	2017	2018
Reading	A ≥ Overall	95.00%	95.00%	95.00%	95.00%	95.00%	97.00%
Math	A ≥ Overall	95.00%	95.00%	95.00%	95.00%	95.00%	97.00%

#### Targets: Description of Stakeholder Input

The New Jersey Office of Special Education Programs (NJOSPEP) meets monthly with stakeholders who are members of the State Special Education Advisory Council. The group discusses Department priorities and initiatives and strategies and provides input regarding the initiatives and additional areas of concern. SPP indicators and initiatives targeted to improving results are also discussed throughout the year.

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Would you like to use the assessment data below to automatically calculate the actual data reported in your FFY 2013 APR by the grade groups you provided on the Reporting Group Selection page? **yes**

Would you like the disaggregated data to be displayed in your final APR? **yes**

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Data Source: SY 2013-14 Assessment Data Groups - Reading (EDFacts file spec C188; Data Group: 589) Date: 12/18/2014

Reading assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	17359	18608	18519	17723	17904	17520	n	n	15508	n	n
b. IEPs in regular assessment with no accommodations	4763	3929	3052	2131	1704	1462			1181		
c. IEPs in regular assessment with accommodations	11116	13089	13834	13984	14638	14533			12897		
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards											
f. IEPs in alternate assessment against alternate standards	1272	1321	1383	1399	1358	1288			1117		

Data Source: SY 2013-14 Assessment Data Groups - Math (EDFacts file spec C185; Data Group: 588) Date: 12/18/2014

Math assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	17360	18607	18519	17724	17900	17515	n	n	15508	n	n
b. IEPs in regular assessment with no accommodations	4770	3943	3055	2134	1704	1460			1179		
c. IEPs in regular assessment with accommodations	11124	13119	13855	14014	14625	14476			12833		
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards											
f. IEPs in alternate assessment against alternate standards	1259	1296	1368	1384	1354	1305			1136		

FFY 2013 SPP/APR Data: Reading Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Overall	123,141	121,451	98.70%	95.00%	98.63%

FFY 2013 SPP/APR Data: Math Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Overall	123,133	121,393	98.64%	95.00%	98.59%

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

Public reports of assessment results are provided here: <http://www.state.nj.us/education/schools/achievement/index.html>

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

**Required Actions**

### Indicator 3C: Proficiency for Students with IEPs

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

#### Historical Data

	Group Name	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
Reading	A Grade 3	2005	Target ≥		75.00%	73.00%	59.00%	59.00%	79.00%	45.70%	50.70%
			Data	54.19%	59.03%	62.49%	38.76%	35.75%	36.47%	41.79%	41.34%
	B Grade 4	2005	Target ≥		75.00%	73.00%	59.00%	59.00%	79.00%	45.70%	50.70%
			Data	50.21%	51.85%	56.19%	35.89%	32.14%	38.28%	31.13%	32.10%
	C Grade 5	2005	Target ≥		75.00%	73.00%	59.00%	59.00%	79.00%	45.70%	50.70%
			Data	57.83%	65.56%	27.21%	33.39%	31.38%	34.00%	31.67%	31.33%
	D Grade 6	2005	Target ≥		66.00%	72.00%	72.00%	72.00%	86.00%	45.70%	50.70%
			Data	37.30%	41.29%	21.68%	34.38%	29.58%	33.17%	31.11%	30.07%
	E Grade 7	2005	Target ≥		66.00%	72.00%	72.00%	72.00%	86.00%	45.70%	50.70%
			Data	44.69%	47.37%	32.14%	34.82%	30.70%	28.11%	24.30%	27.24%
	F Grade 8	2005	Target ≥		66.00%	72.00%	72.00%	72.00%	86.00%	45.70%	50.70%
			Data	34.81%	35.89%	45.05%	48.78%	51.03%	50.23%	48.11%	45.01%
	G HS	2005	Target ≥		79.00%	85.00%	85.00%	85.00%	92.00%	45.70%	50.70%
			Data	46.05%	50.70%	44.68%	47.56%	54.81%	62.51%	65.68%	64.39%
Math	A Grade 3	2005	Target ≥		62.00%	69.00%	66.00%	66.00%	83.00%	53.30%	57.50%
			Data	72.00%	72.82%	73.16%	59.12%	62.68%	65.47%	61.52%	58.47%
	B Grade 4	2005	Target ≥		62.00%	69.00%	66.00%	66.00%	83.00%	53.30%	57.50%
			Data	61.03%	64.97%	66.24%	54.00%	55.52%	62.34%	57.61%	57.60%
	C Grade 5	2005	Target ≥		62.00%	69.00%	66.00%	66.00%	83.00%	53.30%	57.50%
			Data	53.90%	62.00%	49.96%	53.95%	52.60%	58.30%	59.04%	53.58%
	D Grade 6	2005	Target ≥		49.00%	61.00%	61.00%	61.00%	80.00%	53.30%	57.50%
			Data	33.47%	49.31%	38.62%	39.10%	39.91%	48.92%	47.43%	46.03%
	E Grade 7	2005	Target ≥		49.00%	61.00%	61.00%	61.00%	80.00%	53.30%	57.50%
			Data	26.93%	31.85%	27.86%	31.38%	28.94%	32.82%	30.16%	27.53%
	F Grade 8	2005	Target ≥		49.00%	61.00%	61.00%	61.00%	80.00%	53.30%	57.50%
			Data	27.95%	31.90%	28.38%	33.06%	31.89%	34.34%	32.74%	29.75%
	G HS	2005	Target ≥		64.00%	74.00%	74.00%	74.00%	86.00%	53.30%	57.50%
			Data	33.80%	32.99%	32.55%	30.49%	34.06%	37.48%	40.39%	37.75%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

#### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
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FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

	FFY	2013	2014	2015	2016	2017	2018
Reading	A ≥ Grade 3	55.50%	60.50%	65.40%	70.40%	70.40%	70.40%
	B ≥ Grade 4	50.60%	55.50%	60.50%	65.40%	70.40%	70.40%
	C ≥ Grade 5	50.60%	55.50%	60.50%	65.40%	70.40%	70.40%
	D ≥ Grade 6	50.60%	55.50%	60.50%	65.40%	70.40%	70.40%
	E ≥ Grade 7	50.60%	55.50%	60.50%	65.40%	70.40%	70.40%
	F ≥ Grade 8	50.60%	55.50%	60.50%	65.40%	70.40%	70.40%
	G ≥ HS	50.60%	55.50%	60.50%	65.40%	70.40%	70.40%
Math	A ≥ Grade 3	61.80%	66.10%	70.30%	74.60%	74.60%	74.60%
	B ≥ Grade 4	57.60%	61.80%	66.10%	70.30%	74.60%	74.60%
	C ≥ Grade 5	57.60%	61.80%	66.10%	70.30%	74.60%	74.60%
	D ≥ Grade 6	57.60%	61.80%	66.10%	70.30%	74.60%	74.60%
	E ≥ Grade 7	57.60%	61.80%	66.10%	70.30%	74.60%	74.60%
	F ≥ Grade 8	57.60%	61.80%	66.10%	70.30%	74.60%	74.60%
	G ≥ HS	57.60%	61.80%	66.10%	70.30%	74.60%	74.60%

**Targets: Description of Stakeholder Input**

The New Jersey Office of Special Education Programs (NJOSPEP) meets monthly with stakeholders who are members of the State Special Education Advisory Council. The group discusses Department priorities and initiatives and strategies and provides input regarding the initiatives and additional areas of concern. SPP indicators and initiatives targeted to improving results are also discussed throughout the year.

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**FFY 2013 SPP/APR Data: Reading Assessment**

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
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**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Grade 3	17,151	6,847	41.34%	55.50%	39.92%
B Grade 4	18,339	6,207	32.10%	50.60%	33.85%
C Grade 5	18,269	5,497	31.33%	50.60%	30.09%
D Grade 6	17,514	5,485	30.07%	50.60%	31.32%
E Grade 7	17,700	4,675	27.24%	50.60%	26.41%
F Grade 8	17,283	7,467	45.01%	50.60%	43.20%
G HS	15,195	10,684	64.39%	50.60%	70.31%

**Explanation of Group A Slippage**

Increased rigor of the assessments, shifts in item content and type aligned to the Common Core State Standards and the PARCC may have contributed to the slippage in proficiency rates. This slippage reflects a similar trend for grade 3 for all students in reading.

**Explanation of Group C Slippage**

Increased rigor of the assessments, shifts in item content and type aligned to the Common Core State Standards and the PARCC may have contributed to the slippage in proficiency rates.

**Explanation of Group F Slippage**

Increased rigor of the assessments, shifts in item content and type aligned to the Common Core State Standards and the PARCC may have contributed to the slippage in proficiency rates. This slippage reflects a similar trend for grade 8 for all students in reading.

**FFY 2013 SPP/APR Data: Math Assessment**

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Grade 3	17,153	9,443	58.47%	61.80%	55.05%
B Grade 4	18,358	9,614	57.60%	57.60%	52.37%
C Grade 5	18,278	9,872	53.58%	57.60%	54.01%
D Grade 6	17,532	8,238	46.03%	57.60%	46.99%
E Grade 7	17,683	5,488	27.53%	57.80%	31.04%
F Grade 8	17,241	5,914	29.75%	57.60%	34.30%
G HS	15,148	6,109	37.75%	57.60%	40.33%

**Explanation of Group A Slippage**

Increased rigor of the assessments, shifts in item content and type aligned to the Common Core State Standards and the PARCC may have contributed to the slippage in proficiency rates. This slippage reflects a similar trend for grade 3 for all students in math.

**Explanation of Group B Slippage**

Increased rigor of the assessments, shifts in item content and type aligned to the Common Core State Standards and the PARCC may have contributed to the slippage in proficiency rates. This slippage reflects a similar trend for grade 4 for all students in math.

**Public Reporting Information**

Provide links to the page(s) where you provide public reports of assessment results.

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**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

**Required Actions**

## Indicator 4A: Suspension/Expulsion

Monitoring Priority: FAPE in the LRE

Results indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≤		3.20%	3.20%	3.00%	2.80%	2.60%	1.50%	1.30%
Data	4.30%	3.80%	2.90%	2.90%	2.58%	1.58%	0.47%	0.78%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≤	1.30%	1.30%	1.20%	1.10%	1.00%	1.00%

### Targets: Description of Stakeholder Input

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### FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts that have a significant discrepancy	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
5	656	0.78%	1.30%	0.76%

## FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a)):

- Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State
- The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA

### State's definition of "significant discrepancy" and methodology

"Significant Discrepancy" is defined as a suspension rate of greater than 5 times the baseline statewide average (i.e., a rate of more than 3%)

**Methodology:** NJOSEP determined whether significant discrepancies were occurring in each LEA by comparing the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State. NJOSEP used a set number of times above the state average to determine significant discrepancy. Data from the *Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 Days* of the Annual Report of Children Served were used in the process.

Specifically, first, NJOSEP calculated the baseline state average (i.e., a rate of .6%) for the baseline year of 2004-2005 for all districts in the state. Second, NJOSEP used a multiple of the baseline statewide average (i.e., more than 5 times the state average) to determine local districts demonstrating a significant discrepancy. For FFY 2005 through FFY 2012, NJOSEP determined that a minimum enrollment of greater than 75 students with disabilities (i.e., 76 and greater) would be used as a minimum n size to identify the districts with a significant discrepancy. A minimum number of more than 75 students with disabilities was used since small numbers of students with disabilities were found to distort percentages. In calculating the percent of districts with a significant discrepancy for this FFY 2012 APR, all LEAs were included in the calculation. No LEAs in the state were excluded from this calculation based on a minimum cell size requirement. An LEA was determined to demonstrate a significant discrepancy in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year if the LEA rate exceeded 3.0% ( $0.6\% \times 5 = 3.0\%$ ).

### Actions required in FFY 2012 response table

None

### Responses to actions required in FFY 2012 response table, **not including correction of findings**

## FFY 2012 Identification of Noncompliance

### Review of Policies, Procedures, and Practices (completed in FFY2013 using 2012-2013 data)

#### Description of review

Districts identified as having a significant discrepancy in suspension/expulsion rates of children with disabilities for greater than 10 days in a school year participate in a targeted review process. The review includes a self-assessment of discipline requirements, including policies, procedures and practices regarding development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards. The targeted review may include: (a) record reviews; (b) interviews with general and special education staff members; (c) review of written policies, procedures and practices; and (d) review of district discipline and suspension data. District data, reported through the EVVRS, are reviewed and analyzed to identify the specific schools within the identified districts where most suspensions over 10 days occurred. School-based discipline practices and tracking data are analyzed to identify noncompliance and patterns of suspension. Districts where data, interviews and record review indicated that policies, procedures and practices were not consistent with IDEA and N.J.A.C. requirements related to suspension and expulsion are identified as noncompliant, findings are issued, and corrective action is required.

Technical assistance is provided, as needed, with regard to policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Districts are

**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

provided with resources, as needed, for additional information on compliant policies, procedures and practices related to positive behavioral interventions and supports, school-wide behavioral systems and federal and state regulations. A brochure outlining the IDEA and N.J.A.C. requirements related to suspension/expulsion, developed by NJOSEP, is also disseminated to district staff. Districts are provided with additional training as described below (see discussion of improvement activities).

All 5 of the districts identified with significant discrepancies in their suspension rates participated in the targeted review process described above by completing a self-assessment of positive behavioral supports. The self-assessment was utilized to determine compliance with the federal requirements related to this indicator.

- The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)
- The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b). If YES, select one of the following:

**Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

**Required Actions**

## Indicator 4B: Suspension/Expulsion

Monitoring Priority: FAPE in the LRE

Compliance Indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

### Historical Data

Baseline Data: 2009

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data					1.10%	0.32%	0.31%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

### FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts that have a significant discrepancy by race or ethnicity	Number of those districts that have policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
23	0	656	0%	0%	0%

All races and ethnicities were included in the review

### State's definition of "significant discrepancy" and methodology

#### State's definition of "significant discrepancy"

An LEA demonstrates a "significant discrepancy" in their suspension rate for a specific racial/ethnic group when the district's suspension rate for the specific racial/ethnic group is greater than three times the state average suspension rate for all students with IEPs.

#### Methodology

NJOSEP determined whether there was a significant discrepancy in the suspension rate for each racial/ethnic group in each LEA by comparing the rates of suspensions and expulsions of greater than 10

days in a school year for children with IEPs among LEAs in the State. Specifically, for each LEA, the suspension rate was calculated for each racial/ethnic group by dividing the number of children with IEPs suspended for greater than 10 days in a school year by the number of children with IEPs reported in the specified racial/ethnic group.

In order to compare the district rate for each racial/ethnic group to other LEAs in the state, the state rate for all children with IEPs suspended was calculated by dividing the number of children of all racial/ethnic groups suspended for greater than 10 days by the number of children with IEPs in the state. The district rate for each racial/ethnic group was then compared to the state rate and if the district rate for a specific racial/ethnic group was greater than three times the state rate (or greater than 1.23%), the district was determined to demonstrate a "significant discrepancy" for the specific racial/ethnic group.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, not including correction of findings**

**FFY 2012 Identification of Noncompliance**

**Review of Policies, Procedures, and Practices (completed in FFY2013 using 2012-2013 data)**

Description of review

For FFY 2013, 23 districts identified for significant discrepancy by race or ethnicity in the rate of suspensions or expulsions greater than 10 days in a school year participated in a self-assessment of policies, procedures and practices to determine if the district demonstrated noncompliance with requirements related to the discipline of students with disabilities. The self-assessment was aligned with the IDEA requirements identified by the USOSEP as related to Indicator 4B and included a review of compliance indicators related to the requirements of 34 CFR §§300.170(a) and 300.646(a)(3) as well as a review of policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

- The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)
- The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b).

**Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

**Required Actions**

### Indicator 5: Education Environments (children 6-21)

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

#### Historical Data

Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2005	Target ≥	42.10%	45.50%	43.00%	43.50%	44.00%	48.00%	48.00%
		Data	41.90%	43.30%	45.00%	47.00%	47.90%	48.23%	48.00%
B	2005	Target ≤	18.00%	18.50%	19.00%	19.00%	19.00%	16.50%	16.50%
		Data	17.80%	17.70%	16.20%	15.80%	15.80%	16.32%	16.20%
C	2005	Target ≤	10.00%	9.50%	9.00%	8.50%	8.00%	7.80%	7.60%
		Data	10.30%	10.20%	10.10%	8.00%	8.00%	7.96%	7.70%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

#### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	48.00%	48.50%	49.00%	49.50%	50.00%	50.50%
Target B ≤	16.50%	16.00%	15.50%	15.50%	15.00%	15.00%
Target C ≤	7.60%	7.40%	7.40%	7.20%	7.10%	6.90%

#### Targets: Description of Stakeholder Input

The New Jersey Office of Special Education Programs (NJOSPEP) meets monthly with stakeholders who are members of the State Special Education Advisory Council. The group discusses Department priorities and initiatives and strategies and provides input regarding the initiatives and additional areas of concern. SPP indicators and initiatives targeted to improving results are also discussed throughout the year.

Additional meetings are conducted annually to gather input specifically for the SPP and APR. Members of the SSEAC are invited as well as stakeholders from various other organizations and affiliations to review indicator data and provide input on targets and efforts to improve results. For the FFY13 APR and SPP, the OSEP conducted several targeted meetings over the last year. Meetings were held on October 17, 2013, December 19, 2013, May 15, 2014, September 4, 2014 and January 26, 2015. Stakeholders worked with the NJOSPEP to review current data, discuss suggested improvement activities, identify meaningful and rigorous targets, and engage in a collaborative dialogue about the SPP/APR indicators.

#### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment	7/3/2014	Total number of children with IEPs aged 6 through 21	211,023	null

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Source	Date	Description	Data	Overwrite Data
Data Groups (EDFacts file spec C002; Data group 74)				
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	96,746	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	34,008	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c1. Number of children with IEPs aged 6 through 21 in separate schools	14,974	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c2. Number of children with IEPs aged 6 through 21 in residential facilities	501	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements	667	null

FFY 2013 SPP/APR Data

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	96,746	211,023	47.50%	48.00%	45.85%
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	34,008	211,023	17.50%	16.50%	16.12%
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	16,142	211,023	7.80%	7.60%	7.65%

Explanation of A Slippage

New Jersey set rigorous targets for FFY 2013 and has continued to focus technical assistance, training and monitoring activities on educating students in general education settings. Local districts have also prioritized educating students in the least restrictive environment. Despite this continued focus, New Jersey fell slightly below the targets set for LRE in two of the three categories. For students with disabilities educated within general education settings for 80% or more of the day (**Target A**), New Jersey achieved 45.85% which was 2.15% below the target of 48%. New Jersey met the target for students educated within general education programs for less than 40% of the day (**Target B**) and was only .05% above (**Target C**) for students educated in separate settings.

Actions required in FFY 2012 response table

None

**Responses to actions required in FFY 2012 response table**

**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

**Required Actions**

## Indicator 6: Preschool Environments

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1415(a)(3)(A))

### Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2011	Target ≥								42.50%
		Data							38.69%	40.19%
B	2011	Target ≤								36.00%
		Data							40.06%	38.10%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	42.50%	43.00%	43.50%	44.00%	44.50%	45.00%
Target B ≤	36.00%	35.50%	35.00%	34.50%	34.50%	34.00%

### Targets: Description of Stakeholder Input

The New Jersey Office of Special Education Programs (NJOSPEP) meets monthly with stakeholders who are members of the State Special Education Advisory Council. The group discusses Department priorities and initiatives and strategies and provides input regarding the initiatives and additional areas of concern. SPP indicators and initiatives targeted to improving results are also discussed throughout the year.

Additional meetings are conducted annually to gather input specifically for the SPP and APR. Members of the SSEAC are invited as well as stakeholders from various other organizations and affiliations to review indicator data and provide input on targets and efforts to improve results. For the FFY13 APR and SPP, the OSEP conducted several targeted meetings over the last year. Meetings were held on October 17, 2013, December 19, 2013, May 15, 2014, September 4, 2014 and January 26, 2015. Stakeholders worked with the NJOSPEP to review current data, discuss suggested improvement activities, identify meaningful and rigorous targets, and engage in a collaborative dialogue about the SPP/APR indicators.

### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	Total number of children with IEPs aged 3 through 5	17,821	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	7,109	null

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b1. Number of children attending separate special education class	5,739	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b2. Number of children attending separate school	972	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b3. Number of children attending residential facility	30	null

FFY 2013 SPP/APR Data

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	7,109	17,821	40.19%	42.50%	39.89%
B. Separate special education class, separate school or residential facility	6,741	17,821	38.10%	36.00%	37.83%

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

## Indicator 7: Preschool Outcomes

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

### Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A1	2013	Target ≥					79.30%	73.80%	75.80%	78.80%
		Data					78.30%	69.40%	69.10%	73.60%
A2	2013	Target ≥					70.70%	71.70%	71.70%	72.70%
		Data					69.70%	79.30%	79.10%	82.00%
B1	2013	Target ≥					62.40%	63.40%	63.40%	64.40%
		Data					61.40%	61.90%	66.90%	68.40%
B2	2013	Target ≥					48.80%	49.80%	49.80%	50.80%
		Data					47.80%	79.30%	48.20%	57.50%
C1	2013	Target ≥					70.10%	62.00%	64.00%	70.00%
		Data					69.10%	51.20%	53.90%	62.80%
C2	2013	Target ≥					57.20%	58.20%	58.20%	59.20%
		Data					56.20%	60.30%	59.00%	65.40%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A1 ≥	72.60%	72.00%	72.00%	72.50%	72.50%	73.00%
Target A2 ≥	76.25%	77.00%	77.00%	78.00%	78.00%	78.50%
Target B1 ≥	66.67%	66.00%	67.00%	68.00%	69.00%	70.00%
Target B2 ≥	48.25%	51.00%	51.00%	52.00%	53.00%	54.00%
Target C1 ≥	70.29%	70.00%	70.00%	70.50%	71.00%	71.00%
Target C2 ≥	56.00%	59.00%	59.00%	60.00%	60.00%	61.00%

### Targets: Description of Stakeholder Input

The New Jersey Office of Special Education Programs (NJOSPEP) meets monthly with stakeholders who are members of the State Special Education Advisory Council. The group discusses Department priorities and initiatives and strategies and provides input regarding the initiatives and additional areas of concern. SPP indicators and initiatives targeted to improving results are also discussed throughout the year.

Additional meetings are conducted annually to gather input specifically for the SPP and APR. Members of the SSEAC are invited as well as stakeholders from various other organizations and affiliations to review indicator data and provide input on targets and efforts to improve results. For the FFY13 APR and SPP, the OSEP conducted several targeted meetings over the last year. Meetings were held on October 17, 2013,

December 19, 2013, May 15, 2014, September 4, 2014 and January 26, 2015. Stakeholders worked with the NJOSEP to review current data, discuss suggested improvement activities, identify meaningful and rigorous targets, and engage in a collaborative dialogue about the SPP/APR indicators.

**FFY 2013 SPP/APR Data**

Number of preschool children aged 3 through 5 with IEPs assessed	400
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**Outcome A: Positive social-emotional skills (including social relationships)**

	Number of Children
a. Preschool children who did not improve functioning	23
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	34
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	38
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	113
e. Preschool children who maintained functioning at a level comparable to same-aged peers	192

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	151	208	65.20%	72.60%	72.60%
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	305	400	81.90%	76.25%	76.25%

**Outcome B: Acquisition and use of knowledge and skills (including early language/communication)**

	Number of Children
a. Preschool children who did not improve functioning	16
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	88
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	103
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	105
e. Preschool children who maintained functioning at a level comparable to same-aged peers	88

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
B1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	208	312	64.70%	66.67%	66.67%
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	193	400	52.80%	48.25%	48.25%

**Outcome C: Use of appropriate behaviors to meet their needs**

	Number of Children
a. Preschool children who did not improve functioning	12
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	70
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	94
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	100
e. Preschool children who maintained functioning at a level comparable to same-aged peers	124

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
C1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	194	276	54.70%	70.29%	70.29%
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	224	400	59.60%	56.00%	56.00%

Was sampling used? Yes

Has your previously-approved sampling plan changed? No

Describe the sampling methodology outlining how the design will yield valid and reliable estimates.

**Instrument and Procedures used to Gather Data for this Indicator:** NJOSEP uses the Battelle Developmental Inventory 2 edition (BDI-2) to collect data for Indicator #7. This tool was cross-walked by the Early Childhood Outcomes Center and considered to be an option for collecting outcome data related to Indicator #7. (See SPP for further detail).

**Contract:** The NJSOE, in fulfillment of its federal data collection responsibilities, contracts with each of the selected local education agencies (LEAs) participating in the Preschool Outcome Study to support the implementation of the Battelle. The contract provides for assessment kits and manuals (English and Spanish), test protocols and use of a web based system license for the district for a three year period.

The LEAs submit assessment data through a web based system for the purpose of providing entry and exit preschool special education outcome data utilizing the New Jersey BDI-2 Data Manager web user license.

As approved in New Jersey's sampling plan for this indicator, a representative sample of districts was selected for the FFY 2013 study reflecting the following parameters: district enrollment (size), number of preschool students with disabilities, % of minority students, gender and socio-economic status.

NJOSEP used the *Sampling Calculator* developed by the National Post-Secondary Outcomes Center (NPSO) to select a representative sample of districts to be included in the study. **The Sampling Calculator developed by NPSO is based on a 5 way clustering process.** Using the calculator, NJOSEP was able to identify a representative sample of districts for FFY 2013.

Using the *Sampling Calculator*, data was entered for the sampling parameters listed above for all New Jersey school districts serving preschool students with disabilities. The Sampling Calculator software selected a representative sample reflecting the population of the State at a pre-set confidence level of plus or minus 3%. NJOSEP established a 3% sampling error, i.e. the sample chosen was representative of districts serving preschool students within the state at a level of error plus or minus 3% - an error band of 6%;

For FFY 2013, the tables below show the progress data for preschool children with disabilities ages three

through five who were in preschool programs for a minimum of six months and exited between July 1, 2013 and June 30, 2014. The data provided below, include preschool students who entered the program in 2010, 2011, 2012 or 2013 and who exited the program during 2013-2014. A total of entry and exit records were complete and analyzed, and are being reported for FFY 2013.

Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary Form (COSF)? No  
Provide the criteria for defining "comparable to same-aged peers" and list the instruments and procedures used to gather data for this indicator.

***The Criteria for Defining "Comparable to Same Age Peers"***

NJOSEP is not utilizing ECO's COSF for defining "comparable to same-aged peers." Instead, the following criteria were used to determine whether a child's functioning was "comparable to same aged peers."

The criteria for defining comparable to same age peers is based on a z score of -1.33 utilizing the tables provided by the developer of the tool.

For reporting results, the criteria for defining comparable to same age peers is determined when a child scores a standard score  $\geq 80$  or based on a z score of  $\geq -1.33$  with consideration to the sub-domains and domain of the Battelle Developmental Inventory, 2nd Edition (BDI-2). The Standard Score of the BDI-2 indicates that a score of 100 is Average development. The Standard Deviation is 15. The standard score of 80 is equivalent to 1.33 standard deviations below the mean. A score of less than 80 places the child in a category of developmental quotient score of low average. For purposes of the outcome study children whose standard scores were 79 or below are included in the percentage of children not functioning with their same age in the data set.

**Actions required in FFY 2012 response table**

The State must report progress data and actual target data for FFY 2013 in the FFY 2013 APR.

**Responses to actions required in FFY 2012 response table**

**OSEP Response**

The State revised its previously established baseline data for this indicator (from the FFY 2008 data to the FFY 2013 data). OSEP accepts that revision.

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

**Required Actions**

## Indicator 8: Parent involvement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Do you use a separate data collection methodology for preschool children? No

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		80.60%	81.60%	81.60%	82.10%	82.60%	84.00%	84.00%
Data		80.90%	81.10%	83.30%	83.40%	84.20%	84.20%	85.50%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	84.00%	84.50%	85.00%	85.50%	85.50%	86.00%

### Targets: Description of Stakeholder Input

The New Jersey Office of Special Education Programs (NJOSPEP) meets monthly with stakeholders who are members of the State Special Education Advisory Council. The group discusses Department priorities and initiatives and strategies and provides input regarding the initiatives and additional areas of concern. SPP indicators and initiatives targeted to improving results are also discussed throughout the year.

Additional meetings are conducted annually to gather input specifically for the SPP and APR. Members of the SSEAC are invited as well as stakeholders from various other organizations and affiliations to review indicator data and provide input on targets and efforts to improve results. For the FFY13 APR and SPP, the OSEP conducted several targeted meetings over the last year. Meetings were held on October 17, 2013, December 19, 2013, May 15, 2014, September 4, 2014 and January 26, 2015. Stakeholders worked with the NJOSPEP to review current data, discuss suggested improvement activities, identify meaningful and rigorous targets, and engage in a collaborative dialogue about the SPP/APR indicators.

### FFY 2013 SPP/APR Data

Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
5,758	6,760	85.50%	84.00%	85.18%

Since the State did not report preschool children separately, discuss the procedures used to combine data from school age and preschool surveys in a manner that is valid and reliable.

RETURNED SURVEYS: A combined total of 6,932 surveys - 544 preschool and 6,388 schoolage - were

returned to the Bloustein Center at Rutgers University.

**COMPLETED SURVEYS:** Returned surveys were excluded from the response rate calculation for two reasons: (a) if parents did not complete a majority of the 25 items. A total of 48 surveys were eliminated from the response rate calculation for this reason. (b) an additional 64 surveys were eliminated because of incorrect student age; that is, for example, if a preschool student was reported to be seven years or older, or a school-age student was reported to be four years old or younger.

As such, a total of 6,820 completed preschool and school-age questionnaires were processed for a combined response rate of 19.0%. Response rate was calculated by dividing the number of completed surveys by the number of surveys mailed. This year's combined response rate of 19.0% was slightly lower than last year's response rate of 19.5%, a decrease of 0.5%. The overall rates from prior years range from a low of 15.4% in 2008 to a high of 21.7% in 2010. A total of 1,127 of the surveys were completed on-line, with a slightly higher percentage of families with preschool students selecting this option (18.6% of completions) versus families of school-age students (16.1% of completions.)

This year, 544 preschool surveys were returned. Of those returns, 17 were ineligible, so the response rate was determined to be 23.6% (527 divided by 2,233). For preschool, the response rates range from a low of 23.1% (2008) to a high of 31.7% (2009). This year's preschool return rate of 23.6% is down 3.7% from last year.

A total of 6,388 school-age surveys were returned. Of those returns, 95 were ineligible, resulting in a response rate of 18.7% (6,293 divided by 33,667.) This year's school age response rate is down slightly by 0.2% from last year. The school age response rates range from a low of 14.9% (2008) to a high of 21.2% (2010).

The number of ineligible surveys remains low. The rate of returned surveys that are not considered completes is 1.6% this year compared to a range of 1.1% to 1.9% in prior years. Letter returns are higher overall this year in the full sample (5.17%) compared to the previous two years (3.74% and 4.3%). The top 5 districts with the highest letter return rates among larger districts (greater than 500 parent addresses) seem responsible for this jump in 2014. NJDOE will be following up with these districts to determine the causes for address problems and develop improvement strategies for the next collection.

The issue of return rate was addressed in a teleconference to administrators who manage this project in each district. Additionally, support staff who provided the addresses were offered trainings on the input process. All of the districts in this cohort had participated previously in the survey, so the return rates from the first survey sent were shared with administrators as a way to encourage an increase in the return rate.

Additionally, strategies on how to encourage survey return were shared with administrators. The strategies included: posting on district websites, announcements at district meetings and through a parent letter sent prior to the survey mailing. This resulted in an overall return rate that was higher than in previous years.

**ANALYZED SURVEYS:** Of the 6,820 completed surveys, 6,760 are analyzed in this report. The NJ questionnaire includes a "does not apply" response code for all 25 items. If the parent does not answer or uses "does not apply" for a majority of items, their survey is not analyzed. Overall 60 more completed surveys are eliminated from the analysis for this reason – 57 schoolage and 3 preschool surveys. Therefore, 6,236 school age surveys and 524 preschool surveys are the basis of the analysis to follow.

**Describe how the State has ensured that any response data are valid and reliable, including how the data represent the demographics of the State.**

Please see the discussion below regarding valid and reliable data and state demographics.

**Was sampling used?** Yes

Has your previously-approved sampling plan changed? No

Was a collection tool used? Yes

Is it a new or revised collection tool? No

Yes, the data accurately represent the demographics of the State

No, the data does not accurately represent the demographics of the State

Describe the sampling methodology outlining how the design will yield valid and reliable estimates.

NJOSEP uses the Sampling Calculator developed by the National Post-Secondary Outcomes Center (NPSO) to select a representative sample of districts to be included in each year of the study. Characteristics used to select each sample of districts included: district size, number of students with disabilities, disability type, gender, race/ethnicity and Abbott\* status. Each year, one sample (or cohort) of districts is participating in the survey. Over the life of the original SPP (2006-2010), all districts and charter schools in New Jersey participated once during the five year period. In preparation for subsequent cohorts, the sampling calculator was again used in 2011 to resample districts throughout New Jersey into representative cohorts so that all districts would once again participate once in a new five year period.

The Sampling Calculator developed by NPSO is based on a 5 way clustering process which has as its basis a probability model. Using the Sampling Calculator, data were entered for the sampling parameters listed above for all New Jersey school districts serving students with disabilities. The Sampling Calculator software selected a representative sample for each of five years reflecting the population of the State at a pre-set confidence level of plus or minus 3%. NJOSEP established a  $\pm 3\%$  sampling error, i.e. the sample that is chosen will be representative of districts serving students with disabilities within the state at a level of error that will be plus or minus 3% -- an error band of 6%. Through the establishment of the  $\pm 3\%$  sampling error and the use of the NPSO sampling calculator, selection bias should be prevented.

During FFY 2013, 95 districts were selected to participate in the cohort 8 data collection. Because all districts and charter schools participated in the survey once between FFY 2006 and FFY 2010, the group of districts selected for the FFY 2013 survey participated for a second time.

(NOTE: \* Abbott refers to districts formerly designated by the New Jersey Supreme Court as in need of assistance due to the preponderance of children from low income families.)

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

**Required Actions**

## Indicator 9: Disproportionate Representations

Monitoring Priority: Disproportionate Representations

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data	4.00%	4.00%	0.81%	1.45%	0.97%	1.40%	0.16%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

### FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
38	1	656	0%	0%	0.15%

### Explanation of Slippage

The data for this indicator indicate slippage from 0% in FFY 2012 to .15% (1 LEA) in FFY 2013, representing an increase of 1 district in the state that demonstrated disproportionate representation of racial ethnic groups in special education and related services that is the result of inappropriate identification. The number of findings with requirements related to this indicator is insufficient to identify statewide trends or patterns regarding the root cause of the inappropriate identification. NJOSEP will verify that the finding of noncompliance made in FFY 2012 is corrected, consistent with OSEP Memorandum 09-02, as described below.

All races and ethnicities were included in the review

### Define "disproportionate representation" and describe the method(s) used to calculate disproportionate representation

NJOSEP defined disproportionate representation and examined data for over-identification from both a functional and statistical perspective:

**Functional Definition:**

Implementation of policies, procedures, and practices in the general education instructional, behavioral, and intervention process and/or the special education identification, referral, evaluation or eligibility determination process that results in a *systemic, pervasive, persistent pattern* of inappropriate **over-identification** of students with disabilities of a specific racial/ethnic group as eligible for special education and related services or in a specific eligibility category.

**Statistical Definition/ Methodology:**

Step 1: How the State calculates disproportionate representation

NJOSEP, with technical assistance provided through the USDOE, Office for Civil Rights, developed a process for determining disproportionate representation. NJOSEP's process involved the use of multiple measures to statistically determine disproportionate representation. In this way, NJOSEP was able to use a statistical process that was consistent with the functional definition.

The measures included three descriptive statistics:

- unweighted risk ratio
- risk rate comparison
- a measure of impact comparing expected vs. observed numbers of students identified as eligible for special education (*systemic, pervasive*)

The measures included a statistical test of significance – chi square.

In order to determine *persistence*, districts were ranked on each of the three measures (risk ratio, risk rates, and a measure of impact [i.e. number of students impacted by the disproportionate representation for a consecutive three-year period, including the FFY being reported in the SPP/APR]). Ranks for the three-year period were totaled and those districts with the lowest ranks (e.g. Ranks of 1 to 50) and an impact number of more than 25 students were identified as having a disproportionate representation.

NJOSEP chose to include all districts in the denominator for this indicator.

**Data were analyzed for all three measures described above for all required racial/ethnic groups in each district in the state, for children aged 6 through 21 served under IDEA.**

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, *not including correction of findings***

**Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Because the State reported less than 100% compliance for FFY 2013 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2013 for this indicator. The State must demonstrate, in the FFY 2014 APR, that the district identified in FFY 2013 with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification is in compliance with the requirements in 34 CFR §§300.111, 300.201, and 300.301 through 300.311, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the State must describe the specific actions that were taken to verify the correction.

**Required Actions**

## Indicator 10: Disproportionate Representations in Specific Disability Categories

Monitoring Priority: Disproportionate Representations

Compliance Indicator: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data	4.00%	1.90%	0%	1.29%	0.48%	1.56%	0%	0.16%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

### FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
37	0	656	0.16%	0%	0%

All races and ethnicities were included in the review

Define "disproportionate representation" and describe the method(s) used to calculate disproportionate representation

NJOSEP defines disproportionate representation, i.e., **over-identification**, from both a functional and statistical perspective:

#### Functional Definition:

Implementation of policies, procedures, and practices in the general education instructional, behavioral, and intervention process and/or the special education identification, referral, evaluation or eligibility determination process that results in a *systemic, pervasive, persistent pattern* of inappropriate **over-identification** of students with disabilities of a specific racial/ethnic group as eligible for special education and related services or in a specific eligibility category.

#### Statistical Definition: How the State calculates disproportionate representation

NJOSEP, with technical assistance provided through the USDOE, Office for Civil Rights, developed a process for determining disproportionate representation (**over-identification**). NJOSEP's process involved the use of multiple measures to statistically determine disproportionate representation. In this way, NJOSEP was able to use a statistical process that was consistent with its functional definition.

The measures include a statistical test of significance – chi square and a measure of impact comparing expected vs. observed numbers of students identified as eligible for special education.

*Data are analyzed using the measures described above for each district, for all required racial or ethnic groups in the district, for children aged 6 through 21 served under IDEA.*

For the purpose of identifying districts with disproportionate representation of racial-ethnic groups in specific disability categories, NJOSEP:

- applies the chi-square, to this pool of districts (regardless of rank) determined to statistically demonstrate disproportionate representation, for each racial-ethnic group and for the disability categories of specific learning disability, mental retardation, other health impaired, emotionally disturbed, language impaired, and autism; and
- applies a measure of impact comparing expected vs. observed numbers of students identified as eligible for special education.

Districts in which the impact was greater than 10 students were identified as having a "disproportionate representation" of racial and ethnic groups in specific disability categories .

NJOSEP chose to include all districts in the denominator for this indicator.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, not including correction of findings**

**Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
1	1	null	0

**FFY 2012 Findings of Noncompliance Verified as Corrected**

*Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements*

To verify correction of noncompliance, NJOSEP monitors reviewed individual child files or school records to ensure correction of each individual case of noncompliance, unless the child was no longer within the jurisdiction of the school district. In the case of policies and procedures, the NJOSEP verified the presence of revised policies and procedures prior to ensuring that they were implemented. NJOSEP also reviewed

subsequent data in the school district to ensure that the district was currently demonstrating compliance with the specific applicable regulatory requirements. These data are reviewed through additional desk audits, data and record submissions, and in some cases, onsite reviews.

The NJOSEP continues to ensure correction of noncompliance in accordance with the OSEP 09-02 memo, in collaboration with districts. NJOSEP monitors provide technical assistance to districts to assist with the development of compliance policies and practices, the identification of the root cause of noncompliance and strategies to address the cause of noncompliance and implement the specific IDEA requirements.

*Describe how the State verified that each LEA corrected each individual case of noncompliance*

To verify correction of noncompliance, NJOSEP monitors reviewed individual child files or school records to ensure correction of each individual case of noncompliance, unless the child was no longer within the jurisdiction of the school district. In the case of policies and procedures, the NJOSEP verified the presence of revised policies and procedures prior to ensuring that they were implemented. NJOSEP also reviewed subsequent data in the school district to ensure that the district was currently demonstrating compliance with the specific applicable regulatory requirements. These data are reviewed through additional desk audits, data and record submissions, and in some cases, onsite reviews.

The NJOSEP continues to ensure correction of noncompliance in accordance with the OSEP 09-02 memo, in collaboration with districts. NJOSEP monitors provide technical assistance to districts to assist with the development of compliance policies and practices, the identification of the root cause of noncompliance and strategies to address the cause of noncompliance and implement the specific IDEA requirements.

**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this Indicator, and OSEP accepts those targets.

**Required Actions**

**Indicator 11: Child Find**

Monitoring Priority: Effective General Supervision Part B / Child Find

Compliance Indicator: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

**Historical Data**

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data	83.90%	91.00%	99.00%	88.00%	92.00%	93.00%	90.80%	90.90%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

**FFY 2013 - FFY 2018 Targets**

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

**FFY 2013 SPP/APR Data**

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
22,031	20,138	90.90%	100%	91.41%

Number of children included in (a), but not included in (b) [a-b]	1,893
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Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Delay Reason	Between 1-5	Between 6-15	Between 16-30	Between 31-60	Between 61-90	Between 91-120	More than 120	Total
Incomplete residency	3	1	3	2	2	1	2	14
Additional Evaluations Needed	91	75	58	81	32	10	8	355
Specialized Evaluations Needed	51	55	63	59	18	11	6	263
Vacancies of Child Study Team or Related Services Personnel	31	29	26	22	16	1	1	126

Indicate the evaluation timeline used

The State used the 60 day timeframe within which the evaluation must be conducted.

The State established a timeline within which the evaluation must be

Child Study Team or Related Services Personnel were Unavailable	143	89	79	70	20	9	4	414	
Delay in receipt of consent to implement the Initial IEP.	3	4	3	1	0	1	0	12	
No Reason or No Valid Reason	188	219	144	82	34	17	25	709	
Total	510	472	376	317	122	50	46	1893	

conducted.

What is the source of the data provided for this indicator?  
 State monitoring  
 State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State's monitoring,

describe the procedures used to collect these data.

Statewide census data for this indicator are collected through the Annual Data Report which is now reported to NJDOE through the New Jersey Standards Measurement and Resource for Teaching (NJSMART) student level database on October 15<sup>th</sup> of each year. LEAs report dates of consent and dates for the completion of evaluations, by student. Reasons for any delays in meeting evaluation timelines are also reported by student. Data are aggregated to the district and state level for reporting in Indicator 11 and for analysis to identify and verify correction of noncompliance. Data for Indicator 11 represent evaluations conducted for the entire reporting year – July 1, 2013– June 30, 2014 as reported by districts on October 15, 2014.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, not including correction of findings**

**Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
151	151	0	0

**FFY 2012 Findings of Noncompliance Verified as Corrected**

*Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements*

As required by OSEP Memorandum 09-02, NJOSEP aggregates data for this indicator for the full reporting period at the district level to determine which LEAs demonstrate noncompliance. Individual instances of noncompliance are grouped by finding to make findings at the district level. Districts with findings are required to determine the root cause of the noncompliance, as appropriate, and to implement corrective actions to address any root causes identified and to correct any noncompliant policies, procedures or practices that may have contributed to the noncompliance.

To verify correction of noncompliance, the NJOSEP monitors determined, through desk audit and/or interviews, that each LEA with a finding of noncompliance: (1) Was correctly implementing 34 CFR §300.124(b), (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) had developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

*Describe how the State verified that each LEA corrected each individual case of noncompliance*

The specific actions taken to verify correction included review of data submitted by the districts indicating the dates of completion of IEP implementation, although late, and the review of updated data submitted by the districts regarding referrals conducted subsequent to FFY 2012. Interviews conducted with special education directors indicated that root causes of delays continue to be vacancies and the unavailability of child study team or related services personnel. Districts reported that, consistent with prior year findings, delays were at times due to difficulty scheduling specialists for additional evaluations. NJOSEP has provided technical assistance regarding communication with referring early intervention programs, registration strategies, maintaining and using data for oversight and reallocation of staff to meet district needs.

NJOSEP analyzes subsequent data submitted through NJSMART to determine whether each LEA with identified noncompliance is correctly implementing the regulatory requirements. The data must demonstrate 100% compliance. The amount of data reviewed varies based on the level of the noncompliance and the size of the LEA.

**FFY 2011 Findings Not Yet Verified as Corrected**

*Actions taken if noncompliance not corrected*

The remaining uncorrected FFY 2010 finding is a monitoring finding that is part of a lawsuit and subsequent settlement agreement in a large, urban district. The settlement agreement required the placement of a special monitor in the district, redeployment of district staff, training for district staff, regular submission of district data, verification activities conducted by the special monitor and NJOSEP staff, creation and implementation of a Corrective Action Plan, and provision of compensatory services to students. NOSEP receives regular reports from the district and special monitor and continues to work with the district to oversee development and implementation of policies and procedures to eliminate causes for delays.

**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Because the State reported less than 100% compliance for FFY 2013, the State must report on the status of correction of noncompliance identified in FFY 2013 for this indicator. In addition, the State must demonstrate, in the the FFY 2014 APR, that the one remaining finding of noncompliance identified in FFY 2010 was corrected. When reporting on the correction of noncompliance, the State must report, in its FFY 2014 APR, that it has verified that each LEA with noncompliance identified in FFY 2013 and the LEA with the remaining finding of noncompliance in FFY 2010: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the State must describe the specific actions that were taken to verify the correction.

**Required Actions**

## Indicator 12: Early Childhood Transition

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance Indicator: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data	73.00%	89.00%	93.00%	90.00%	86.00%	91.00%	92.30%	90.60%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

### FFY 2013 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	2,200
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	1
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	1,601
d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	347
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	128

	Numerator (c)	Denominator (a-b-d-e)	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. $[c/(a-b-d-e)] \times 100$	1,601	1,724	90.60%	100%	92.87%

Number of children who have been served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e	123
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Account for children included in (a), but not included in b, c, d, or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

Delay Reason	Range of Days beyond the Timeline							Total
	Between 1-5	Between 6-15	Between 16-30	Between 31-60	Between 61-90	Between 91 and 120	More than 120	

What is the source of the data provided for this

01: Incomplete residency	8	6	5	7	5	2	2	35
02: Additional Evaluations Needed	2	5	7	1	3	1	1	20
03: Specialized Evaluations Needed	3	5	3	1	1	0	0	13
06: Vacancies of Child Study Team or Related Services Personnel	2	1	0	0	0	0	0	3
07: Child Study Team or Related Services Personnel were Unavailable	7	5	5	6	3	0	2	28
08: Wrong Code and No Reason (Blanks)	2	5	4	7	4	2	0	24
<b>Total</b>	<b>24</b>	<b>27</b>	<b>24</b>	<b>22</b>	<b>16</b>	<b>5</b>	<b>5</b>	<b>123</b>

indicator?  
 State monitoring  
 State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.

Statewide census data for this indicator for the full reporting period are collected through the Special Education Collection which is reported to NJDOE through the New Jersey Standards Measurement and Resource

for Teaching (NJSMART) student level database on October 15<sup>th</sup> of each year. LEAs report if the child was receiving services through the early intervention system (EIS), the date of IEP implementation and the reasons for any delays in implementing the IEP beyond the third birthday. Reasons for any delays in meeting evaluation timelines are also reported by student. Data are aggregated to the district and state level for reporting in Indicator 12 and for analysis to identify and correct noncompliance.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, not including correction of findings**

**Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified	Findings of Noncompliance	Findings Not Yet Verified as Corrected
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	as Corrected Within One Year	Subsequently Corrected	
32	32	0	0

**FFY 2012 Findings of Noncompliance Verified as Corrected**

*Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements*

As required by OSEP Memorandum 09-02, NJOSEP aggregates data for this indicator for the full reporting period at the district level to determine which LEAs demonstrate noncompliance. Individual instances of noncompliance are grouped by finding to make findings at the district level. Districts with findings are required to determine the root cause of the noncompliance, as appropriate, and to implement corrective actions to address any root causes identified and to correct any noncompliance policies, procedures or practices that may have contributed to the noncompliance.

To verify correction of noncompliance, the NJOSEP monitors determined, through desk audit and/or interviews, that each LEA with a finding of noncompliance: (1) Was correctly implementing 34 CFR §300.124(b), (i.e., achieved 100% compliance based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) had developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

*Describe how the State verified that each LEA corrected each individual case of noncompliance*

The specific actions taken to verify correction included review of data submitted by the districts indicating the dates of completion of IEP implementation, although late, and the review of updated data submitted by the districts regarding referrals conducted subsequent to FFY 2011. Interviews conducted with special education directors indicated that root causes of delays continue to be vacancies and the unavailability of child study team or related services personnel. Districts reported that, consistent with prior year findings, delays were at times due to difficulty scheduling specialists for additional evaluations. NJOSEP has provided technical assistance regarding communication with referring early intervention programs, registration strategies, maintaining and using data for oversight and reallocation of staff to meet district needs.

NJOSEP analyzes subsequent data submitted through NJSMART to determine whether each LEA with identified noncompliance is correctly implementing the regulatory requirements. The data must demonstrate 100% compliance. The amount of data reviewed varies based on the level of the noncompliance and the size of the LEA.

**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Because the State reported less than 100% compliance for FFY 2013, the State must report on the status of correction of noncompliance identified in FFY 2013 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2014 APR, that it has verified that each LEA with noncompliance identified in FFY 2013 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the State must describe the specific actions that were taken to verify the correction.

**Required Actions**

### Indicator 13: Secondary Transition

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

#### Historical Data

Baseline Data: 2009

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data		91.00%	99.90%	88.00%	90.00%	78.38%	92.00%	90.54%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

#### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

#### FFY 2013 SPP/APR Data

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
198	219	90.54%	100%	90.41%

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.

Data for this indicator were obtained for FFY 2013 through a targeted review process. Districts and charter schools that are selected for comprehensive on-site monitoring also participate in the transition targeted review. A sample of student files was collected from each district/charter school representing a variety of disability categories, racial/ethnic groups, grade levels and placements. The revised checklist, developed by the National Secondary Transition Technical Assistance Center (NSTTAC), was used by state monitors to review each student file. Files were determined noncompliant if one or more of the 8 questions on the checklist received a response of "no." Targeted technical assistance was offered to all districts/charter schools in the cohort.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, not including correction of findings**

**Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
15	15	0	0

**FFY 2012 Findings of Noncompliance Verified as Corrected**

*Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements*

As required by OSEP Memorandum 09-02, NJOSEP aggregates all available data for this indicator for the full reporting period at the district level to determine which districts/charter schools demonstrate noncompliance and ensure that the all instances of noncompliance are addressed. Individual instances of noncompliance are grouped by requirement to make findings at the district/charter school level. Districts/charter schools with findings are required to determine the root cause of the noncompliance, as appropriate, and to implement corrective actions to address any root causes identified and to correct any noncompliance policies, procedures or practices that may have contributed to the noncompliance.

To verify correction of noncompliance, the NJOSEP monitors determined through desk audits and onsite visits that each district/charter school with a finding of noncompliance: is correctly implementing the specific relevant regulatory requirements by reviewing updated subsequent data for a period of time, based on the level of noncompliance, that demonstrate compliance; and has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction, by reviewing a sample of the files found to have noncompliance, consistent with OSEP memo 09-02.

*Describe how the State verified that each LEA corrected each individual case of noncompliance*

Districts/charter schools where noncompliance was identified related to Indicator 13 were required to correct the noncompliance as soon as possible, but in no case not later than one year from identification in accordance with the USOSEP memo 09-02. Each district/charter school with a finding of noncompliance for this indicator was required to either review and revise its procedures, including procedures for transition assessment, review and revise its IEP form, conduct staff training regarding transition procedures, and review and revise IEPs of students whose IEPs were determined to be noncompliant. NJOSEP reviewed procedures, all or a sample of the revised files in each district/charter, and files of students whose IEPs were developed subsequent to the monitoring, to verify the correction of each individual case of noncompliance.

Districts/charters were also required to submit updated subsequent data such as IEPs and/or other documentation generated for students subsequent to the date of their targeted review report to demonstrate current implementation of the requirements at 100% compliance. Districts/charters where oversight was a root cause of noncompliance were also required to implement a system of oversight to ensure compliant implementation of the specific regulatory requirements.

All findings of noncompliance with Indicator 13 identified in FFY 2012 were verified as corrected in

accordance with OSEP memo 09-02 within one year of identification.

**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Because the State reported less than 100% compliance for FFY 2013, the State must report on the status of correction of noncompliance identified in FFY 2013 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2014 APR, that it has verified that each LEA with noncompliance identified in FFY 2013 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the State must describe the specific actions that were taken to verify the correction.

**Required Actions**

### Indicator 14: Post-School Outcomes

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Results indicator: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1418(a)(3)(B))

#### Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2009	Target ≥						45.00%	46.00%	46.00%
		Data					45.00%	48.80%	42.00%	44.30%
B	2009	Target ≥						74.00%	75.00%	75.00%
		Data					74.00%	74.90%	69.00%	73.10%
C	2009	Target ≥						84.00%	86.00%	86.00%
		Data					84.00%	84.90%	80.00%	84.40%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

#### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	46.00%	46.00%	46.50%	47.00%	47.00%	47.50%
Target B ≥	75.00%	75.00%	75.50%	75.50%	76.00%	76.00%
Target C ≥	86.00%	86.00%	86.00%	86.50%	86.50%	86.50%

#### Targets: Description of Stakeholder Input

The New Jersey Office of Special Education Programs (NJOSPEP) meets monthly with stakeholders who are members of the State Special Education Advisory Council. The group discusses Department priorities and initiatives and strategies and provides input regarding the initiatives and additional areas of concern. SPP indicators and initiatives targeted to improving results are also discussed throughout the year.

Additional meetings are conducted annually to gather input specifically for the SPP and APR. Members of the SSEAC are invited as well as stakeholders from various other organizations and affiliations to review indicator data and provide input on targets and efforts to improve results. For the FFY13 APR and SPP, the OSEP conducted several targeted meetings over the last year. Meetings were held on October 17, 2013, December 19, 2013, May 15, 2014, September 4, 2014 and January 26, 2015. Stakeholders worked with the NJOSPEP to review current data, discuss suggested improvement activities, identify meaningful and rigorous targets, and engage in a collaborative dialogue about the SPP/APR indicators.

#### FFY 2013 SPP/APR Data

Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	1,915
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	943

2. Number of respondent youth who competitively employed within one year of leaving high school	475
3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	110
4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	82

	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A. Enrolled in higher education (1)	943	1,915	44.30%	46.00%	49.24%
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	1,418	1,915	73.10%	75.00%	74.05%
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)	1,610	1,915	84.40%	86.00%	84.07%

Was sampling used? Yes

Has your previously-approved sampling plan changed? No

Describe the sampling methodology outlining how the design will yield valid and reliable estimates.

NJOSEP used the guidelines established by the National Post School Outcomes Center for the sampling methodology, data collection procedures and data analysis for the purpose of developing and implementing a study to yeild valid and reliable data.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

**Required Actions**

## Indicator 15: Resolution Sessions

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		45.00%	45.00%	45.00%	50.00%	50.00%	55.00%	55.00%
Data	77.00%	51.20%	50.00%	69.00%	57.00%	61.00%	85.00%	86.00%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	55.00%	58.00%	57.00%	58.00%	59.00%	60.00%

### Targets: Description of Stakeholder Input

The New Jersey Office of Special Education Programs (NJOSPEP) meets monthly with stakeholders who are members of the State Special Education Advisory Council. The group discusses Department priorities and initiatives and strategies and provides input regarding the initiatives and additional areas of concern. SPP indicators and initiatives targeted to improving results are also discussed throughout the year. Additional meetings are conducted annually to gather input specifically for the SPP and APR. Members of the SSEAC are invited as well as stakeholders from various other organizations and affiliations to review indicator data and provide input on targets and efforts to improve results. For the FFY13 APR and SPP, the OSEP conducted several targeted meetings over the last year. Meetings were held on October 17, 2013, December 19, 2013, May 15, 2014, September 4, 2014 and January 26, 2015. Stakeholders worked with the NJOSPEP to review current data, discuss suggested improvement activities, identify meaningful and rigorous targets, and engage in a collaborative dialogue about the SPP/APR indicators.

### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2014	3.1(a) Number resolution sessions resolved through settlement agreements	15	null
EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2014	3.1 Number of resolution sessions	16	null

### FFY 2013 SPP/APR Data

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
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**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2012 Data*	FFY 2013 Target**	FFY 2013 Data
15	16	86.00%	55.00%	93.75%

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

**Required Actions**

## Indicator 16: Mediation

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		34.00%	36.00%	32.00%	34.00%	34.00%	36.00%	37.00%
Data	38.00%	38.30%	37.00%	32.00%	31.70%	30.04%	29.47%	35.13%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	37.00%	38.00%	38.50%	38.50%	39.00%	39.00%

### Targets: Description of Stakeholder Input

The New Jersey Office of Special Education Programs (NJOSPEP) meets monthly with stakeholders who are members of the State Special Education Advisory Council. The group discusses Department priorities and initiatives and strategies and provides input regarding the initiatives and additional areas of concern. SPP indicators and initiatives targeted to improving results are also discussed throughout the year.

Additional meetings are conducted annually to gather input specifically for the SPP and APR. Members of the SSEAC are invited as well as stakeholders from various other organizations and affiliations to review indicator data and provide input on targets and efforts to improve results. For the FFY13 APR and SPP, the OSEP conducted several targeted meetings over the last year. Meetings were held on October 17, 2013, December 19, 2013, May 15, 2014, September 4, 2014 and January 26, 2015. Stakeholders worked with the NJOSPEP to review current data, discuss suggested improvement activities, identify meaningful and rigorous targets, and engage in a collaborative dialogue about the SPP/APR indicators.

### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1.a.i Mediations agreements related to due process complaints	105	null
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1.b.i Mediations agreements not related to due process complaints	124	null
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1 Mediations held	599	null

### FFY 2013 SPP/APR Data

2.1.a.i Mediations agreements related to	2.1.b.i Mediations agreements not related	2.1 Mediations held	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
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**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

due process complaints	to due process complaints				
105	124	599	35.13%	37.00%	38.23%

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

**Required Actions**

**Indicator 17: State Systemic Improvement Plan***Monitoring Priority: General Supervision***Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.****Baseline Data**

FFY	2013
Data	80.00%

**FFY 2014 - FFY 2018 Targets**

FFY	2014	2015	2016	2017	2018
Target	81.00%	82.00%	83.00%	84.00%	85.00%

**Description of Measure**

The State will report using a five-year adjusted cohort graduation rate for students with disabilities. Student data are collected annually on all students who exit high school through the New Jersey Standards Measurement Resource for Teaching (NJSMART). The New Jersey Department of Education (NJDOE) will use an adjusted cohort formula for calculating cohort graduation rate which is the number of 5-year graduates (i.e., those students receiving a diploma) by the number of first-time ninth graders who entered the cohort five years earlier. The five year graduation rate for students with disabilities submitted in the SSIP is calculated using the following:

$$\frac{\text{5-Year Graduates in Year X}}{[\text{First Time 9}^{\text{th}} \text{ graders in year X-5}] + [\text{Transfers in}] - [\text{Verified Transfers out}] - [\text{Excluded from cohort}]}$$

$$[\text{First Time 9}^{\text{th}} \text{ graders in year X-5}] + [\text{Transfers in}] - [\text{Verified Transfers out}] - [\text{Excluded from cohort}]$$

Exclusions are aligned with federal requirements

**Targets: Description of Stakeholder Input**

The New Jersey Department of Education (NJDOE) engages stakeholders for all major initiatives. The New Jersey Office of Special Education Programs (NJOSEP) conducts meetings monthly with parents representing parent organizations, educators, public and private agencies and individuals with disabilities who comprise the State Special Education Advisory Council (SSEAC). The purpose of these meetings is to both share information and gather input regarding NJDOE initiatives, student, and school and district data and proposed and enacted legislation pertinent to students with disabilities and their families. SPP/APR indicators and initiatives to make progress toward targets are also discussed at monthly SSEAC meetings. SSEAC members are the core of the larger SPP/APR stakeholder group convened annually to review SPP/APR data and set targets. Both the SSEAC and the SPP/APR stakeholder group provided significant input in the development of the SSIP and the SIMR. Additionally, the SSEAC has selected transition to adult life as one of its priorities for the 2014-2015 school year. They are contributing to the improvement strategies by developing a toolkit on transition to adult life for educators, families and students.

The SPP/APR stakeholder group includes additional district staff, representatives from a variety of public and educational environments, parents and NJDOE staff. For the FFY '13 SPP/APR, which includes Indicator 17, the NJOSEP conducted a series of stakeholder meetings beginning in October of 2013. Additional meetings were held on December 19, 2013, May 15, 2014, September 4, 2014, January 26, 2015 and February 25, 2015. As detailed in the Data Analysis section below, stakeholders worked with the NJOSEP to review current data, discuss suggested improvement activities, identify meaningful and rigorous targets, and engage in a collaborative dialogue about the SPP/APR indicators.

## Data Analysis

A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable, to: (1) select the State-identified Measurable Result(s) for Children with Disabilities, and (2) identify root causes contributing to low performance. The description must include information about how the data were disaggregated by multiple variables (e.g., LEA, region, race/ethnicity, gender, disability category, placement, etc.). As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement. In addition, if the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns. Finally, if additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.

The State began the process of reviewing and analyzing key data to select the SIMR in October 2013 at a meeting of the SPP/APR stakeholder group. (A complete list of the stakeholder participants is provided in the stakeholder involvement section of this document). The purpose of the October meeting was to begin the discussion of the focus of the State Systemic Improvement Plan (SSIP). Stakeholders participated in an activity to identify priority areas and begin to form consensus on some potential areas for a SIMR.

NJOSEP presented historical data from the SPP/APR. This data are culled from a variety of sources including 618 data, CSPR data, and EDFACTS data. The discussion at this meeting included a review of all the SPP/APR indicators. Stakeholders used the data to generate a list of possible focus areas for the SSIP. Stakeholders also identified additional data disaggregated by various student factors for review at the next stakeholder meeting. See the attached document for a summary of the areas identified and discussed at this meeting.

Throughout this process, an internal NJOSEP working group met on a regular basis to debrief and discuss the stakeholder input. Following each stakeholder meeting, the internal working group would convene and determine what, if any, additional data was needed to continue the work towards identifying a focus area. Data were disaggregated by disability category, race/ethnicity, socio-economic status, English Language Learners, county and placement (in-district as compared to out-of-district).

The SPP/APR group met again in December 2013. The objective for this meeting was to discuss the strengths and weaknesses of the possible focus areas. This meeting also included a presentation from the Office of Student Support Services regarding the NJDOE's new climate and culture survey and plans for district support. Stakeholders identified placement in the least restrictive environment as a priority area and requested more information on the climate and culture work as a potential improvement strategy. Trend data was also reviewed at the meeting. Where possible, the data were also disaggregated by disability category, race/ethnicity, socio-economic status, English Language Learners, county and placement (in-district as compared to out-of-district).

Following receipt of additional guidance from the USDE on the parameters for development of the SSIP and SIMR, the SPP/APR stakeholder group met again on May 15, 2014. To facilitate the data review and discussion at this meeting, a representative from the NERRC attended and presented to the stakeholders. The presentation focused on the need for a State Identified Measurable Result (SIMR) which will have a student-level outcome. The stakeholders utilized an "SSIP Measurable Result Worksheet" to assist in summarizing conclusions from the data to determine if an identified focus area will lead to a meaningful student outcome. (see attached sample worksheet) Stakeholders worked in small groups on laptops with access to all available NJDOE data.

Subsequent to the May stakeholder meeting, the NJOSEP internal working group reviewed the stakeholder input and available data and tentatively identified increasing the five-year graduation rate of students with disabilities as the SIMR. This focus area was reviewed in-depth on September 3 and 4, 2014 with representatives from the USDE and with the stakeholders. As part of the two-day meeting, staff from the NJOSEP met with representatives from the USDE to review the State's progress in identifying the SIMR. The agenda for the meeting with the USDE included a review of proficiency rates and graduation rates for students with disabilities disaggregated by disability category, race/ethnicity, English Language Learners, and socio-economic status. The following day, the NJOSEP and the representatives from the USDE met with the stakeholders. The stakeholders again utilized an "SSIP Measurable Result Worksheet" to guide the data analysis and discussion. The stakeholders were given access to all available data via laptops.

The discussion at this meeting included a deeper analysis of the strengths/weaknesses of the four identified areas for focus (Post-school Outcomes, Assessment, Preschool Outcomes and Graduation Rate) (see the attached PowerPoint). As a result of this discussion, increasing the graduation rate was identified as the most likely area of focus for the SIMR. This was supported by feedback from the stakeholder group and by an analysis of the available data. Although stakeholders indicated a preference for focusing on graduation rate, there was concern that a SPP/APR and NCLB focus on the four-year graduation rate provided a disincentive for educating students with IEPs beyond four years of high school. Stakeholders articulated that students with IEPs might not receive appropriate transition services and make the necessary connections to adult service agencies if the four-year rate continued to be a benchmark of performance for school districts. Although stakeholders prioritized academic achievement in addition graduation rate, the transition to a new generation of state assessments, the PARCC and the DLM, presented a barrier to establishing baseline and reasonable targets. Stakeholders also prioritized post-school outcomes; however, employment and enrollment in postsecondary education are factors that are dependent upon the job market and the ability of families to provide support for college or other postsecondary education – factors that are beyond the control of schools.

The final stakeholder meeting was held on February 25, 2015. The purpose of this meeting was to review the most recent SPP/APR submission, discuss the identified SIMR and gather stakeholder input on improvement strategies. The stakeholders reviewed the most recent data submitted as part of the FFY '13 APR. The NJOSEP data manager provided insight on the data sources used and the actual calculations in the APR. The data manager reviewed the most recent graduation data by race, disability category and age to determine if the SIMR would focus on a subgroup would focus on a subgroup or all graduates with IEPs. Potential improvement strategies were also identified by the group. (see attached PowerPoint)

Throughout this process, the internal working group reviewed compliance data such as the data from targeted reviews. Annually, targeted reviews are conducted in a sample of local education agencies (LEAs) to review the transition process and collect data for SPP/APR Indicator 13. New Jersey regulations exceed federal transition requirements by requiring IEP teams to begin transition planning with a student at age 14. Compliance with both federal and state requirements are reviewed as part of the targeted review. Although the overall compliance rate for indicator 13 has been consistently high, the NJOSEP has identified the following areas as in need of improvement: a) transition assessment; and 2) inviting students to IEP meetings where transition will be discussed. District level technical assistance has been provided to districts regarding these other areas related to transition. NJOSEP provides technical assistance to districts that are determined noncompliant through the consolidated monitoring process. The NJOSEP will continue to review compliance data on an ongoing basis and use this information to support implementation of the SIMR.

To date, NJOSEP has not identified any concerns regarding the quality of its data. The Department's NJ Standards Measurement and Resource for Teaching (NJ SMART) is a comprehensive statewide longitudinal data system solution that serves multiple purposes: staff/student identification, data warehousing, data reporting and analytics. The Department has been utilizing this system for several years and continues to make improvements and changes as necessary. At this phase in the SSIP, the NJOSEP has not identified the need for additional data. As we move forward with the comprehensive improvement strategies we will need mechanism for collecting and evaluating the effectiveness of those initiatives.

In summary, the State underwent a series of data reviews and analysis beginning with an analysis of four and five year graduation rates for students with disabilities and for all students disaggregated by disability category, race/ethnicity, socio-economic status, English Language Learners, county and placement (in-district as compared to out-of-district). We began the review looking at five, six and seven year graduation rates in order to determine the data set that would represent the majority of students with disabilities graduating beyond four years. The State reviewed performance data across the categories listed above as well as all of the Annual Performance Plan indicators to identify the result that would accurately measure whether we achieved the Department goals for all students. Stakeholder input was sought on a variety of platforms including a review of available data. We also met with other offices within the Department to review and analyze available data.

## Analysis of State Infrastructure to Support Improvement and Build Capacity

A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain the use of evidence-based practices to improve results for children with disabilities. State systems that make up its infrastructure include, at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. The description must include current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems. The State must also identify current State-level improvement plans and initiatives, including special and general education improvement plans and initiatives, and describe the extent that these initiatives are aligned, and how they are, or could be, integrated with, the SSIP. Finally, the State should identify representatives (e.g., offices, agencies, positions, individuals, and other stakeholders) that were involved in developing Phase I of the SSIP and that will be involved in developing and implementing Phase II of the SSIP.

See the attached Analysis of State Infrastructure to Support Improvement and Build Capacity document

## State-identified Measurable Result(s) for Children with Disabilities

A statement of the result(s) the State intends to achieve through the implementation of the SSIP. The State-identified result(s) must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified result(s) must be clearly based on the Data and State Infrastructure Analyses and must be a child-level outcome in contrast to a process outcome. The State may select a single result (e.g., increasing the graduation rate for children with disabilities) or a cluster of related results (e.g., increasing the graduation rate and decreasing the dropout rate for children with disabilities).

### Statement

The five-year graduation rate for students with IEPs will increase to 85% for the 2018-2019 school year.

### Description

The IDEA entitles students with IEPs to a free, appropriate public education until they graduate from high school or turn age 21. Although most students with IEPs graduate from high school with a diploma in New Jersey after four years, trend data demonstrate an average gap between the rates for students with and without IEPs of 13.8% (based on 2012-2013 data). Typically, an additional 4% (based on 2012-2013 data) of students with IEPs earn their diploma after 5 years in high school; however, the gap between students with and without IEPs remains. Although New Jersey stakeholders indicated a preference for focusing on graduation rate for the state's SIMR they expressed concern that transition services could be compromised if districts continue to focus only on a four-year rate.

As a result of this analysis, the Department selected the five-year graduation rate for its SIMR. The expected rate for the final year of the SPP was set keeping in mind that some students with IEPs will continue their high school education for a sixth or seventh year to learn the academic, employment and independent living skills necessary to achieve positive post-school outcomes. Selection of the five-year rate highlights the need for implementation of additional strategies for improving programs and services for students between the ages of 18 and 21 to provide authentic employment and learning opportunities in the community and establish linkages with employers, postsecondary educational opportunities and with agencies that provide services to adults with disabilities.

## Selection of Coherent Improvement Strategies

An explanation of how the improvement strategies were selected, and why they are sound, logical and aligned, and will lead to a measurable improvement in the State-identified result(s). The improvement strategies should include the strategies, identified through the Data and State Infrastructure Analyses, that are needed to improve the State infrastructure and to support LEA implementation of evidence-based practices to improve the State-identified Measurable Result(s) for Children with Disabilities. The State must describe how implementation of the improvement strategies will address identified root causes for low performance and ultimately build LEA capacity to achieve the State-identified Measurable Result(s) for Children with Disabilities.

See the attached Selection of Coherent Improvement Strategies document.

## Theory of Action

**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

A graphic illustration that shows the rationale of how implementing the coherent set of improvement strategies selected will increase the State's capacity to lead meaningful change in LEAs, and achieve improvement in the State-identified Measurable Result(s) for Children with Disabilities.

[NJ Theory of Action](#) NJ Theory of Action

Provide a description of the provided graphic illustration (optional)

**OSEP Response**

**Required Actions**

## Certify and Submit your SPP/APR

I certify that I am the Chief State School Officer of the State, or his or her designee, and that the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report is accurate.

**Selected:** Designated by the Chief State School Officer to certify

Name and title of the individual certifying the accuracy of the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report.

Name: Peggy McDonald

Title: Director, Office of Special Education Programs

Email: [peggymcdonald@doe.state.nj.us](mailto:peggymcdonald@doe.state.nj.us)

Phone: 609-292-0147

The State analyzed its current infrastructure by undergoing a detailed review of the NJDOE's current initiatives, the work being done by the NJOSEP, the use of evidence-based practices already in place, and the ability of LEAs to implement and sustain evidence-based practices at the local level. As part of this analysis, the State identified the strengths of the current systems, the manner in which the systems are coordinated, and the potential for the systems to facilitate achievement of the SIMR. The first area of review included Governance.

### **Governance**

The Commissioner of Education is the chief Executive school officer of New Jersey and supervises all public schools. The current Commissioner, David C. Hespe, is also a member of the Governor's cabinet, appointed by the Governor with all the advice and consent of the New Jersey Senate. As education leader of the state, the Commissioner recommends legislative initiatives and changes, suggests rules and regulations for state board consideration, produces educational research, conducts initiatives to meet the state's educational needs, and serves as liaison between the local school districts and the federal government.

The goal of the NJDOE, as stated in the No Child Left Behind waiver application, is to ensure that all children, regardless of life circumstances, graduate from high school ready for college and career. The State of New Jersey has a comprehensive strategy for achieving this goal. It includes an unwavering commitment to the highest expectations for all students. The NJDOE intends to close the achievement gap so student performance is no longer a function of demographics while simultaneously pushing New Jersey's highest performing students to compete with and exceed the accomplishments of their excelling peers in other States and across the globe.

Under the direction of the Commissioner, the NJDOE is organized to increase its capacity to implement its new vision for accountability and bring about fundamental change in the most troubled schools. Organizationally, the NJDOE is structured around four building blocks of reform—levers that the Department believes are key to substantial and lasting improvement. They include Academics (standards, assessments, curriculum, and instruction), Talent (educator effectiveness), Performance (targets, measurement, and accountability), and Innovation (high-quality, nontraditional methods of delivering K-12 schooling). Each building block has its own division, and each division is led by an experienced executive with expert staff.

Among other things, these divisions are leading critical statewide reform initiatives, such as implementing the Common Core State Standards (CCSS) and Partnership for Assessment of Readiness for College and Careers (PARCC) and Dynamic Learning Map (DLM) assessments to ensure successful transitions to more rigorous standards and assessments and, installing a statewide framework for teacher and principal evaluations that supports educators and improves policies related to recruitment, training, development, tenure, and compensation.

The New Jersey Department of Education includes an additional 5 divisions to support the building blocks. The NJDOE organizational chart is available at: <http://www.state.nj.us/education/genfo/overview/OrganizationChart.pdf>. The Office of Special Education Programs is part of the Division of Student Services and Career Readiness along with the Office of Student Support Services, the Office of Career and Technical Education and the Office of Supplemental Education Programs (Title 1). These offices form a network that supports the inclusion of struggling students in all Department initiatives. Additionally, the Division includes the Office of Career

and Technical Education which oversees career preparation programs and implements the career ready practices which align with the CCSS. The NJOSEP collaborates with the Office of Career and Technical Education collaborates with NJOSEP to facilitate implementation of transition services including community-based work experiences.

Relationship to the SIMR: The NJOSEP SIMR aligns with the overall NJDOE goal of preparing all students for college and career. The focus on the four building blocks of reform, along with the support structure in place in other NJDOE divisions for students who need assistance provide added incentives and support to districts to achieve the SIMR.

### **Fiscal**

Within the Division of Field Services, the Office of School Facilities and Finance is responsible for the development and administration of the school funding formula, and the state aid payment system for schools in accordance with applicable statutes; the development and maintenance of fiscal policy for all public school districts, charter schools, and private schools for the disabled; the development and administration of fiscal standards and other initiatives to promote or achieve efficiency within schools; and the development and maintenance of procedures for safe and efficient student transportation services.

Federal entitlement funds (IDEA-Basic and Preschool, Perkins, Title 1 and Race to the Top grant funds) are distributed to local education agencies through the Office of Project Grants Management in the Division of Student Services and Career Readiness. Priorities are established by senior Department staff in alignment with the Department's goal of preparing students for college and career. Funded initiatives are monitored through the consolidated monitoring process and through the electronic grant application process, the System for Administering Grants Electronically (SAGE). Additionally, the NJOSEP allocates state level IDEA funds for improvement activities based on student-level data related to the State Performance Plan priority areas and indicators. Four of these indicators, graduation rate, dropout rate, transition planning and postsecondary outcomes are directly related to the identified SIMR.

Relationship to the SIMR: Coordination across the NJDOE regarding funding supports NJOSEP's improvement strategy to create integrated frameworks in schools to improve achievement, growth and ultimately, graduation rates. To improve coordination of funds at the local level, the Department will further explore the use of federal funds across grant programs to identify strategies for supporting an integrated system of support in schools.

### **Quality Standards**

School Standards: As detailed in the ESEA waiver, the State has identified Eight Turnaround Principles as its framework for achieving the Department goal of preparing students for college and career. The Eight Turnaround Principles include: 1) School Leadership, 2) School Climate and Culture, 3) Effective Instruction, 4) Curriculum, Assessment and Intervention System, 5) Effective Staffing Practices, 6) Enabling the Effective Use of Data, 7) Effective Use of Time, and 8) Effective Family and Community Engagement. The NJOSEP coordinates with RAC efforts, facilitating implementation of the turnaround principles with a goal of reducing the achievement gap between general and special education students.

Content Standards: The Department has adopted the Common Core State Standards in English Language Arts/Literacy and Mathematics and utilizes the Core Curriculum Content Standards in other

content areas as the basis for the curriculum and instruction in all schools.

**Professional Learning Standards:** The Department also utilizes evidence-based professional learning standards which incorporate current research on teaching practice and align to the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. The New Jersey Standards for Professional Learning are described in detail below.

### **Professional Development**

The NJDOE provides extensive professional development, technical assistance, resources, and instructional materials to teachers, administrators, staff, and parents across the state to facilitate achievement of the Department goal. Department staff members participate in professional development to increase knowledge and skills in evidence-based practices through online research, partnerships with technical assistance providers and agencies, participation in webinars, and attendance at conferences and meetings. NJOSEP has also built internal capacity through assistance from the National Center for Systemic Improvement (formerly the Northeast Regional Resource Center); the IDEA Data Center; Rutgers University: Bloustein Center for Survey Research, Bloustein School of Public Policy; the Elizabeth M. Boggs Center, Rutgers University; and the SWIFT (Schoolwide Integrated Framework for Transformation) Center at the University of Kansas.

**Relationship to the SIMR:** NJDOE standards support achievement of the SIMR. Designing instruction aligned with grade level content standards that engage all students with disabilities has been a challenge for many educators. NJOSEP will increase the scope and breadth of improvement initiatives to assist educators in the implementation of Universal Design for Learning and an integrated, tiered system of support to build capacity in this area.

### **An Integrated System of Support**

NJOSEP professional development is designed to support the NJDOE focus on preparing all New Jersey students for college, career and life after high school. NJOSEP initiatives are aligned with State Performance Plan/Annual Performance Report (SPP/APR) priority areas and indicators. Through the New Jersey ESEA waiver, seven Regional Achievement Centers (RACs) were established by the NJDOE to provide professional development and support in priority and focus schools. The RACs are guided by Eight Turnaround Principles; 1) School Leadership, 2) School Climate and Culture, 3) Effective Instruction, 4) Curriculum, Assessment and Intervention System, 5) Effective Staffing Practices, 6) Enabling the Effective Use of Data, 7) Effective Use of Time, and 8) Effective Family and Community Engagement. NJOSEP coordinates with RAC efforts, based on data from school performance reports and walkthroughs, with a goal of reducing the achievement gap between general and special education students. Specific NJOSEP initiatives such as Positive Behavioral Supports in Schools and coaching for teachers in mathematics have been targeted to RAC schools.

The NJOSEP is within the NJDOE Division of Student Services and Career Readiness. Other offices in the division coordinate implementation of: Health services; interventions for struggling learners; services for English Language Learners, migrant and homeless students; career education; culture and climate; and grants under Title 1 of the No Child Left Behind Act. The Division uses a 'universal' approach to technical assistance by designing technical assistance and professional development initiatives that address the needs of all student subgroups.

## Standards Driven Professional Development

All professional development is based on the New Jersey Department of Education's Standards for Professional Learning. Effective May 5, 2014, the New Jersey Professional Standards for Teachers were updated to incorporate current research on teaching practice, new understandings of learners and the learning process, and with align to the 2011 the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. The New Jersey Standards for Professional Learning include:

**Standard One: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually, within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard Two: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard Three: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard Four: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard Five: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard Six: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

**Standard Seven: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard Eight: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful way.

**Standard Nine: Professional Learning.** The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

**Standard Ten: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Standard Eleven: Ethical Practice.** The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

The NJOSEP is utilizing the principles of implementation science to ensure fidelity and successful delivery of its professional development. The framework utilized by the NJOSEP includes the use of implementation drivers (i.e. competency drivers, organization drivers, and leadership drivers) on an ongoing basis to ensure fidelity across the system and the sustainability of the overall professional development system.

Through the NJOSEP tiered system of assistance, NJOSEP staff conduct center-based and school based professional development activities. Applying the standards of professional development, the NJOSEP, in support of NJDOE initiatives and SPP/APR priority areas and indicators, is focusing professional development on the following areas:

- Implementing the Common Core Standards through the Principles of Universal Design for Learning;
- Enhancing Parent and Family Involvement;
- Strategies for Differentiated Instruction in Mathematics and Language Arts Literacy;
- Collaborative Teaching;
- Positive Behavioral Supports in Schools;
- Person-Centered Planning;
- Community-Based Instruction;
- Improving Achievement of the Early Learning Standards for Preschoolers;
- Improving Instruction for Students with Autism Spectrum Disorder;
- Improving Effective Transition Planning;
- Implementing compliant pre-referral services, identification, evaluation and IEP development;
- Reducing disproportionate identification of students in specific racial-ethnic groups for special education; and
- Facilitating the inclusion of students with disabilities in general education settings.

#### **Data**

The Department of Education's NJ Standards Measurement and Resource for Teaching (NJ SMART) is a comprehensive statewide longitudinal data solution that serves multiple purposes: staff/student identification, data warehousing, data reporting, and analytics. NJ SMART was initiated several years ago for three primary reasons: New Jersey's public education system is actively invested in developing evidence based practices and solutions that measure and monitor progress towards instructional goals; major regulatory changes such as the federal *No Child Left Behind Act* (NCLB) and the IDEA have increased the need for states and districts to collect larger quantities and types of data to meet increasingly intensive reporting requirements; the NJDOE is committed to using technology as a means for: providing better information to LEAs and other stakeholders; for simplifying complicated data reporting requirements; and for increasing administrative efficiency.

Data collected through NJSMART include demographic data, placement data, assessment data, exit data

and eligibility status. Data-rich school-level performance reports are issued annually. These reports provide clear, meaningful information on student performance and college-and career-readiness. These reports provide numerous measures, targets, attainment and growth metrics, composite rankings, and peer-to-peer comparisons to assist schools and stakeholders to fully understand performance and customize supports and interventions.

The School Performance Reports were developed with the input of stakeholders across the state and provide a significant amount of new data to present a more complete picture of school performance, with the ultimate aim to help schools and stakeholders engage in local goal setting and improvement.

The Electronic Violence and Vandalism Reporting System (EVVRS) collects information on incidents of violence; vandalism; substance and weapons offenses; and harassment, intimidation and bullying (HIB). School districts are required to report incidents in EVVRS that occur on school grounds and meet the criteria of the EVVRS incident definitions. In addition, school districts must report incidents of HIB that occur off school grounds, including electronic communication. Details on the incidents, the offender, the victim, including those related to HIB, are collected on the Violence, Vandalism and Substance Abuse (VV-SA) Incident Report form and entered into the EVVRS system.

In accordance with section 616(b)(2)(C)(ii)(1) of the IDEA, the NJOSEP reports annually to the public on the performance of each local school district in relation to state targets reported in the SPP/APR. These reports, or local district special education profiles, are provided to each district and are available here: <http://www.state.nj.us/education/specialed/info/spp/>. Profile data are collected through NJSMART, EVVRS and other NJOSEP data collection systems.

School performance reports and profiles are used by districts to analyze their progress toward annual measurable objectives under NCLB and SPP targets established in IDEA, identify strengths and develop plans to address areas of need and their root causes. The reports, in addition to other data reviews, are the basis for targeting assistance to schools and districts by NJOSEP and other NJDOE interventions.

NJOSEP has begun working with the IDEA Data Center to identify data needs and will continue to collaborate and build internal capacity with their support.

Relationship to SIMR: The Department's data collection systems are comprehensive and coordinated to provide data needed to analyze root causes contributing to performance on the SIMR and other SPP/APR indicators.

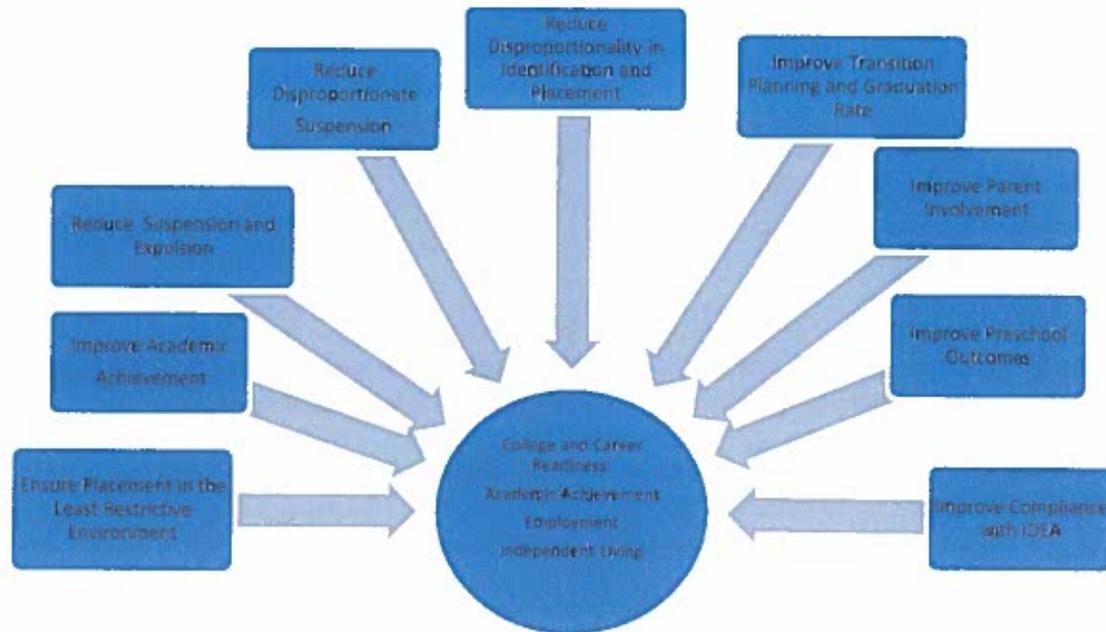
### **Technical Assistance**

As discussed above, the NJDOE provides extensive professional development, technical assistance, resources, and instructional materials to teachers, administrators, staff, and parents across the state to facilitate achievement of the Department goal.

The NJOSEP also provides professional development, technical assistance, resources, and instructional materials to teachers, administrators, staff, and parents across the state. Central office staff and staff based at four Learning Resource Centers, strategically located around the state, provide services to local school districts, service providers and families through online resources, materials for loan, center-based sessions and school-based coaching and training.

## An Integrated System of Support

NJOSEP technical assistance is designed to support the NJDOE focus on preparing all New Jersey students for college, career and life after high school. Additionally, NJOSEP coordinates technical assistance with SPP/APR priority areas and indicators.



The diagram above represents the relationship between NJOSEP's SPP/APR priority areas and indicators and the NJDOE goal of college and career readiness for all students.

NJOSEP currently has partnerships with the EIRC; Rutgers University: Bloustein Center for Survey Research, Bloustein School of Public Policy; the Elizabeth M. Boggs Center, Rutgers University; and the Statewide Parent Advocacy Network (SPAN) to provide technical assistance and training to educators and families and data support for monitoring DOE progress in achieving annual SPP/APR targets.

In order to gather input from stakeholders on technical assistance needs from educators and families, the NJOSEP conducts monthly meetings with the State Special Education Advisory Council (SSEAC), which represents families, school districts and other entities that serve or advocate on behalf of people with disabilities. The SSEAC discusses data from the APR and other sources, and offers input regarding technical assistance and professional development initiatives.

NJOSEP coordinates with RAC efforts, based on data from school performance reports and walkthroughs, with a goal of reducing the achievement gap between general and special education students. Specific NJOSEP initiatives such as, Implementing the Common Core State Standards using Universal Design for Learning, Positive Behavioral Supports in Schools and coaching for teachers in mathematics, have been targeted to RAC schools.

The NJOSEP collaborated with *NJAchieve*, the teacher evaluation initiative, to develop guidance on development of Student Growth Objectives (SGOs) for teachers of students with IEPs. NJDOE staff met with professional organizations to gather sample SGOs for service providers. Samples are posted on the

NJDOE web site.

The NJOSEP collaborates with the Office of Assessment regarding the participation of students with disabilities in state assessments. NJOSEP and staff from the Office of Assessment developed a webinar on the Partnership for Achievement of Readiness for College and Career (PARCC) assessments and IEP decisions. The NJOSEP conducted training in collaboration with the Office of Assessment on the Dynamic Learning Maps (DLM) assessment and participates in the ongoing DLM development process.

The NJOSEP collaborated with the Division of Academic Achievement to assist teachers Kindergarten through grade 3 with differentiating instruction during the English Language Arts block and improving mathematics instruction in middle school.

### **A Tiered System of Support**

When identifying technical assistance needs, data from the following sources are analyzed: the NJSMART system; the Electronic Violence and Vandalism Reporting System; the NJOSEP End-of-Year Report; School Performance Reports, Annual Performance Report data; and monitoring data.

The NJOSEP has created a tiered technical assistance model designed to strategically provide assistance to schools and districts according to their level of need. Data are analyzed with input from other offices within the Department and the SSEAC to determine which districts and schools are targeted for assistance and the intensity of services needed.

**Level I – Topical Strategies, Resources, and Information** - The NJOSEP makes available to educators and families information on new policies, regulations (state and federal) and effective practices through the NJDOE web site, documents disseminated through the weekly NJDOE broadcast and through one or two day training sessions.

**Level II – Moderate Intensity Interventions** – Districts or schools demonstrating a need for targeted support are given opportunities to participate in multi-day professional development with onsite coaching.

**Level III – High Intensity Interventions** – Districts or schools with pervasive and persistent difficulties are provided more long term and intensive support which includes training and onsite coaching.



In summary, NJOSEP technical assistance, through a system integrated with NJDOE initiatives, facilitates implementation of the practices, strategies and interventions necessary for students with IEPs to achieve the NJDOE goals established for all students. NJOSEP collaborates and coordinates efforts with other offices within the Division of Student Support Services and Career Education, other divisions within the NJDOE and other agencies to facilitate positive post-school outcomes for all New Jersey students.

**Relationship to SIMR:** The NJDOE has established a comprehensive and data-based system of technical assistance that has a high level of success in building local capacity to achieve the SIMR and other SPP/APR indicators. Increased partnerships with national technical assistance centers will enhance that capacity.

### **Accountability/Monitoring**

The Department currently operates under two distinct accountability systems: the ESEA, in the current form of the NCLB focuses on schools and districts, as evaluated by absolute student performance on State exams. At the state level, New Jersey's Quality Single Accountability Continuum (QSAC) evaluates districts in five areas, with student performance comprising only one of them. As discussed in the ESEA waiver application, the Department does not believe that QSAC, in its current iteration, advances the efforts to prepare students for college and career. QSAC forces a district to evaluate itself in isolation, requiring separate reviews for personnel, finance, and governance. QSAC also generates limited and often unreliable information. Additionally, NCLB fails to give schools credit for making progress with students. It also over-identifies schools and districts as underperforming and has not led to meaningful change.

As a result, the Department has now built a unified accountability system that will streamline QSAC and modify NCLB. This new unified accountability system will enable the NJDOE to measure and report on metrics that truly reflects schools' and districts' success in preparing students for college and career; it will allow the Department to categorize more schools more fairly and develop supports and interventions aligned with identified needs; and it will enable the State to focus its resources on those schools in a persistent state of underperformance and those where at-risk sub-groups are lagging far behind.

The State is developing new performance reports that will be the main tenet of the new accountability system. As detailed in the ESEA waiver, the NJDOE is producing a thorough collection of data across a wide range of areas of each district and each school. The metrics, such as early childhood literacy, chronic absenteeism, 8<sup>th</sup> grade reading and math proficiency, growth scores on State Assessments, AP passing rates, ACT and SAT scores, and high school graduation rates will paint a full and accurate picture of school and district performance.

Relationship to SIMR: The accountability system measures academic achievement and growth, program quality and graduation which increases focus on efforts that will facilitate achievement of the SIMR by all high school districts

### **Monitoring**

#### **General Supervision**

New Jersey's general supervision system is designed to ensure that LEAs meet federal and state requirements related to the SPP indicators, as well as facilitate positive outcomes for students. General supervision includes monitoring, due process, complaint investigation, technical assistance, and training. These mechanisms monitor compliance and assist districts in making progress toward SPP targets.

#### *Components of the NJDOE General Supervision System*

### **Monitoring**

The framework for New Jersey's monitoring system has become the SPP indicators and targets. The monitoring system provides districts the opportunity to review their progress toward performance indicators and review compliance with those requirements of IDEA that are specifically related to the SPP priority areas and indicators. Local education monitoring serves as one mechanism within the NJDOE to identify noncompliance with the related requirements at the local level and provide assistance for correction and progress toward targets. The special education monitoring system operates in conjunction with the complaint and due process systems for identification and correction of noncompliance and with program development initiatives to improve results for children.

New Jersey's monitoring system consists of two *components*: Comprehensive Monitoring and Targeted Review.

### **Consolidated Monitoring:**

Beginning with the 2011-2012 school year, special education monitoring is conducted in collaboration with the Office of Fiscal Accountability and Compliance, as part of a comprehensive monitoring activity. A team of monitors reviews federal programs simultaneously in order to facilitate efficient use of local district staff time and reduce any negative impact on instruction. Monitors from the NJOSEP monitor compliance with federal and state special education regulations and the use of IDEA-B funds. This allows special education monitors to review how LEAs use their IDEA funds to provide required special education programs and services. Fiscal IDEA B monitoring is also being conducted by fiscal staff as part of this consolidated monitoring process. The requirements related to the SPP and other IDEA compliance indicators reviewed in prior years continue to be monitored through desk audit, onsite file

review, data review and interviews with staff and parents; however, districts no longer conduct a self-assessment and develop an improvement plan prior to the onsite visit. Districts are required to create a corrective action plan following receipt of a consolidated monitoring report of findings of noncompliance. Verification of correction is conducted by the NJOSEP in accordance with the USOSEP 09-02 memo.

Findings of noncompliance are issued in writing by the NJOSEP following the completion of monitoring activities. Monitors reviewed compliance with IDEA requirements, including those related to SPP indicators. Districts were required to correct noncompliance identified during monitoring activities within one year of identification. If noncompliance was not corrected, state-directed corrective action plans were required that included specific activities, timelines and documentation required to demonstrate correction. Corrective action activities included the development or revision of policies and procedures, training, activities related to implementation of procedures and/or oversight of implementation of procedures. In addition to requiring corrective actions that address any root causes of noncompliance, the NJOSEP verifies correction consistent with USOSEP Memorandum 09-02 by reviewing files with individual noncompliance that could be corrected and reviewing subsequent data collected following the implementation of the corrective actions that demonstrate 100 percent compliance with regulatory requirements. Technical assistance was provided as needed to assist districts in timely correction, training of staff and/or development of oversight activities to ensure implementation of IDEA. Technical assistance documents (e.g., state notice and IEP sample forms, discipline requirements power point presentation) were disseminated to assist districts with establishing or revising procedures that comply with federal and state special education requirements.

#### **Targeted Reviews:**

The NJOSEP monitors all districts each year through NJSMART, New Jersey's student level data system. Findings of noncompliance with Indicators 4B, 11 and 12 and with requirements *related to* Indicators 4A and 4B are identified through review of data from NJSMART and the Electronic Violence and Vandalism Report. Once districts are identified as noncompliant with Indicators 11 and 12 through written notification, a review of subsequent data or an onsite targeted review is conducted to ensure correction of noncompliance. For Indicators 4A and 4B, a self-review is conducted in districts that demonstrate a significant discrepancy in their rate of suspensions and expulsions over 10 days and/or a significant discrepancy in suspension/expulsion rate by race and ethnicity. Compliance with IDEA requirements related to discipline procedures, and positive behavioral supports, is reviewed.

For Indicators 4A and 4B, a self-assessment of discipline requirements, including policies, procedures and practices regarding development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards is conducted by the LEA. Following the self-assessment, a written report of findings is generated. Corrective action activities are included in the report if noncompliance is identified and are based on any identified root causes of the noncompliance. Corrective action activities may include: the revision of procedures, staff training, and activities related to implementation of procedures, and/or oversight of implementation of procedures.

Findings of noncompliance with Indicator 13 are identified through a targeted desk audit review. Districts and charter schools are selected for the targeted review based on a schedule that ensures that each district and charter school, with students ages 16 and above enrolled will participate once during the SPP period. The selection of districts is aligned with the selection for Indicator 14, so that districts participate in the Indicator 13 targeted review 2 years prior to their participation in the outcome study.

The intent is to ensure that appropriate transition planning will lead to better outcomes for the students in each cohort.

IEPs and other documentation regarding individual students, ages 16 and above, are reviewed by the NJOSEP monitors using the revised questionnaire developed by the National Secondary Transition Technical Assistance Center. Directors of special education are interviewed, if necessary. Following the targeted review, a written report of findings is generated for each participating district and charter school. Corrective action activities to address any root causes of the noncompliance are included in the report if noncompliance is identified. Corrective action activities include the revision of procedures, staff training, activities related to implementation of procedures and/or oversight of implementation of procedures. In addition to requiring corrective actions that address any root causes of noncompliance, the NJOSEP verifies correction consistent with the OSEP Memorandum 09-02, by reviewing files with individual noncompliance that could be corrected and reviewing subsequent data collected following the implementation of the corrective actions that demonstrate 100 percent compliance with regulatory requirements.

Relationship to SIMR: Targeted and consolidated monitoring ensures the implementation of the frameworks, policies and procedures that IDEA and state regulations require to achieve positive postschool outcomes and the SIMR. The NJOSEP is organized to both continue to ensure compliance while focusing on student outcomes – an approach that is designed to achieve the SIMR.

#### **Alignment with Current Department Initiatives**

The NJDOE structure facilitates communication across divisions and offices to ensure the students with disabilities are included within major Department initiatives and that consideration is given to how these initiatives are, or could be, aligned with the SIMR. Detailed below are initiatives within the Office of Student Support Services, Career and Technical Education, and the Division of Data, Research, Evaluation and Reporting which will support the successful implementation of the SIMR.

#### **New Jersey School Climate Survey**

The Office of Student Support Services developed the New Jersey School Climate Survey (NJSCS), in collaboration with the Bloustein Center for Survey Research (Bloustein) at Rutgers, The State University of New Jersey in 2012. The NJSCS collects and analyzes responses from students, staff, and parents, measuring conditions for learning in areas, such as emotional environment, relationships, morale in the school community; to reinforce positive conditions and address vulnerabilities in local learning conditions. Materials include an administrative guide, student, staff and parent surveys, and data display tools. The NJSCS is posted on the NJDOE website and available for use by all schools free of charge. In December 2014, the NJDOE revised the NJSCS as a result of a validity/reliability study conducted by Bloustein. While the NJDOE encourages schools to conduct a school climate survey as one tool to assess school climate, the state does not require schools to use the survey, and it does not monitor which districts decide to use it.

#### **Electronic Violence and Vandalism Reporting System (EVVRS)**

The EVVRS is being redesigned for the 2016-17 school year and will potentially collect incident data on suspensions for all students, rather than data on only incidents that meet specific requirements, allowing a more comprehensive review of violations of school codes of conduct and discipline policies in New Jersey schools. The NJDOE plans to focus on alternatives to suspension and expulsion and reduce the school-to-prison pipeline. The system currently collects data on all suspensions and expulsions for

students with disabilities and allows student-level and school-level analysis of suspension trends.

### **Education Subcommittee**

The New Jersey Department of Education is serving on the newly created Education Subcommittee, a subcommittee of the New Jersey Council on Juvenile Justice System Improvement (NJ CJJSI). The NJ CJJSI, jointly appointed by the Administrative Director of the New Jersey Courts, the Honorable Glen A. Grant, and the Executive Director of the Juvenile Justice Commission, Kevin M. Brown, represents a formalized partnership between the Judiciary and the JJC. The NJ CJJSI oversees the statewide implementation of the Juvenile Detention Alternatives Initiative (JDAI), and uses the core strategies of JDAI to examine juvenile justice in New Jersey systemically, and to promote strategies that improve outcomes from arrest through adjudication and disposition. This broad scope provides the state the ability to cultivate a comprehensive juvenile justice system that protects public safety while ensuring that youth charged with offenses have their cases resolved expeditiously and in a manner that provides the greatest promise for each youth's rehabilitation. In so doing, it reflects New Jersey's ongoing commitment to a separate system of justice for children in this state.

One aspect of the NJ CJJSI's work is taking up "cross-cutting" issues that may be affecting multiple, local JDAI jurisdictions through the formation of subcommittees. Several local JDAI sites have been working to strengthen partnerships between the juvenile justice and education systems, and to collaborate and creatively problem-solve issues related to where these two systems meet. Given the multi-site interest in this particular area, the NJ CJJSI has formally established an Education Subcommittee to support localities in their efforts and to consider statewide implications. The Education Subcommittee will use data to identify the nature and scope of issues affecting the intersection of the juvenile justice and education systems, and will then think creatively about solutions to any identified challenges with the ultimate goal of keeping children and youth in school and out of the school-to-prison pipeline.

The New Jersey Department of Education (NJDOE), Office of Career and Technical Education, offers multiple work-based learning opportunities to students attending high schools, county vocational school districts, charter schools, and approved private schools for students with disabilities through its Structured Learning Experience (SLE) Program. Opportunities include job shadowing, paid and unpaid internships, community service, volunteering, service learning, school-based enterprises, cooperative education experiences, apprenticeships, and the federal WECEP program. Local SLE programs may be designed to promote career readiness skills, career and technical skills, and/or personal/social development. All structured learning experiences must be co-curricular, aligned to the NJ Core Curriculum Content Standards, include formative and summative assessments, and may be offered for credit. Supervising teachers must complete classes on: Federal and State Wage and Hour and Child Labor laws, regulations and hazardous orders; designing and implementing student training plans; and, the federal OSHA 10 General Industry certificate training (workplace safety and health). The classes are offered through the NJ Safe Schools program housed at The School of Public Health, Rutgers University. Over 2,000 teachers have completed the required training during the past 10 years. The NJDOE collaborates with the US Department of Labor-Division of Wage and Hour, federal OSHA, the NJ Department of Labor and Workforce Development-Division of Wage and Hour Compliance, PEOSH, and the NJ Safe Schools program, in the development and operation of the Structured Learning Experience Program through an OSHA Alliance agreement. In support of the SLE Program, the NJDOE is currently:

- Expanding its SLE webpage to include a comprehensive SLE manual for school districts
- Offering a refresher course for SLE trained teachers

- Offering special safety and health training for SLE teachers supervising students with special needs
- Offering special safety and health training for cosmetology teachers whose students are participating in internships
- Piloting an online OSHA 10 course for students to prepare them for SLEs in hazardous occupations, e.g. construction trades
- Planning personal protection device training for teachers in hazardous occupations to ensure students are properly protected, e.g. dust masks, safety glasses, gloves

In collaboration with the NJ Department of Labor and Workforce Development, developing an online employment certificate system (working papers) to increase oversight of student placements and minor general employment.

The Department of Education's NJ Standards Measurement and Resource for Teaching (NJ SMART) is a comprehensive statewide longitudinal data solution that serves multiple purposes: staff/student identification, data warehousing, data reporting, and analytics. NJ SMART was initiated several years ago for three primary reasons: New Jersey's public education system is actively invested in developing evidence based practices and solutions that measure and monitor progress towards instructional goals; major regulatory changes such as the federal *No Child Left Behind Act* (NCLB) have increased the need for states and districts to collect larger quantities and types of data to meet increasingly intensive reporting requirements; the NJDOE is committed to using technology as a means for: providing better information to LEAs and other stakeholders; for simplifying complicated data reporting requirements; and for increasing administrative efficiency.

Major initiatives have been completed within NJ SMART to meet ever expanding demands and expectations within the education landscape:

1. NJ SMART's state assessment data warehouse has been populated with statewide test results that date back to 1999.
2. In December 2006, NJ SMART initiated its first statewide data submission. Data provided by districts through this data submission was used to create unique student identification (SID) numbers. These SID numbers were issued to districts on March 21, 2007 and continue to be issued for students who enter the NJ public school system today.
3. All districts have been offered training on EDAnalyzer (a Web-based tool that allows districts to view and analyze state assessment data) as well as assessment-related student demographic information currently in the NJ SMART data warehouse.
4. As of 2009-2010, districts have the ability to create local data marts and access district-level reports during their current school year to view the amalgamated results of their submitted data in real time.
5. Beginning 2011-2012, NJ SMART began the collection of Staff level data. Since this collection, over 260,000 unique staff member identifiers (SMID) have been assigned to staff.
6. The implementation of the Course Roster Submission enhanced New Jersey's statewide data system so that it could provide electronic transcripts for each student: one of the required "data assurances" under the State Fiscal Stabilization Fund agreement with the NJDOE. New Jersey's

Course Roster Submission links teachers and students together through a unique course identifier.

Anticipated outcomes from the initiatives:

1. Integrated state assessment data means that districts have regular access to assessment reports that allow easy monitoring and comparison of critical performance measures
2. With the implementation of SIDs, districts are able to track students and their performance more effectively over time, even if they transfer in and out of districts.
3. EDanalyzer allows districts to access assessment data that is as current as the most recent data loaded into the NJ SMART data warehouse.
4. District Reports is a robust tool that works with the local Data Mart and Official Snapshots. The District Reports tool offers the opportunity for districts to bring together data currently stored in a variety of locations into one integrated data warehouse at their discretion. This allows staff access to linked student data, generate user-friendly reports to analyze student data outside of Official reporting period timeframes, and make data informed decisions within their respective LEA.

These activities combine to provide the foundation for a more comprehensive system of data reporting and student performance management for New Jersey public schools.

An integral part of New Jersey's accountability system is the data-rich school and district-level performance report that provides clear, meaningful information on student performance and college- and career-readiness. It will provide numerous measures, targets, attainment and growth metrics, composite rankings, and peer-to-peer comparisons to assist schools and stakeholders to fully understand performance and customize supports and interventions.

The School Performance Reports were developed with the input of stakeholders across the state and provide a significant amount of new data to present a more complete picture of school performance, with the ultimate aim to help schools and stakeholders engage in local goal setting and improvement.

#### **edConnectNJ**

The NJDOE has developed an online platform in partnership with Pearson Schoolnet called edConnectNJ. edConnectNJ is New Jersey's Instructional Improvement System (IIS) that provides educators with a suite of tools designed to improve their practice and their student's achievement through organization and efficiencies. The three main components that make up edConnectNJ are: 1) Curriculum Management; 2) Assessment and 3) Reporting. edConnectNJ provides tools to organize curriculum and resources together, align standards, and deploy a rigorous and consistent educational program. Lesson plans can be uploaded or created and scheduled using a data-rich, daily instructional planning tool. Educators can browse for instructional, assessment, and professional development resources, as well as search curriculum (state and local) and instructional materials in a resource exchange linked to the New Jersey Educator Resource Exchange (NJCore.org).

edConnectNJ includes benchmark and formative assessment tools that let districts implement a consolidated assessment program and prepare for the new assessment options aligned to the Common Core State Standards. In edConnectNJ, educators can create, administer, and manage a variety of classroom, school, and district-wide assessment initiatives and have immediate access to actionable data to make real-time adjustments in instruction where needed. There are content management tools

that let educators upload existing assessment content, create new items and tests, align the assessments to standards, and manage the assessments over time to continually grow and refine content.

edConnectNJ provides extensive reporting and analysis tools. Key Performance Indicators give an at-a-glance, color-coded view of critical district, school and classroom data. Customizable reports allow educators to triangulate standardized and formative data (by standard, item, skill) with demographic and program data (attendance, discipline, etc.). By leveraging these powerful reporting and analysis features, educators have the data, tools, and intelligence they need to identify trends, pinpoint strengths and weaknesses, monitor at-risk students, and make instructional decisions.

Additional information is available at: <http://www.state.nj.us/education/techno/iis/>

### **Stakeholder Involvement**

The New Jersey Office of Special Education Programs (NJOSSEP) meets monthly with stakeholders who are members of the State Special Education Advisory Council. The group discusses Department priorities and initiatives and strategies and provides input regarding the initiatives and additional areas of concern. SPP indicators and initiatives targeted to improving results are also discussed throughout the year.

Additional meetings are conducted annually to gather input specifically for the SPP and APR. Members of the SSEAC are invited as well as stakeholders from various other organizations and affiliations to review indicator data and provide input on targets and efforts to improve results. For the FFY13 APR and SPP, the OSEP conducted several targeted meetings over the last year. Meetings were held on October 17, 2013, December 19, 2013, May 15, 2014, September 4, 2014, January 26, 2015 and February 25, 2015. Stakeholders worked with the NJOSSEP to review current data, discuss suggested improvement activities, identify meaningful and rigorous targets, and engage in a collaborative dialogue about the SPP/APR indicators. The following organizations were represented at the stakeholder meetings:

- The State Special Education Advisory Council (SSEAC)
- Disability Rights New Jersey
- The Search Day Program
- New Jersey Council on Developmental Disabilities
- New Jersey Coalition for Inclusive Education
- New Jersey Principals and Supervisors Association
- Irvington Public Schools
- ASAH
- The Statewide Parents Advocacy Network
- New Jersey City University
- New Jersey Juvenile Justice Commission
- Riverbank Charter School of Excellence
- First Cerebral Palsy of New Jersey
- Haddonfield Public Schools
- East Windsor Public Schools
- Ramapo College

- New Jersey Council for Exceptional Children
- New Jersey Association of School Psychologists
- Piscataway Board of Education
- New Jersey Council of Administrators of Special Education
- West Milford Public Schools
- The College of New Jersey
- The Boggs Center
- Hamilton Township Public Schools
- Family Support Center of New Jersey
- Family Voices
- Atlantic City Special Services School District
- Positive Behavior Supports in Schools/Rutgers University
- Camden City School District
- Township of Ocean School District
- SEARCH Day Program
- New Jersey Department of Children and Families
- Learning Disabilities Association of New Jersey
- Eden Services
- Alliance for Betterment of Citizens with Disabilities
- Brookfield Schools
- New Jersey Department of Health & Senior Services
- New Jersey Department of Labor and Workforce Development
- Albert Elias Residential Community Home

As discussed throughout this document, stakeholders were engaged in numerous ways over the last year and a half as the SSIP was developed. External stakeholders participated in activities at several stakeholder meetings whereby they were asked to comment on the available infrastructure and provide insight into areas where the infrastructure was strong and weak. A sample worksheet that was utilized by the external stakeholders is attached.

As detailed in the discussion above regarding state level initiatives, internal stakeholders were represented throughout the development of the SSIP. The Assistant Commissioner of the Division of Student and Field Services was integral to the process and served as a liaison to other Divisions and offices within the Department. Additionally, the OSEP has a seat on the NCLB Advisory Committee which also gathers input from stakeholders on Department initiatives. The ESEA Advisory Council acts as the New Jersey State Committee of Practitioners required in ESEA §1903. It provides for a broad-based representation of federal education programs and allows the NJDOE to obtain a field perspective regarding programs authorized under the legislation by identifying local implementation opportunities, discussing challenges and key policy issues, and identifying possible strategies for solutions. Additionally, the SSIP has been established as a priority among the senior staff at the Department and we anticipate continued input from both internal and external stakeholders as we move into Phase II.

**SSIP Measureable Result Worksheet**  
**New Jersey Stakeholder Meeting**  
**May 15, 2014**

**Purpose:** This worksheet can be used to assist states in summarizing conclusions from the data and stakeholder input to determine if a primary concern/potential measureable result leads to meaningful outcomes for students. The worksheet is designed to prompt groups with questions to enable a thoughtful analysis of potential topics for a measurable student result.

<b>Potential Measureable Student Result:</b>	
<b>What from your broad data analysis supports the identification of this area as a primary concern/potential measureable result? (e.g. What's working? What's not working?)</b>	
<b>Are there currently initiatives in your state that are related to this primary concern/potential measureable result? Are you connected to them?</b>	
<b>Are there resources (e.g. funding, expertise) in your state that can be leveraged to address this primary concern/potential measureable result? Are they equitably distributed?</b>	
<b>Is this a priority in your state? Is there leadership commitment to making the change?</b>	
<b>Is there stakeholder support or buy in on the part of partner agencies, practitioners, families, legislature, advocacy groups, and administrators?</b>	

<p><b>Are there regions, districts, and/or programs in the state that have effectively addressed this issue where you could scale-up success or learn more about what works?</b></p>	
<p><b>What strategies might be used to build LEA capacity to improve results in this area?</b></p>	
<p><b>Do the strategies address the magnitude of the problem?</b></p>	
<p><b><u>Refining the Measureable Student Result:</u> What is the measurable student result that you expect to achieve?</b></p>	
<p><b>Is the focus on this result feasible? Can it be addressed in 2-4 years?</b></p>	
<p><b><u>Conclusion:</u> Do the answers you provided to the questions above substantiate the rationale for selecting this measureable student result?</b></p>	

**NARRATIVE DESCRIPTION:**

The New Jersey Office of Special Education Programs' (NJOSEP's) theory of action describes the steps New Jersey has taken and will continue to take to promote the achievement and inclusion of students with disabilities from preschool through graduation, resulting in students who are prepared for college/career and adult life. This work relies on the support of and continued active involvement of staff across the New Jersey Department of Education (NJDOE), school staff, families, agencies, community members, and stakeholders who are committed to successful post-school outcomes for students with disabilities. This theory of action lays the foundation for the State's continued work toward achieving the student identified measurable result (SIMR) of ensuring that the rate of students with disabilities graduating with a regular diploma within five years of entering high school will increase to 85% for the 2018-2019 school year.

**VISION:** All students with IEPs will graduate from high school with a diploma ready for postsecondary education, employment and life in their communities.

**Goal 1:** The NJDOE will identify improvements that will be made to the State infrastructure to support Local Education Agencies (LEAs) to implement and scale-up evidence-based practices so that the percentage of students with disabilities graduating with a regular diploma within five years of entering high school will increase.

**Goal 2:** Through its identified improvement strategies, the NJDOE will support LEAs in implementing the evidence-based practices that will result in changes in LEA, school and provider practices so that the percentage of students with disabilities graduating with a regular diploma within five years of entering high school will increase.

**Goal 3:** The NJDOE will develop short-term and long-term objectives to measure the ongoing implementation of the State Systemic Improvement Plan (SSIP). These objectives will include stakeholder input and ongoing data analysis that will allow the NJDOE to assess and report on its progress in implementing the SSIP.

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**NJOSEP's Theory of Action**

<i>Key Strands of Action</i>	<i>If NJDOE</i>	<i>Then</i>	<i>Then</i>	<i>Then</i>
<b>Academic Achievement</b>	<p>...implements a continuum of research-based, systemwide practices to meet the identified academic and behavior instructional needs of students using data (SWIFT, 2015)</p> <p>...continues and expands training and technical assistance in instructional supports and scaffolds through <b>Universal Design for Learning (UDL)</b></p> <p>...implements a sustainable schoolwide tiered system of support framework (NJTSS) to promote post-secondary success for all students</p> <p>...continues and expands training and technical assistance on strategies for effective <b>co-teaching and</b></p>	<p>... more principals will implement an integrated framework for instruction</p> <p>...a differentiated and targeted approach will provide ALL students with what they <i>need</i> rather than a "one-size" fits all approach</p> <p>...teachers will be better equipped with a toolbox of varied and differentiated supports to meet students' instructional and assessment needs</p> <p>...teachers will be supported and effectively collaborate (e.g., general education, special education ESL/bilingual, reading specialists) to</p>	<p>...more students will be engaged in their educational experience and in instruction leading to increased motivation to learn and a reduction in behavior issues and drop-out rates</p> <p>...more students will <i>set goals to pursue higher education</i></p> <p>...more students will set high expectations for themselves in response to higher standards set by teachers</p> <p>...students' progress in and achievement of the CCSS<sup>1</sup> will be accelerated</p>	<p>... the five-year graduation rate for students with IEPs will increase to 85% for the 2018-2019 school year.</p>

<sup>1</sup> The New Jersey Core Curriculum Standards (CCCS) include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following: 21<sup>st</sup> Century Life and Careers; Comprehensive Health and Physical Education; Science; Social Studies; Technology; Visual and Performing Arts; and World Languages. Standards for Math

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## NJOSEP's Theory of Action

	<p><b>consultation</b></p> <ul style="list-style-type: none"> <li>...continues to support training provided for <b>English Language Learners</b> through the <b>ELL FABRIC</b> program and the <b>ELL Scaffolds</b></li> <li>...continues to offer training and technical assistance on implementation of the <b>Common Core State Standards</b> for students with disabilities</li> <li>...continues to support training and technical assistance on utilizing research-based strategies to support struggling learners in <b>Mathematics and English Language Arts/Literacy</b></li> <li>...continues to support the development of the <b>NJDOE</b> website to include various professional development opportunities</li> </ul>	<p>increase achievement and progress</p> <ul style="list-style-type: none"> <li>... teachers will have higher expectations for <b>ALL</b> students in <b>Math and English Language Arts/Literacy</b></li> <li>... parents, educational professionals and other state agencies will have access to best practices and current related information</li> <li>...teachers will be better prepared to meet the individual needs of students</li> <li>...families and community members will become better informed partners about the <b>CCSS</b>, the new generation of state assessments and best practices in educating students with <b>IEPs</b></li> </ul>	<p>(Academic, Career, Social-Emotional)</p> <ul style="list-style-type: none"> <li>...more students will graduate with a higher set of skills in <b>Mathematics and English Language Arts/Literacy</b></li> <li>...more students will be instructed in the <b>CCSS</b> in settings with their typical peers for a greater portion of the school day</li> <li>... parents, educational professionals and other state agencies will be more empowered and knowledgeable in their decision-making</li> <li>...more parents will be involved in parent advisory councils</li> </ul>	<ul style="list-style-type: none"> <li>... the five-year graduation rate for students with <b>IEPs</b> will increase to <b>85%</b> for the <b>2018-2019</b> school year.</li> </ul>
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and English Language Arts/Literacy are part of the Common Core State Standards (CCSS) initiative coordinated by the Council Chief State School Officers (CCSSO) and the National Governor's Association (NGA) in partnership with other national organizations.

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NJOSEP's Theory of Action

<p>including but not limited to webinars, videos and instructional modules for teachers, families and community members</p> <p>...continues and expands the availability of instructional materials through the <b>Learning Resource Center Network</b> to support the implementation of the CCSS</p> <p>...develops <b>training and technical assistance</b> for LEAs on successfully transitioning students from separate educational settings to settings with their typical peers (LRE)</p> <p>...continues to support implementation of the CCSS for New Jersey Educators through the <b>Common Core Toolkit for Educators</b></p> <p>...continues to support access to best practice instructional materials, videos and lessons plans</p>	<p>...the LRC Network will be responsive to the professional development needs of school staff to support implementation of an integrated approach to academic instruction and behavioral support</p> <p>...an increased number of educators and administrators (e.g., general educators, special educators, related service personnel, principals, and curriculum specialists) will access the Learning Resource Center Network for professional development regarding educating all students in an integrated framework.</p> <p>...teachers will be better prepared to provide appropriate instructional strategies to students in the least restrictive environment</p> <p>... teachers, support personnel and related</p>	<p>...an increased percentage of students with IEPs will benefit from education in general education settings for a greater percentage of their school day</p>	<p>... the five-year graduation rate for students with IEPs will increase to 85% for the 2018-2019 school year.</p>
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## NJOSEP's Theory of Action

	<p>for New Jersey Educators through <a href="http://www.njcore.org">www.njcore.org</a></p>	<p>service providers will implement an integrated approach to instruction and supports and experience the positive impact of inclusion on ALL students</p>		
<p><b>School Culture and Climate</b></p>	<p>...continues and expands the training and technical assistance in universal (school-wide) interventions, secondary interventions for students with repeated challenging behaviors and tertiary interventions for students with disabilities and intense behavioral needs (PBSIS)</p> <p>...implements year one of a three year training and technical assistance plan for identified LEAs in educating students with disabilities in the least restrictive environment</p> <p>...continues and expands training and technical assistance in the area of creating respectful and responsive classrooms</p> <p>...continues and expands</p>	<p>... more schools will implement a schoolwide, positive behavioral support system</p> <p>...teachers and students will receive continued support in managing and responding to challenging behaviors and identifying triggers for these behaviors</p> <p>...more parents will recognize the positive impact of educating students with disabilities in settings with their typical peers</p> <p>...LEAs will become better equipped at implementing the School Climate Survey leading to greater accuracy of results</p>	<p>...students with behavioral or emotional difficulties will be supported with interventions that are targeted and evidence-based</p> <p>...students will experience greater success in utilizing research-proven de-escalation techniques</p> <p>...removal of students with IEPs from classrooms and schools for disciplinary reasons will be reduced</p> <p>...a greater percentage of students will receive instruction in the general education curricula within general education settings</p>	<p>... the five-year graduation rate for students with IEPs will increase to 85% for the 2018-2019 school year.</p>

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**NJOSEP's Theory of Action**

	<p>support for the <b>Inclusive Schools Climate Initiative (ISCI)</b> with specific activities to address the needs of students with disabilities, with regard to harassment, intimidation and bullying and comprehensive violence, alcohol, tobacco and other drug prevention strategies, with an emphasis on promoting values, such as caring, responsibility, honesty and respect</p> <p>...develops an implementation manual, technical assistance and guidance for LEAs on implementing the <b>NJDOE School Climate Survey</b></p>	<p>...school personnel and students will report a positive school climate in their schools</p> <p>...interventions will be more culturally responsive</p>	<p>...students will experience increased time and success in less restrictive settings</p> <p>...referrals to the office for all students</p> <p>...disproportionality will decrease</p>	<p>... the five-year graduation rate for students with IEPs will increase to 85% for the 2018-2019 school year.</p>
<p><b>Accountability</b></p>	<p>...engages in ongoing, planning, assessment and evaluation activities related to the <b>SSIP</b></p> <p>...provides LEAs with feedback in the form of <b>School Report Cards</b> and performance reports</p> <p>...continues to support the</p>	<p>...administrators and teachers will have increased ownership of successes and failures of ALL students</p> <p>... schools will use data to identify strengths and needs with regard to</p>	<p>...student accountability measures will demonstrate growth</p>	<p>... the five-year graduation rate for students with IEPs will increase to 85% for the 2018-2019 school year.</p>

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<p>Department's teacher evaluation initiative. AchieveNJ, for teacher and administrator evaluations</p> <p>...continues to support the LEAs identified for technical assistance through the ESEA waiver activities</p> <p>...conducts regular trainings for LEAs on the submission and use of student level data for placement performance and evaluation</p> <p>...continues to analyze SPP/APR data and provide targeted training and technical assistance to districts most in need</p>	<p>supports for struggling students</p> <p>...educators and administrators will make data-driven decisions to design instruction in the CCSS and supports for struggling students and students who have mastered content</p> <p>... when reporting on student progress, achievement, school climate and family engagement, schools will use data that reflect ALL students, including those with IEPs and their families</p>	<p>...students will be provided interventions that are specific, responsive, and relevant and lead to greater educational success</p> <p>...student achievement and progress in the CCSS and other needs (as indicated in their IEPs) will improve</p>	<p>... the five-year graduation rate for students with IEPs will increase to 85% for the 2018-2019 school year.</p>
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<p><b>Transition</b></p> <p>...provides a series of trainings and technical assistance for teams of staff from schools/districts</p>	<p>... more educators will establish relationships with more community</p>	<p>...students will gain practical experience in the skills necessary to be</p>
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<p>on Community-based Instruction (CBI)</p> <p>...continues and expands training and technical assistance to identified LEAs on ways to promote person-centered approaches and to prepare schools to connect students and families to services, supports, and resources available both in the community and across systems</p> <p>...continues and expands collaboration with providers including the Boggs Center, the Family Support Center, the Division of Developmental Disabilities, and the Division of Vocational Rehabilitation Services in order to provide training on the range of service options available through state agencies for students</p> <p>...sponsors regional <i>Dare</i></p>	<p>partners and engage in successful CBI programs on a more consistent basis</p> <p>...students' communities will be more accessible and potential sources for postschool employment</p> <p>...educators and families will learn the benefits of a person-centered approach to decision making and as a result will use the practice more frequently</p> <p>...educators and families will engage students in transition planning more frequently</p> <p>... IEP team members will increase awareness and understanding of students' needs and interests</p>	<p>responsible employees and to be contributing members of their communities</p> <p>...students will view educational experience as relevant, timely and interesting therefore increasing motivation</p> <p>...there will be increased communication between home and school</p> <p>...students will display self-advocacy skills and be more involved in planning for their futures</p> <p>... more students, ages 18 through 21, will obtain the employment, academic and independent skills necessary for postsecondary success</p>	<p>... the five-year graduation rate for students with IEPs will increase to 85% for the 2018-2019 school year.</p>
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<p><b>Parent/Family/Community Engagement</b></p>	<p><i>to Dream Student Leadership Conferences</i> that inform students with IEPs about their rights and strategies for transitioning to adulthood, including self-advocacy</p> <p>...continues and expands development of a tool kit related to transition planning to include resources and supports for teachers, families and students</p> <p>...provides support to districts and their community/postsecondary partners for transition services for students, ages 18 through 21, to prepare them for employment and postsecondary education</p>	<p>...more educators and community partners will be able to provide transition services/programs for students ages 18 through 21</p>	<p>... student motivation to learn to read, write, listen and speak will increase</p>	<p>... the five-year graduation rate for students with IEPs will increase to 85% for the 2018-2019 school year.</p>
	<p>...continues and expands support for the New Jersey Statewide Parent Advocacy Network's "Increasing Literacy Achievement" project which supports building and maintaining the</p>	<p>...families will gain firsthand experience in the importance of literacy and gain skills that will allow them to be more engaged in teaching their children</p>		

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<p>“Backpack Project” as well as literacy nights for families</p> <p>...continues to collaborate with the <b>Statewide Parent Advocacy Network and other family support agencies</b> to further family-school collaborative relationships, increase family resources and enhance the involvement of parents/caregivers in program and placement decisions through professional development, webinars, inclusion conferences and on-site technical assistance and support to local parent groups</p> <p>...continues to support the collection of data regarding parent involvement in the special education process through the annual <b>Parent Survey</b></p> <p>...continues to support technical assistance provided to parents through <b>Title 1</b> programs</p>	<p>to read, write, listen and speak</p> <p>...school efforts to build collaborative family-school relationships will include families of students with IEPs</p> <p>...parents and caregivers will be more informed and engaged in their children’s learning</p> <p>... IEP team meetings will be more effective in identifying student strengths and needs</p>	<p>...student supports at home and in school will be seamless and integrated</p> <p>... IEPs will better meet students’ needs and reflect instruction in the CCSS and other student individual needs</p> <p>...more students and their parents/caregivers will be meaningfully engaged in IEP meetings</p>	<p>... the five-year graduation rate for students with IEPs will increase to 85% for the 2018-2019 school year.</p>
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	<p>in the City of Camden</p> <ul style="list-style-type: none"> <li>...continues and expands work with stakeholder groups to develop new model IEP forms, training and policy documents around <b>IEP development</b></li> </ul>			
<p><b>Preschool Outcomes</b></p>	<ul style="list-style-type: none"> <li>...develops training and technical assistance for supporting preschool students with IEPs in early childhood programs</li> <li>...provides technical assistance in the implementation of the <b>Grow NJ Kid Quality Rating and Improvement System (QRIS) Race to the Top Early Learning Challenge</b></li> <li>...provides targeted training for early intervention service coordinators, child study team members, and school-based administrators who are responsible for the transition of preschool children with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>...teachers will utilize research-based assessment tools on a consistent basis</li> <li>...educators and service providers will be more adept and knowledgeable professionals</li> <li>...training and support for early childhood leadership in identifying relevant data, collecting data, and effective use of data will encourage data-driven decisions and ensure the implementation of appropriate and optimal improvement strategies</li> </ul>	<ul style="list-style-type: none"> <li>...students will demonstrate improved performance in the classroom</li> <li>...students will experience a seamless transition from early intervention to preschool</li> <li>...data-driven decisions, targeted instruction and the implementation of appropriate and optimal improvement strategies will lead to greater success for students in the preschool classroom</li> </ul>	<ul style="list-style-type: none"> <li>... the five-year graduation rate with IEPs will increase to 85% for the 2018-2019 school year.</li> </ul>

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	<p>from Early Intervention to preschool services</p> <p>...continues and expands training and technical assistance for early childhood supervisors in using the ECERS-R tool, a nationally recognized measure of preschool classroom quality, to gather and analyze data and implement improvement strategies for effective preschool classrooms.</p> <p>...continues and expands trainings to enhance early literacy and language development for preschoolers with disabilities</p> <p>...continues to support training for child study team members and preschool special education teachers on administering the <b>Battelle Developmental Inventory</b></p>			<p>... the five-year graduation rate for students with IEPs will increase to 85% for the 2018-2019 school year.</p>
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## NJOSEP's Theory of Action

### Leadership

...continues to support training and technical assistance provided to LEAs through the **Regional Achievement Centers** on the turnaround principles outlined in the ESEA waiver

...continues to support the technical assistance provided to LEAs through the **regional county offices of education**

...continues to support training and technical assistance to district and school leadership including but not limited to the implementation of the CCSS, UDL, LRE and co-teaching

...continues and expands the development of webinars in various research-related topics in education for further professional development for district and school leadership

...continues and plans further update sessions for

...the NJDOE will have a more integrated approach for assisting schools in need

...policies and practices will continue to reflect the identified needs of the districts and schools

...district and school leadership will implement an integrated framework for supporting the learning of all students

...district and school leadership will use data to drive decision-making and accountability

...progress will be made toward meeting the goal of closing the achievement gap

...special education administrators will be informed regarding all NJDOE initiatives, best practices and strategies for working in partnership

...more students will be prepared for success in college and career

...students will receive interventions in general education based on data and specific to their levels of need prior to referral to the child study team

...disproportionate representation of specific racial/ethnic groups in special education and specific educational placements will be reduced

... the five-year graduation rate for students with IEPs will increase to 85% for the 2018-2019 school year.

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	<p>directors of special education and district leadership to inform them on topics related to special education programs and state-wide initiatives</p> <p>...continues and expands technical assistance, through the use of the <i>Success Gaps Rubric</i> developed by the Disproportionality Priority Team, to LEAs identified with significant disproportionality</p>	<p>with other district administrators</p>		
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## Selection of Coherent Improvement Strategies

The goal of the NJDOE, as stated in the No Child Left Behind waiver application, is to ensure that all children, regardless of life circumstances, graduate from high school ready for college and career. New Jersey has a high level of commitment to improving the achievement gap in students with disabilities. In order to achieve this goal and achieve the SIMR, the NJDOE and the NJOSEP have identified several key areas of focus which align with current Department and NJOSEP initiatives. The focus areas include developing and implementing a schoolwide tiered system of supports through the NJTSS initiative, providing technical assistance in the area of co-teaching, Universal Design for Learning (UDL), placement of students in the least restrictive environment, the use of positive behavior supports in schools, facilitating parent and family involvement, decreasing disproportionality through technical assistance and training based on the *Success Gaps Rubric* developed by the Disproportionality Priority Team, providing quality preschool programs, improving transition programs including the use of person-centered planning and community based instruction (CBI), and developing inclusive schoolwide frameworks for instruction (SWIFT). A summary of the major focus areas is included below. A complete listing of the identified improvement strategies is available in the attached theory of action document.

**Schoolwide Integrated Framework for Transformation (SWIFT)** – The NJDOE plans to pilot and scale up implementation of the SWIFT model for an integrated continuum of research-based, system-wide practices based on data to meet the identified academic and behavioral instructional needs of students by using data. The project is projected to begin with two districts that have students with disabilities, students eligible for Title 1 services and students who are English language learners. (SWIFT, 2015)

**Multi-Tiered System of Supports** – The NJDOE is developing guidelines for the implementation of the New Jersey Tiered System of Supports (NJTSS) for districts to create a seamless continuum of interventions for struggling students, including students with disabilities. The NJDOE will build on models from other states and national technical assistance centers to ensure the use of evidence-based interventions, screening, progress monitoring and data analysis. The NJDOE intends to pilot the guidelines and provide technical assistance and training to scale up across the state. Stakeholders have indicated support for the implementation of an RTI/MTSS system in the state. The NJDOE will engage educators, parents and administrators from districts that have implemented a tiered system in the development process. The system will emphasize the use of UDL principles to increase engagement and provide a disincentive for students who are considering dropping out.

**Transition technical assistance and training** – The will continue and expand school or district-based technical assistance regarding transition planning in compliance with IDEA and state regulations and utilizing best practices. Technical assistance will be targeted (Tier 2) and provided based on results of transition monitoring and review of graduation and dropout rates. Training will be open to district staff and families in all districts (Tier 1).

**Person-Centered Planning (PCP)** – Through a contract with the Boggs Center at Rutgers, the NJDOE intends to expand the provision of PCP coaching in districts to engage students with significant disabilities and their families in meaningful, student-driven transition planning.

Community-Based Instruction – the NJDOE is planning to expand support to districts to initiate and expand opportunities for students with IEPs to have work-based learning experiences prior to graduation. The NJDOE is working to provide more guidance to districts regarding services to students between the ages 18 and 21 to focus on preparation for employment and independent living in addition to academics. Districts with CBI programs are demonstrating creativity in developing partnerships in the community with employers and service providers that will be utilized as models through training, videos and a community of practice. The intent is to: a) expand the incentive for students to stay in school; 2) assist students in identifying a career path prior to graduation; and 3) providing students with work-based experiences that they can add to a resume for use after graduation.

LRE – New Jersey’s dedication to providing the least restrictive environment as an educational placement for students with disabilities is evidenced through initiatives which support inclusive practices for ALL students. Professional development and technical assistance is being offered to districts encompassing an array of topics supporting the planning and implementation of programs and practices to support students with disabilities in inclusive settings. The NJOSEP will continue to focus on increasing exposure to the general education curricula and higher standards for ALL student which will result in districts graduating more students who are prepared for college and career.

Universal Design for Learning – As well as addressing various topics to support instructional practice and strategies for the classroom, the NJDOE has placed particular emphasis in designing professional development opportunities around Universal Design for Learning (UDL) with a special emphasis in student engagement to support teachers in the planning and implementation of the CCSS. The Department has convened a professional learning community on UDL including staff from the RACS, the Office of Student Support Services and the NJOSEP along with the New Jersey Principals and Supervisors Association (NJPSA) and the New Jersey Council of Exceptional Children (NJCEC) to collaboratively develop a module for coaching teachers on UDL.

Co-Teaching – The NJOSEP will continue to provide professional development and technical assistance to LEAs to support the successful use of co-teaching teams in general education settings. Technical assistance will include in-person workshops as well as LEA specific training to address identified deficit areas.

PBSIS – The NJDOE will continue to support the Positive Behavior Supports in Schools (PBSIS) initiative. PBSIS utilize a multi-tiered, proactive, educational approach to behavior. Through collaboration with the Boggs Center at Rutgers Robert Wood Johnson Medical School, the PBSIS State team will provide training and technical assistance in universal (schoolwide) interventions, secondary interventions for students with repeated challenging behaviors and tertiary interventions with more intense behavioral needs. The training and technical assistance is provided to cohort schools over a multi-year period.

Parent and Family Engagement – The NJDOE will continue to support and expand its work with the Statewide Parent Advocacy Network (SPAN) to facilitate parent involvement in special education advisory councils and to provide strategies for supporting literacy skills in the home.

Disproportionality – The NJOSEP will continue to provide technical assistance through the use of the *Success Gaps Rubric* developed by the Disproportionality Priority Team to LEAs identified with significant disproportionality.

The NJOSEP's improvement strategies are designed to address the root causes of low performance on an array of SPP/APR indicators that may ultimately impact graduation rate. To achieve the SIMR, the NJOSEP is focused on improving instruction and academic achievement and growth, increasing opportunities for students with IEPs to be educated with their typical peers, expanding opportunities for work based learning, improving parent and family involvement and other transition activities. Universal Design for Learning and positive behavioral supports initiatives are priorities for all students to address the main reasons for referral to special education and removal from general education environments, lack of adequate academic progress and disruptive behavior. These initiatives are part of a tiered framework implemented based on data, focusing more attention on those districts with the highest need. They are also part of the larger framework, the NJTSS which will facilitate implementation of a seamless system of intervention to address the learning needs of all students.

The Department has called upon stakeholders throughout the State to collaborate and design common trainings and resources to support the realization of ALL students attaining higher standards through application of the principles of UDL. The development of the New Jersey Collaborative Education Team (NJCET) include but is not limited to participation from the New Jersey Principals and Supervisors Association (NJPSA), the New Jersey Council of Exceptional Children (NJCEC), the Educational Information Resource Center (EIRC), and various office of the NJDOE.

With a goal of gathering stakeholder input, the OSEP conducts monthly meetings with the State Special Education Advisory Council (SSEAC) which represents families, school districts and other entities that serve or advocate on behalf of people with disabilities. The SSEAC discusses data from the APR and other sources, and offers input regarding technical assistance and professional development initiatives.

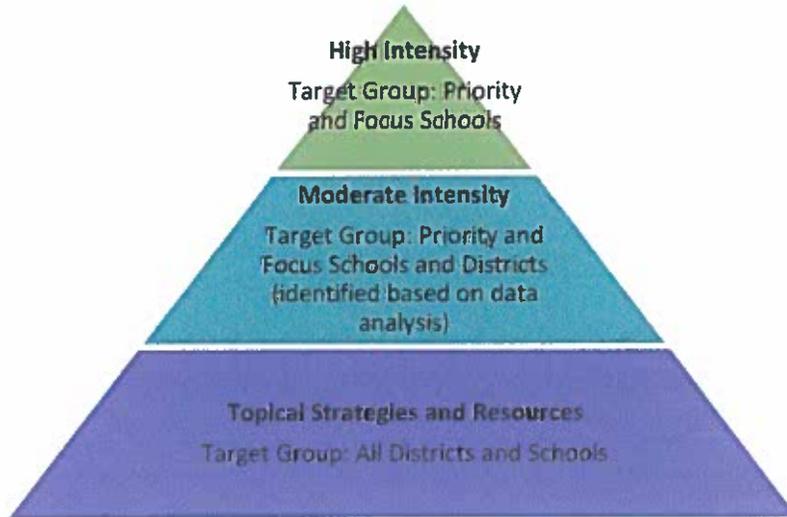
The method of implementation for the chosen improvement strategies is based on available data. When identifying technical assistance needs, data from a variety of sources are analyzed including: NJSMART, the Electronic Violence and Vandalism Reporting System; the OSEP End-of-Year Report; School Performance Reports, Annual Performance Report data; and monitoring data.

The OSEP has created a tiered technical assistance model designed to strategically provide assistance to schools and districts according to their level of need. Data are analyzed with input from other offices within the Department and the SSEAC to determine which districts and schools are targeted for assistance and the intensity of services needed.

**Level I – Topical Strategies, Resources, and Information** - The OSEP makes available to educators and families information on new policies, regulations (state and federal) and effective practices through the NJDOE web site, documents disseminated through the weekly NJDOE broadcast and through one or two day training sessions.

**Level II – Moderate Intensity Interventions** – Districts or schools demonstrating a need for targeted support are given opportunities to participate in multi-day professional development with onsite coaching.

**Level III – High Intensity Interventions** – Districts or schools with pervasive and persistent difficulties are provided more long term and intensive support which includes training and onsite coaching.



By addressing the root causes of low performance, aligning the improvement strategies with Department-wide initiatives and providing technical assistance in a tiered approach supported by available data, the result will lead to increased achievement, decreased dropout rates, an increased graduation rate and improved outcomes for students.

# INDICATOR 17

February 25, 2015

# What is Indicator 17 (SSIP)?

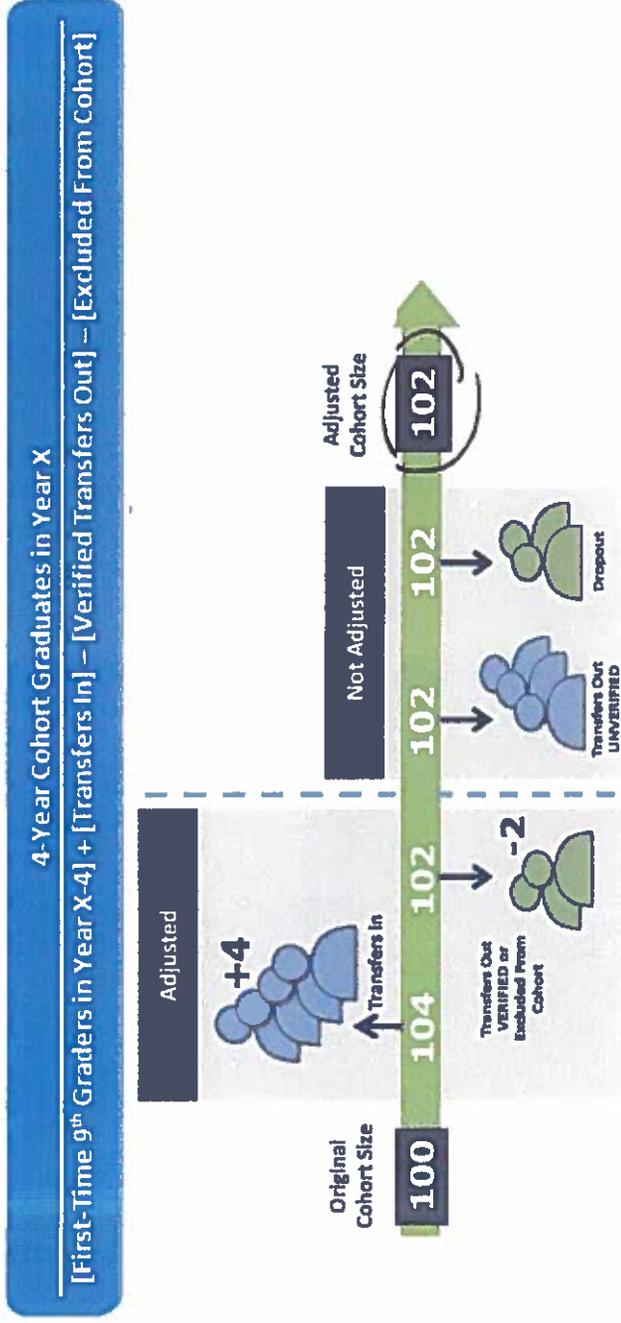
- Indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator
- The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, **yet achievable** multi-year plan for improving results for children with disabilities.

# Data Analysis: Why Grad. Rate?

	Special Education	Not Special Education
<b>4 -Year Adjusted Cohort Graduation Rate %</b>	75.90%	89.68%
<b>Total Cohort Count</b>	18,163	97,396
<b>Adjusted Cohort Count</b>	17,182	91,494
<b>Graduated</b>	13,041	82,050
<b>Transfer Out - Unverified</b>	751	2,701
<b>On-Track Continuing</b>	1,521 (8.8%)	1,196 (1.3%)
<b>Off-Track Continuing</b>	742 (4.3%)	1,951 (2.1%)
<b>Active Student - Status Unknown</b>	70	201
<b>Dropout</b>	1,057 (6.1%)	3,395 (0.4%)
<b>Excluded From Cohort</b>	981	5,902

# How is Grad. Rate calculated?

<http://www.state.nj.us/education/njsmart/download/grad/Introductiontothe4YGAdjustedCohortRate.pdf>



$$\frac{\text{Graduated}}{\text{Adjusted Cohort Count}} = \frac{\text{Graduated}}{\text{Graduated} + \text{Transfer Out-Unverified} + \text{On-Track} + \text{Off-Track} + \text{Dropped-out} + \text{Status Unknown}}$$

**On-Track Continuing:** Submitted Grade Level suggests that a student is on-track to graduate by their assigned cohort year.

**Off-Track Continuing:** Submitted Grade Level suggests that a student is still attending school, but is at least one year behind their assigned cohort year.

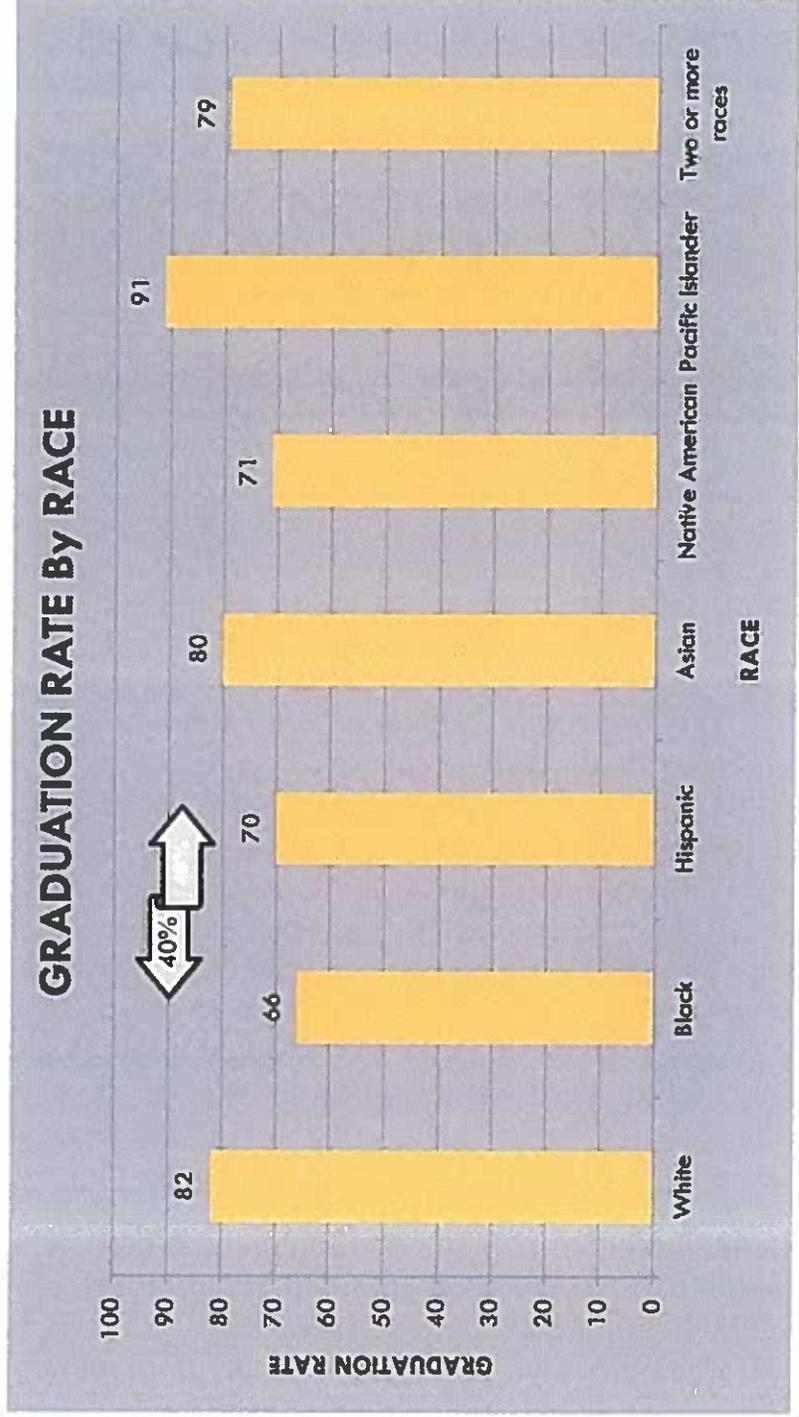
**Transfer Out– Unverified:** Students that were exited with a transfer-out School Exit Withdrawal Code but have not yet been uploaded by another NJ SMART submitting district.

**Status Unknown:** Students have been assigned a cohort year but were not submitted in the most recent State Submission; therefore, it could not be determined whether the student is on- or off track.

**Excluded From Cohort :** SID Management Inactive Students that are excluded from the adjusted cohort under special circumstances, including death of a student and transfer out of state/country.

# 2012-2013 Graduation Data Analysis by Race/Ethnicity (SE-4 Years)

White	Black	Hispanic	Asian	Native American	Pacific Islander	Two or more races	Total
82%	66%	70%	80%	71%	91%	79%	76%

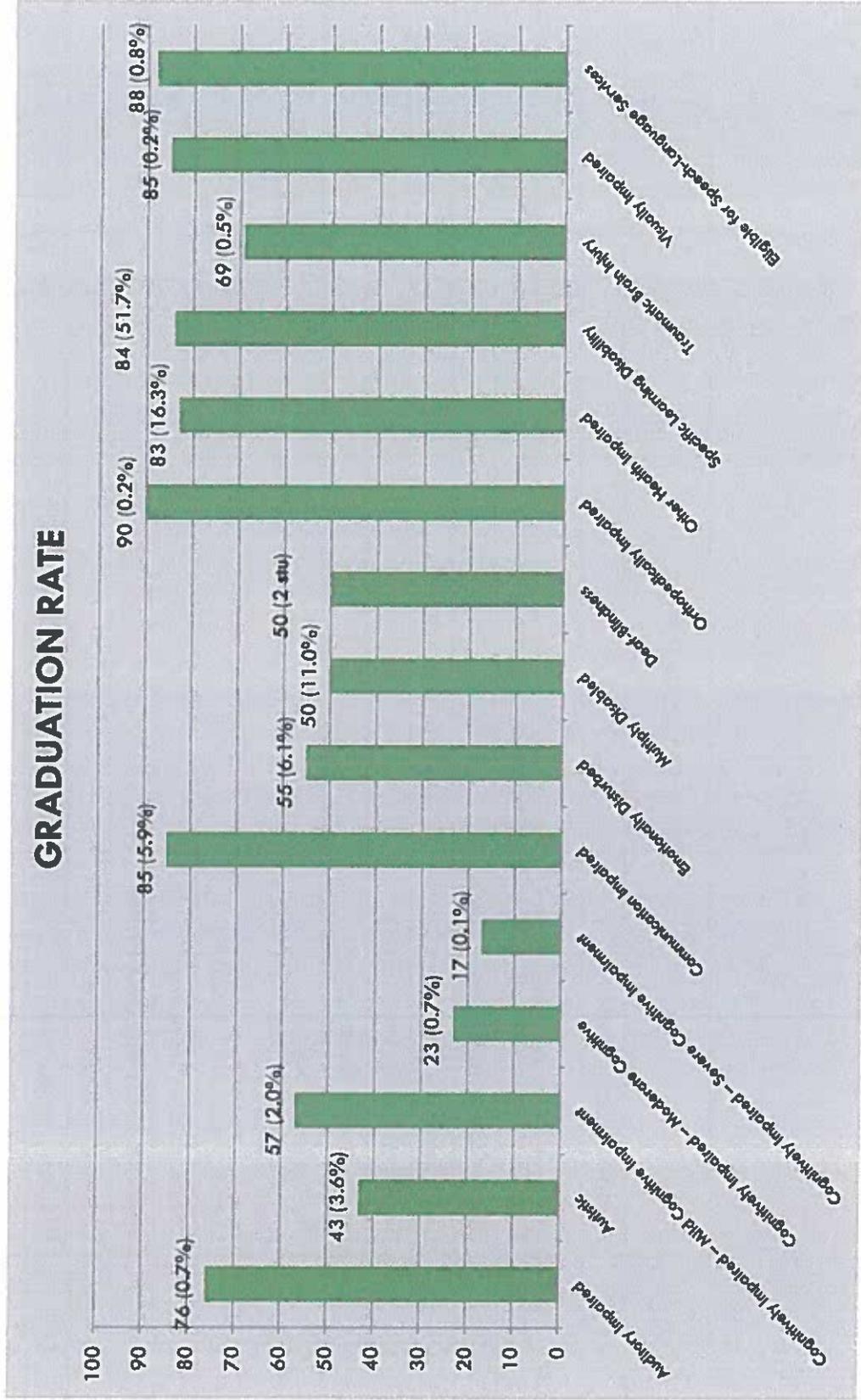


Race	Grads	Transfer out	On Track	Off Track	Status Unknown	Drop Out	Graduation Rate %
White	7559	248	791	212	19	404	82
Black	2735	277	383	328	26	375	66
Hispanic	2390	233	275	201	25	278	70
Asian	374	7	67	13	0	4	80
Native American	20	1	3	0	0	4	71
Pacific Islander	10	0	1	0	0	0	91
Two or more Races	48	1	7	4	0	1	79

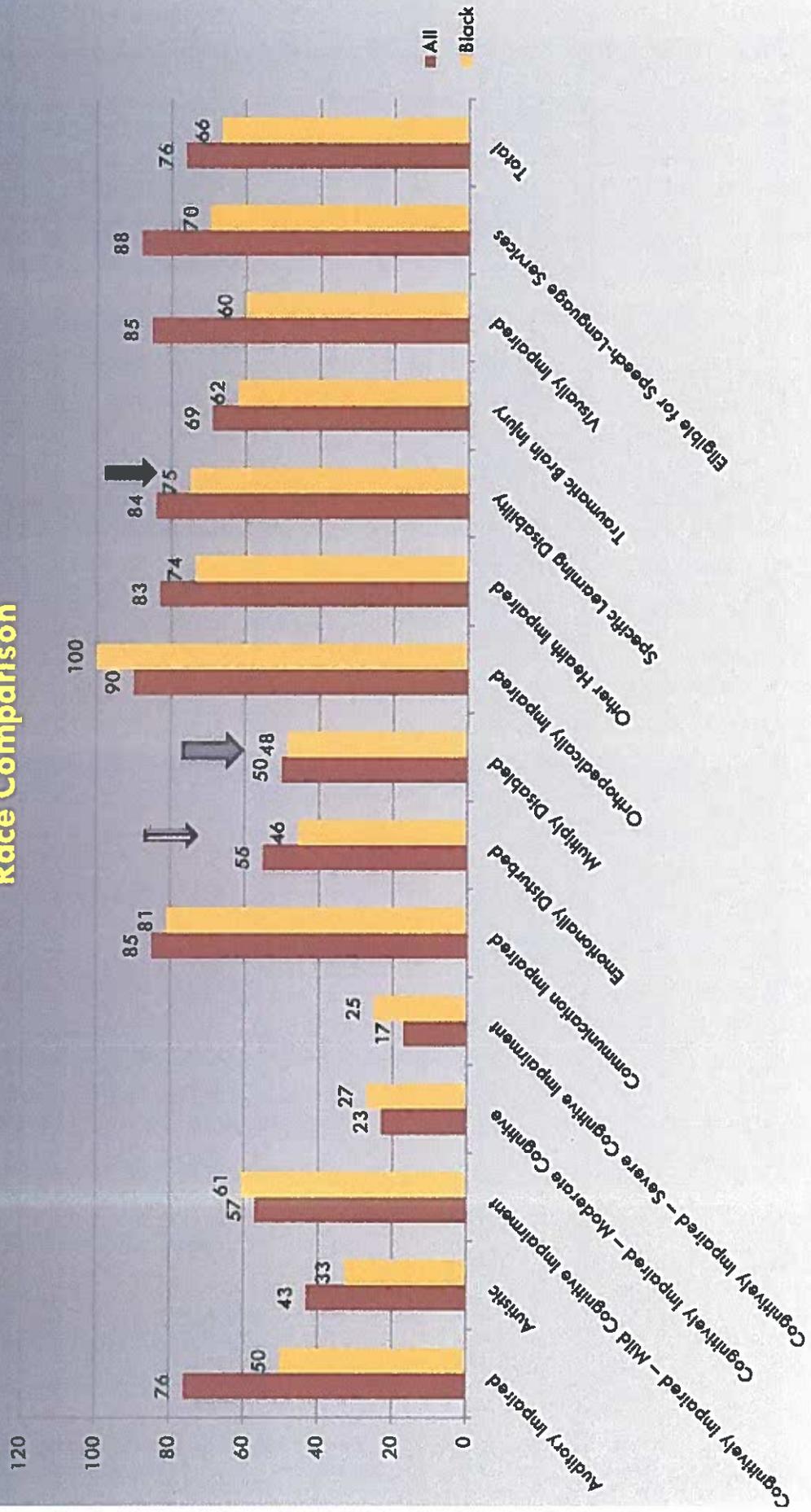
# 2012-2013 Graduation Data: Disability Category

STATE CODE	STATE ELIGIBILITY	GRADUATION RATE %
01	Auditory Impaired	76
02	Autistic	43
03	Cognitively Impaired – Mild Cognitive Impairment	57
04	Cognitively Impaired – Moderate Cognitive	23
05	Cognitively Impaired – Severe Cognitive Impairment	17
06	Communication Impaired	85
07	Emotionally Disturbed	55
08	Multiply Disabled	50
09	Deaf-Blindness	50
10	Orthopedically Impaired	90
11	Other Health Impaired	83
14	Specific Learning Disability	84
15	Traumatic Brain Injury	69
16	Visually Impaired	85
17	Eligible for Speech-Language Services	88
	Total	76

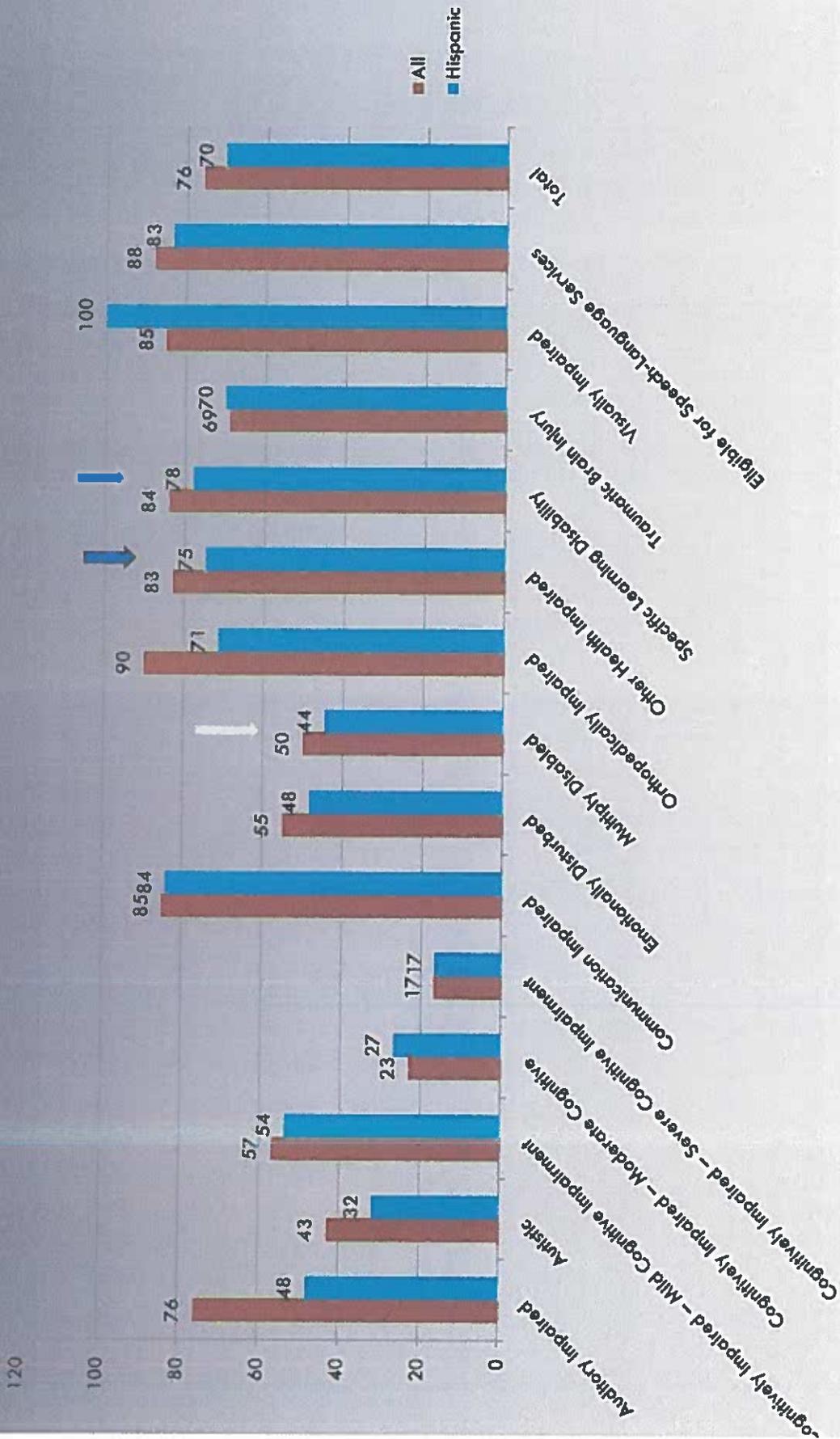
# 2012-2013 SE Graduation Data: Disability Category



# Graduation Rate by Disability Race Comparison

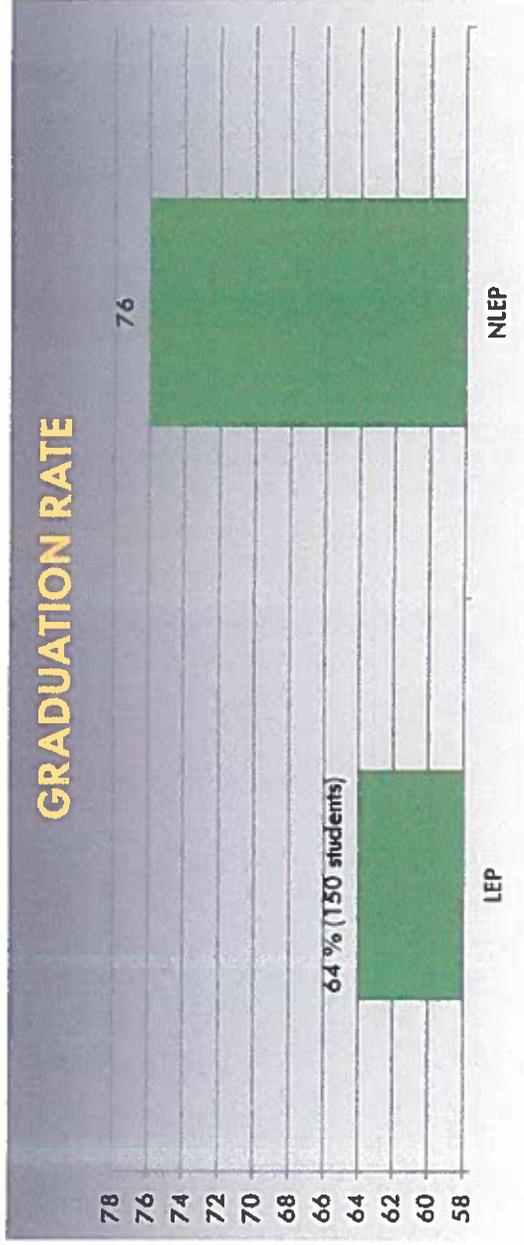


# Graduation Rate by Disability



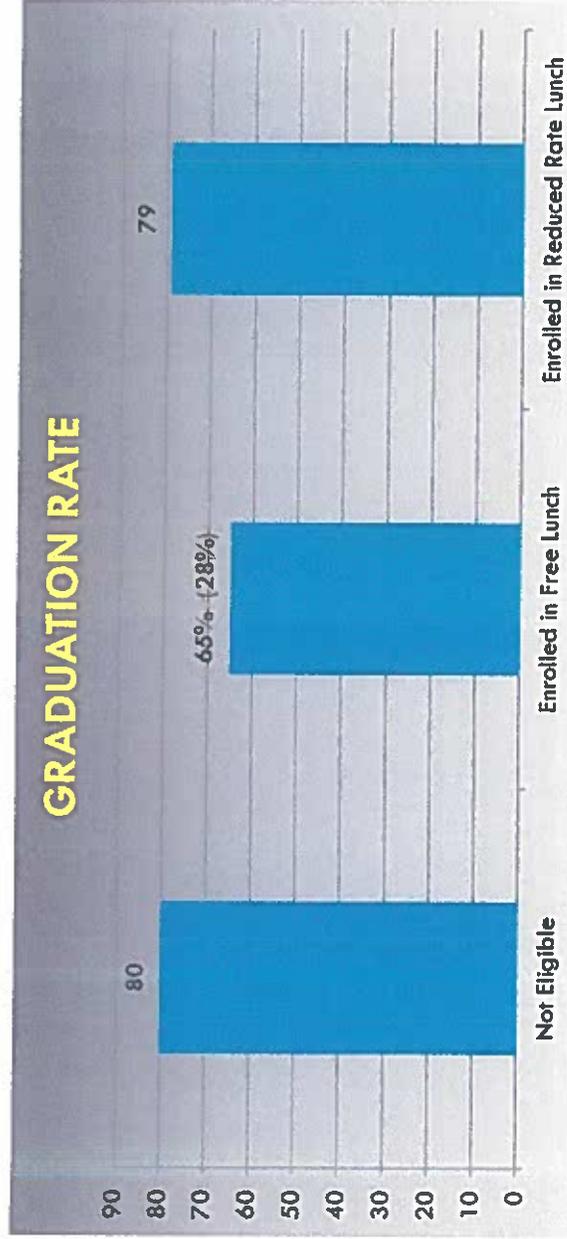
# 2012-2013 SE Graduation Data: LEP Status

LEP STATUS	GRADUATION RATE %
LEP	64
NLEP	76
Total	76



# 2012-2013 SE Graduation Data: Free and Reduced Lunch

Lunch Status	Graduation Rate (%)
Not Eligible	80
Enrolled in Free Lunch	65
Enrolled in Reduced Rate Lunch	79
<b>Total</b>	<b>76</b>

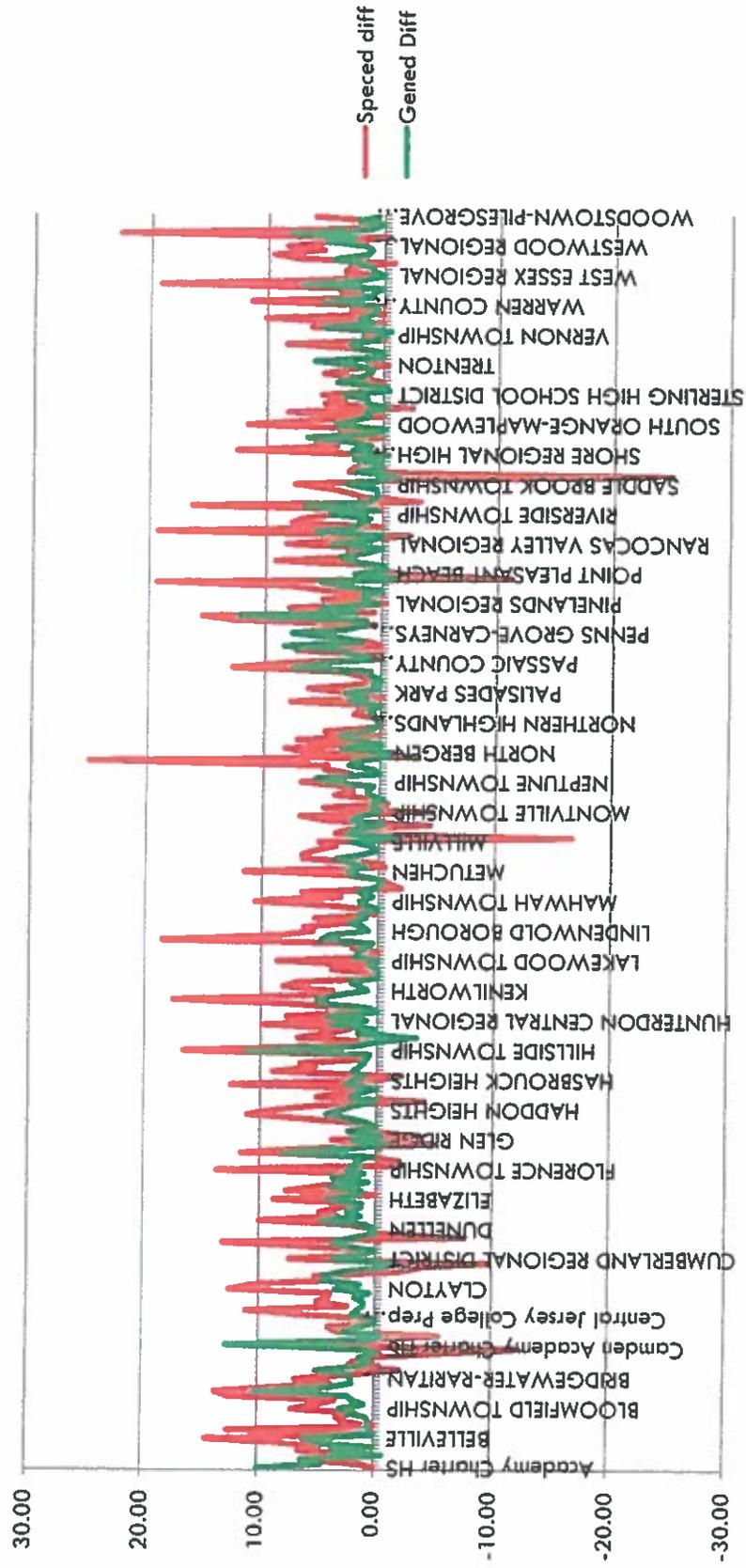


# 4 and 5 Year Graduation Rates

School Year	SPP/APR Target	4 Year Rate	5 Year Rate
10-11	75%	73%	78%
11-12	75%	74%	78%
12-13	75%	76%	80%

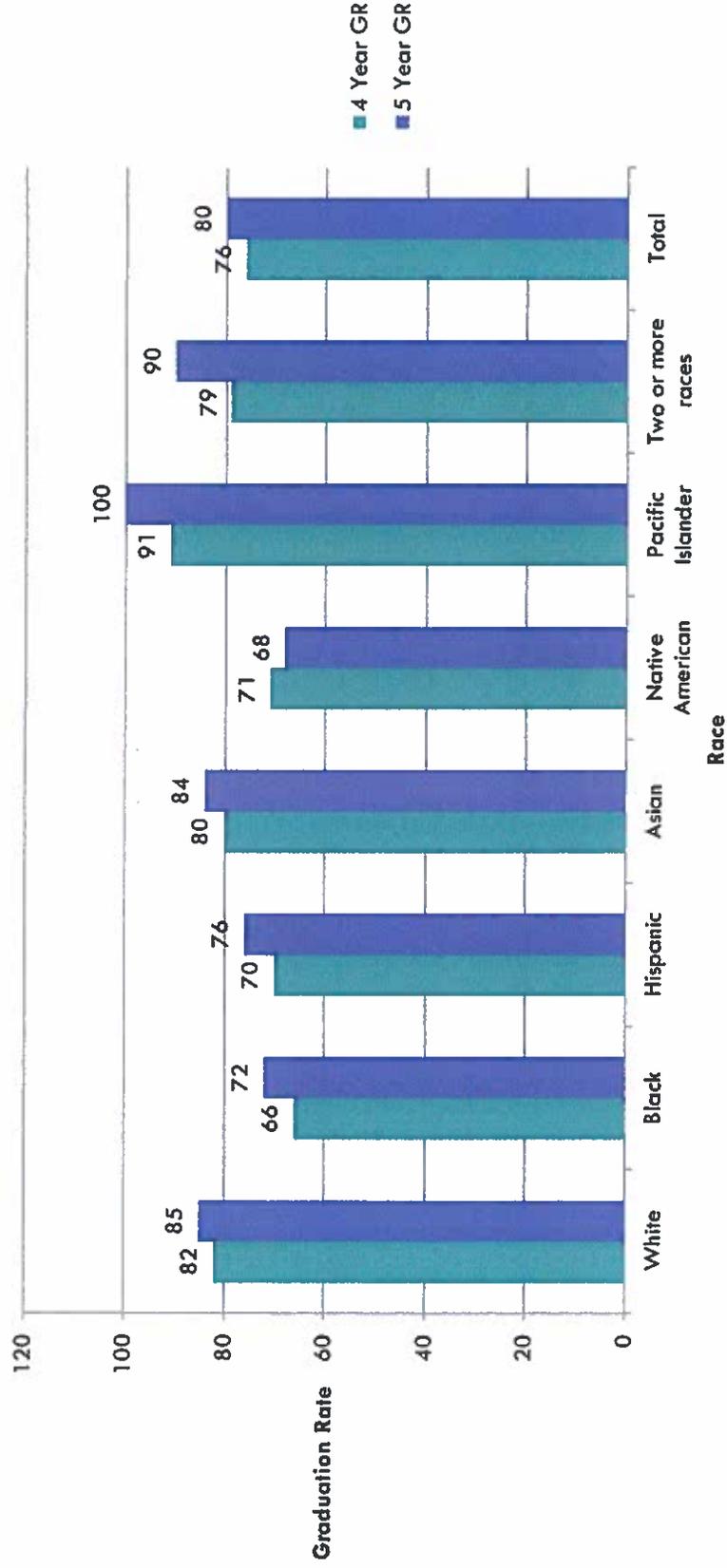
# 4 and 5 Years of Graduation Rates – District wide

## Difference in 4 and 5 Years of Graduation Rate Comparison with All Students



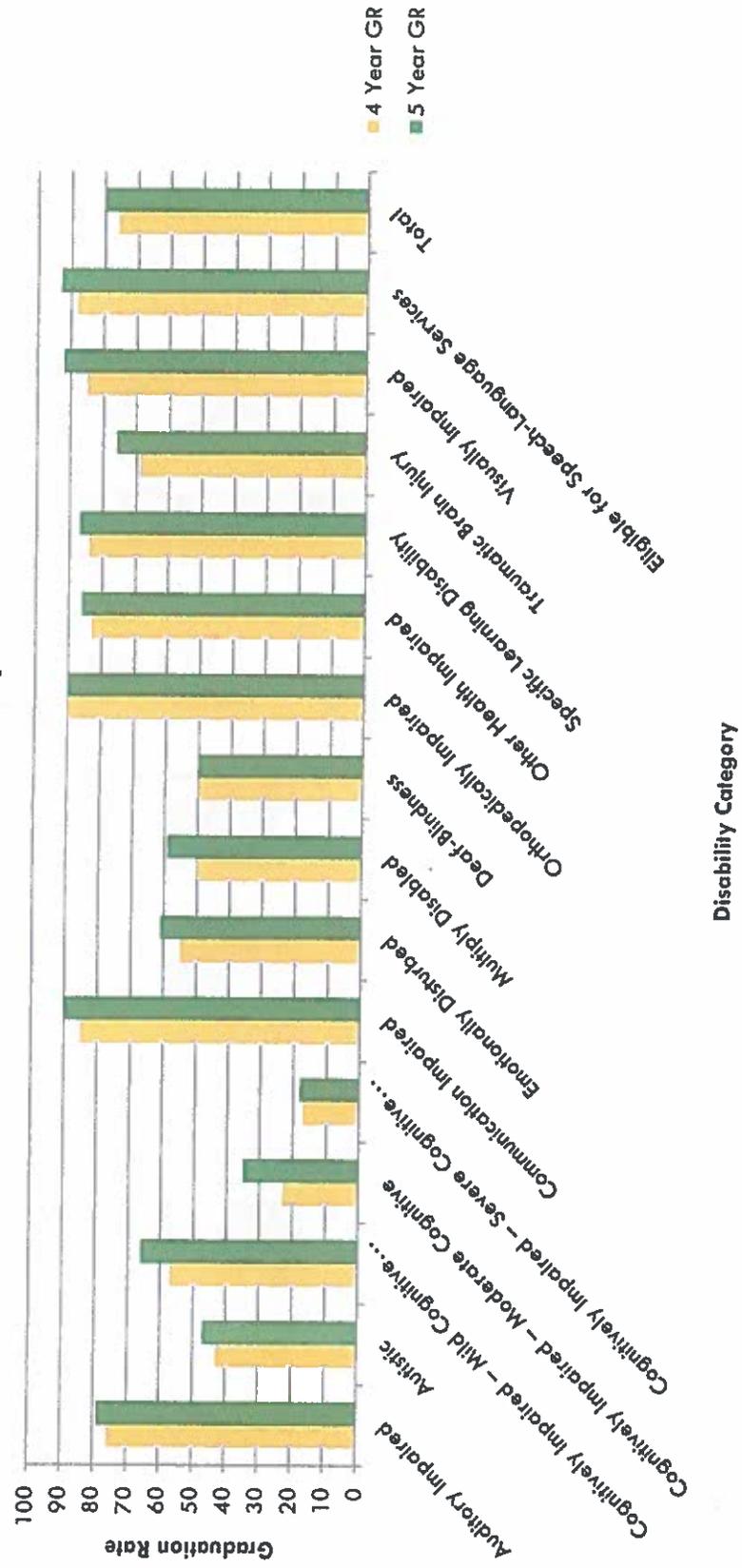
# Graduation Rate by Race

## 2012-2013 Graduation Rate Comparison of 4 and 5 years data



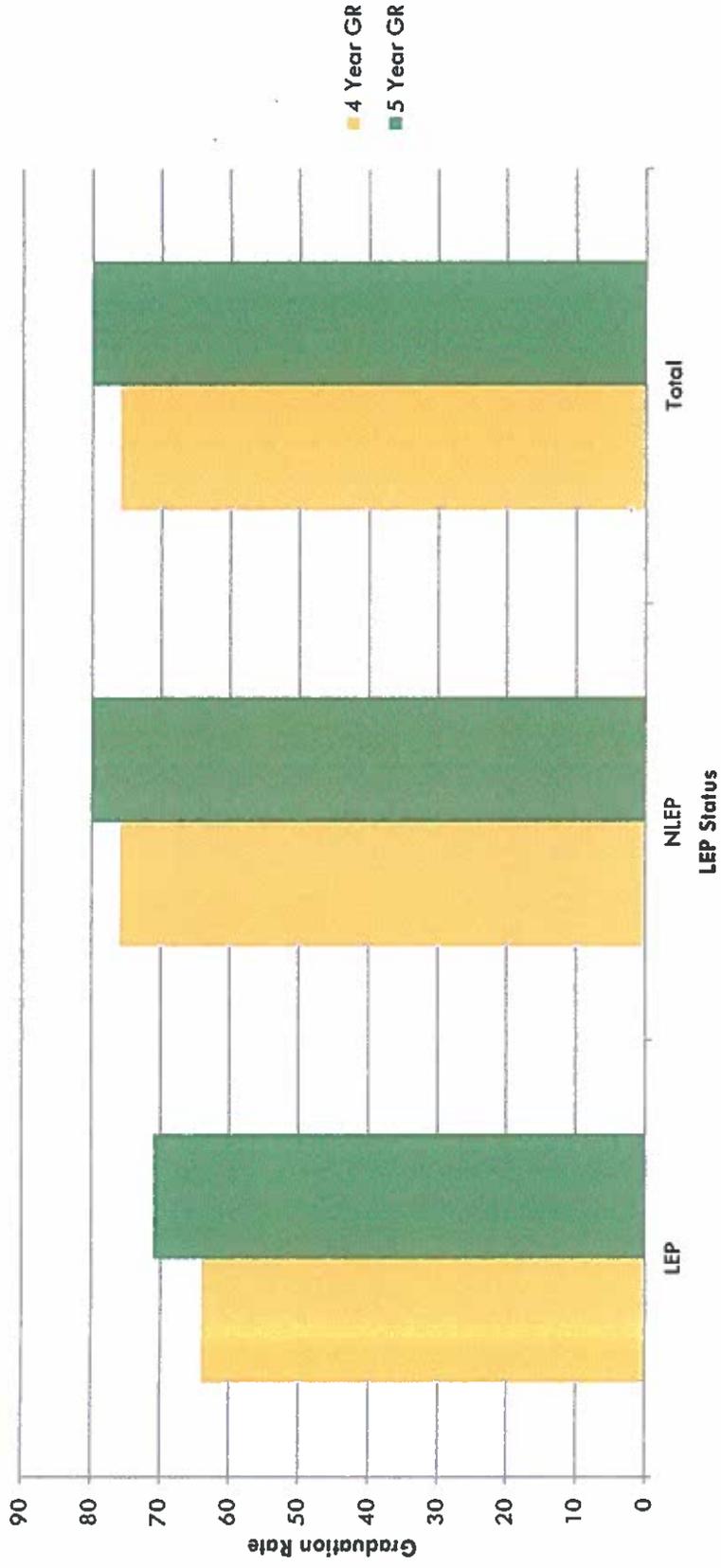
# Graduation Rate by Disability

## 2012-2013 Graduation Rate 4 and 5 Years Comparison



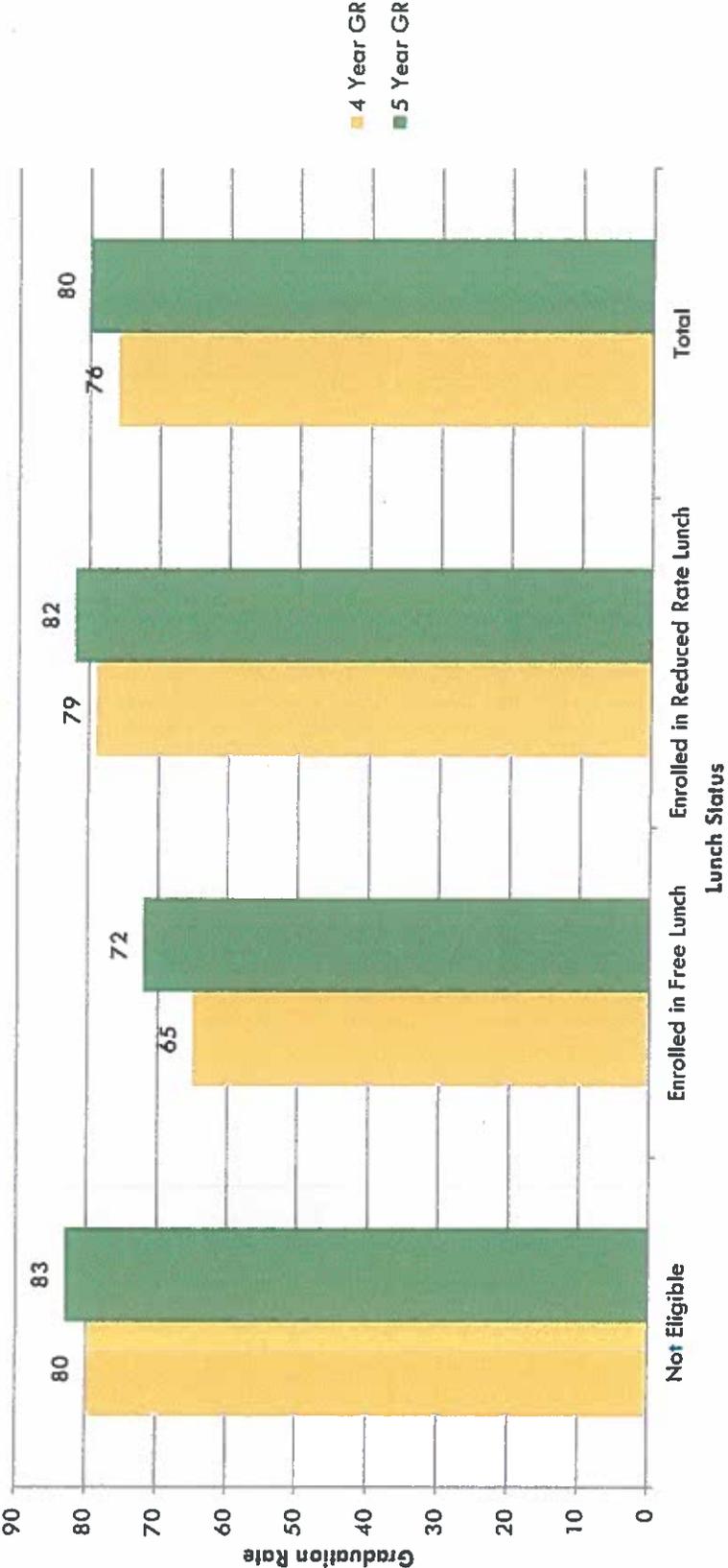
# Graduation Rate by LEP Status

## 2012-2013 Graduation Rate 4 and 5 Years Comparison



# Graduation Rate by Lunch Status

## 2012-2013 Graduation Rate 4 and 5 Years Comparison

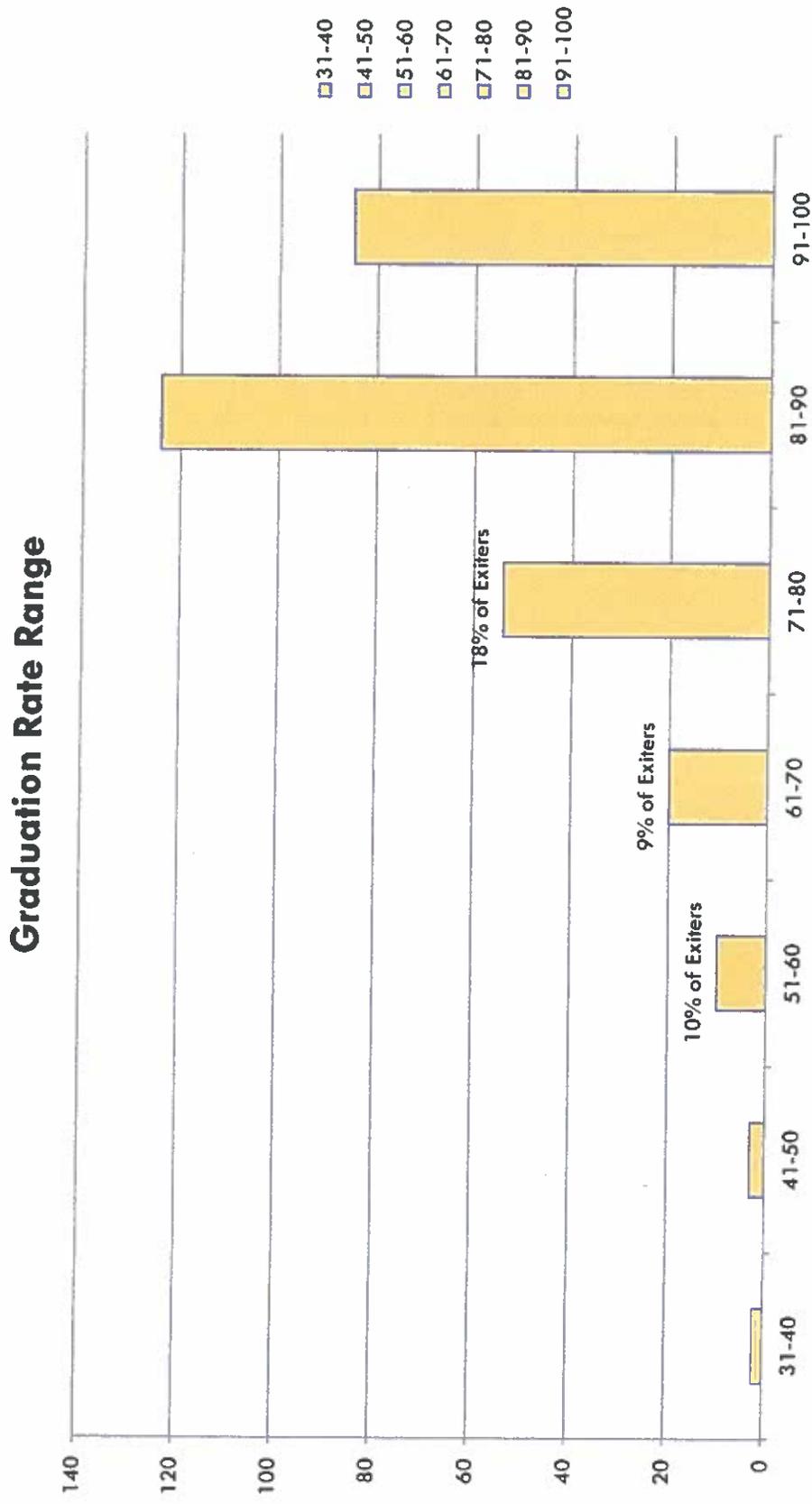


# 6 Year Students

- 1151 students exited after a 6<sup>th</sup> high school year

Graduation Rate Range	Number of Districts
31-40	2
41-50	3
51-60	10
61-70	20
71-80	54
81-90	124
91-100	85

# Graduation Rate Range variation



# INDICATOR 17

September 3-4, 2014

# Today's Goal

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- Engage stakeholders in in-depth conversations regarding meaningful, measurable outcomes for students with disabilities
- Engage stakeholders in the analysis of graduation data to compare performance of a range of subgroups of students
- Elicit stakeholders' evidence-based priorities for developing the metric for Indicator 17

# Data Analysis – Post School Outcomes

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- **Positives**
  - ▣ Measures success in college/career
  - ▣ Measures application of knowledge and skills learned
  - ▣ Demonstrates interagency coordination – seamless transition
  
- **Areas of Concerns**
  - ▣ DOE and LEAs have limited impact on:
    - hiring
    - higher education
    - Admissions to colleges and vocational schools
    - Cost of higher education/vocational schools

# Data Analysis - Assessment

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- **Positives**
  - ▣ **Measures achievement of Common Core State Standards**
  - ▣ **Includes students grades 3 through 8 and 11**
  
- **Areas of Concern**
  - ▣ **Tiered System – More students with mild disabilities receiving supports in general education**
  - ▣ **Growth Rates – New metric – with changes in assessments not sure of stability**
  - ▣ **Does not include alternate assessment participants**
  - ▣ **New assessments**

# Data Analysis – Preschool Outcomes



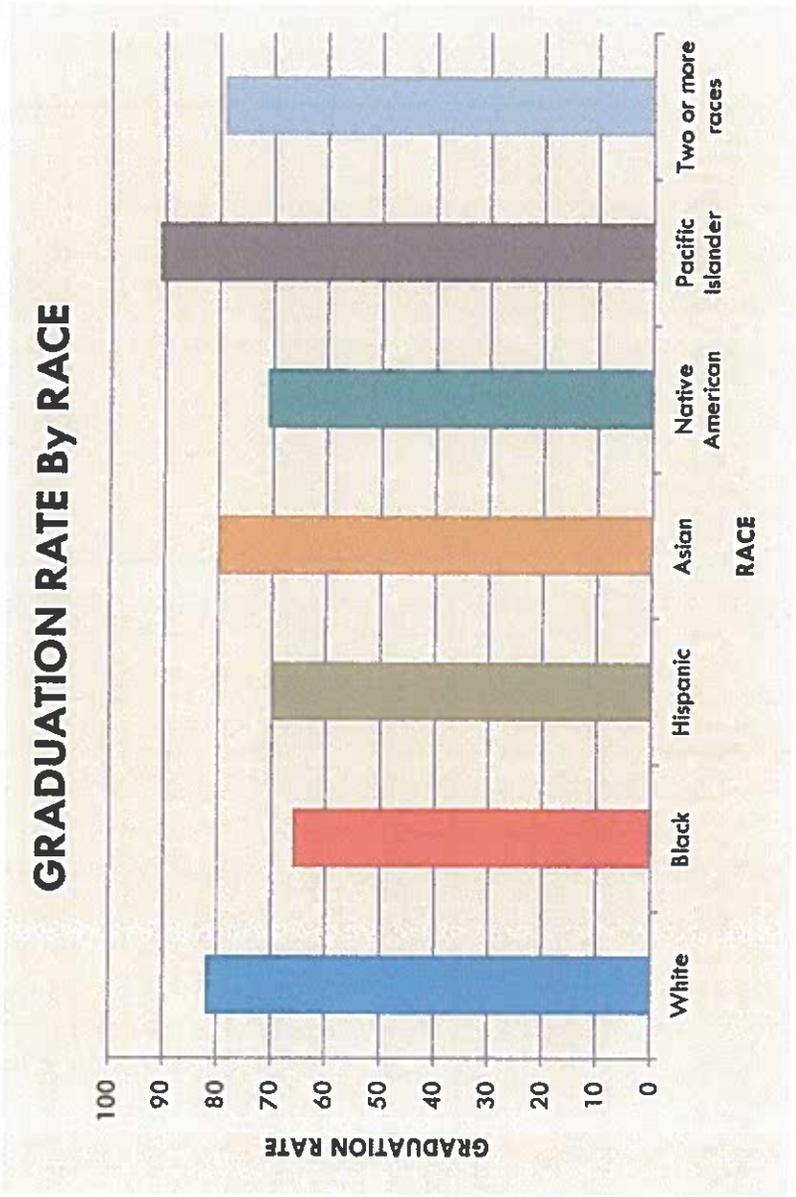
- Positive
  - ▣ Measures achievement, social/emotional growth
- Areas of Concern
  - ▣ Focus on only 2 years of education
  - ▣ Although statistically sound, uses sampling

# 4 and 5 Year Graduation Rates

School Year	SPP/APR Target	4 Year Rate	5 Year Rate
10-11	75%	73%	78%
11-12	75%	74%	78%

# 2012-2013 Graduation Data: Race/Ethnicity

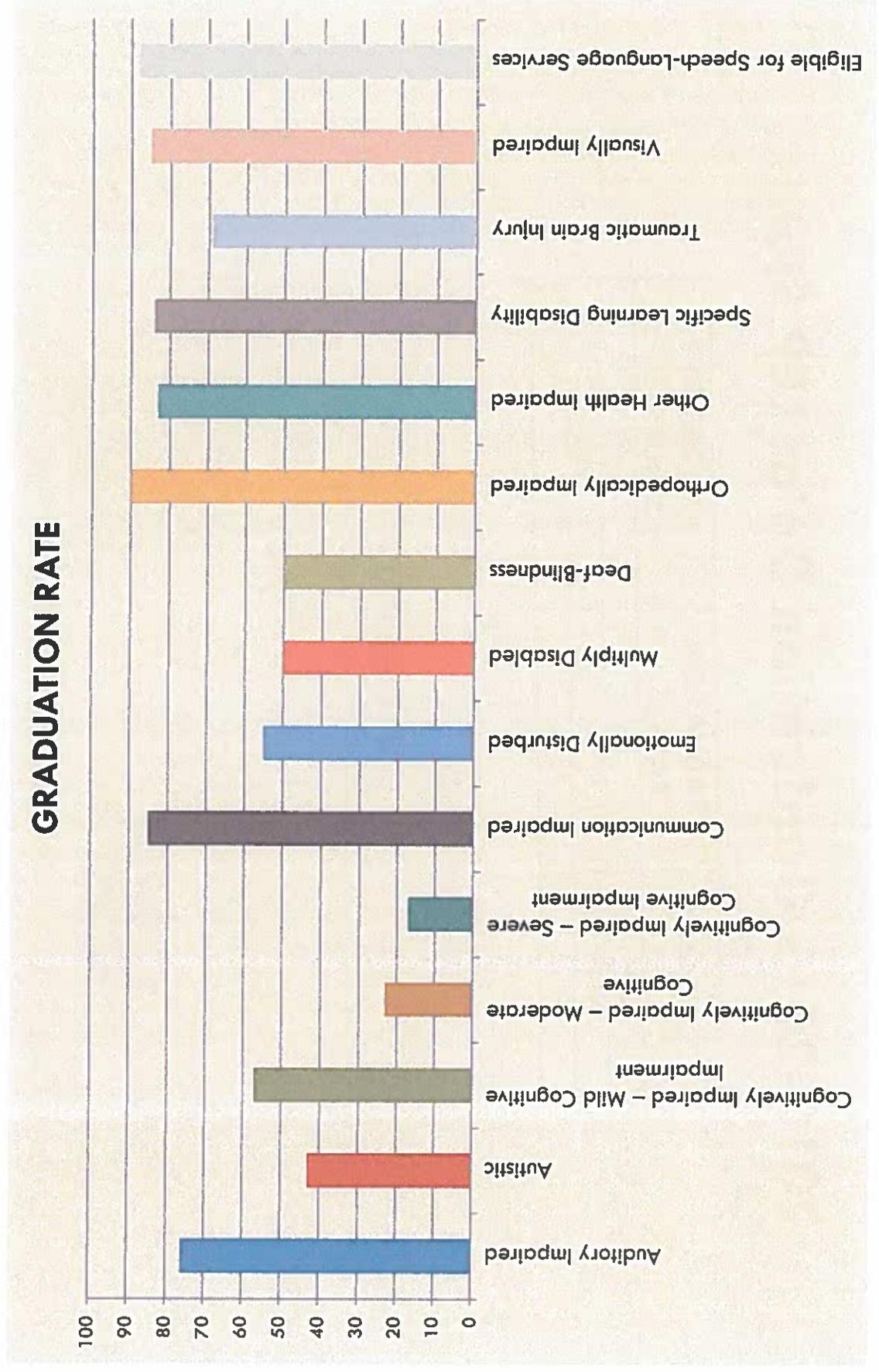
White	Black	Hispanic	Asian	Native American	Pacific Islander	Two or more races	Total
82%	66%	70%	80%	71%	91%	79%	76%
7559	2735	2390	374	20	10	40	13136



# 2012-2013 Graduation Data: Disability Category

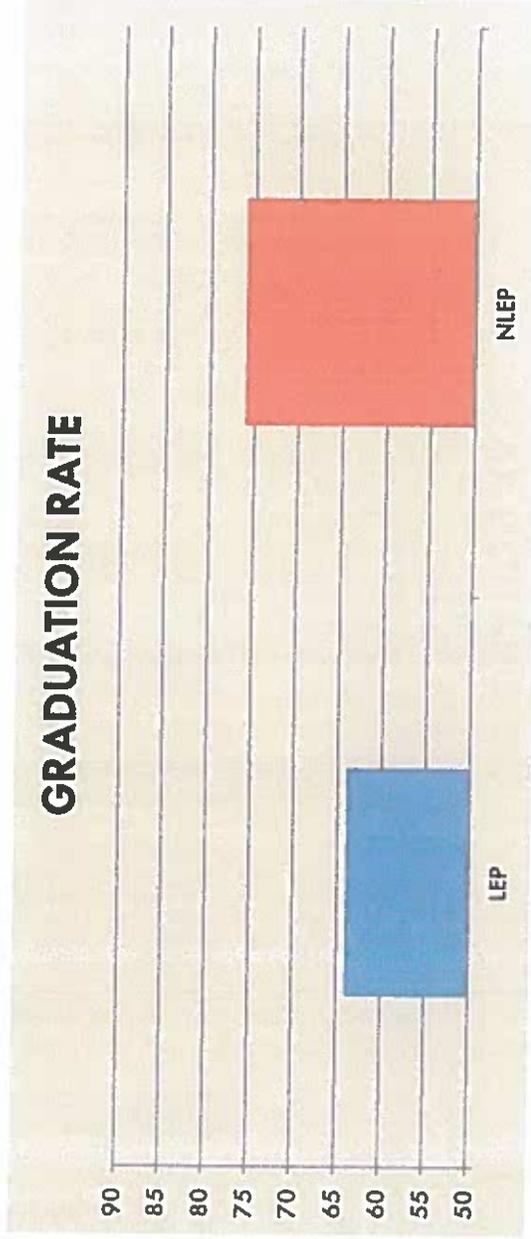
STATE CODE	STATE ELIGIBILITY	GRADUATION RATE %	NUMBER OF STUDENTS
01	Auditory Impaired	76	88
02	Autistic	43	270
03	Cognitively Impaired – Mild Cognitive Impairment	57	192
04	Cognitively Impaired – Moderate Cognitive	23	30
05	Cognitively Impaired – Severe Cognitive Impairment	17	3
06	Communication Impaired	85	857
07	Emotionally Disturbed	55	575
08	Multiply Disabled	50	957
09	Deaf-Blindness	50	1
10	Orthopedically Impaired	90	37
11	Other Health Impaired	83	2343
14	Specific Learning Disability	84	7465
15	Traumatic Brain Injury	69	61
16	Visually Impaired	85	33
17	Eligible for Speech-Language Services	88	118
	Total	76	

# 2012-2013 Graduation Data: Disability Category



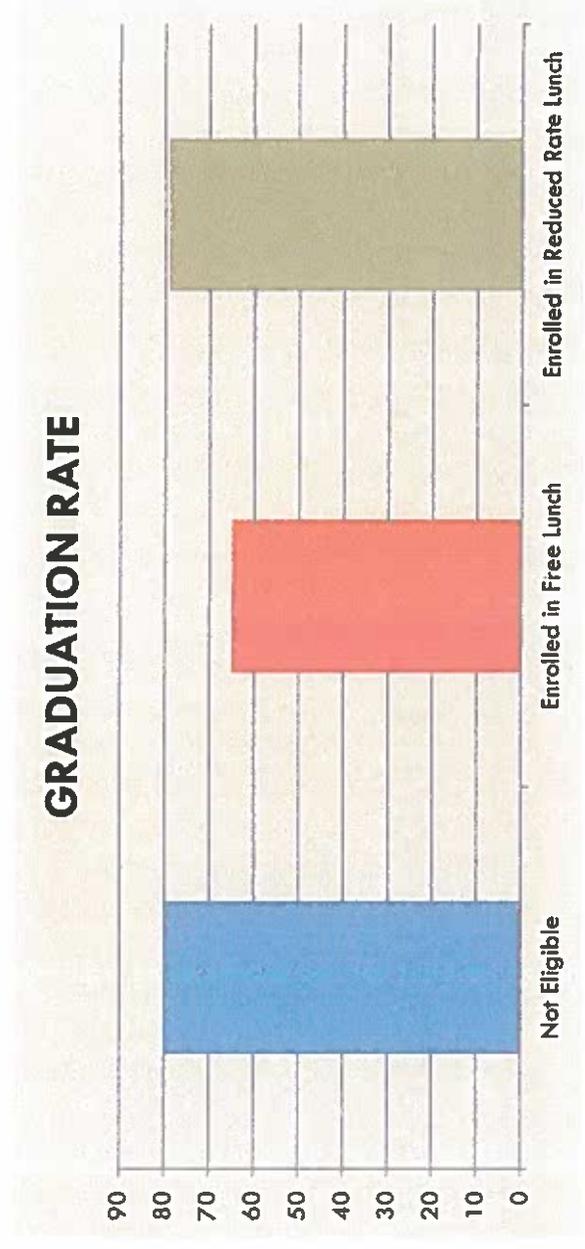
# 2012-2013 Graduation Data: LEP Status

LEP STATUS	GRADUATION RATE %	NUMBER OF STUDENTS
LEP	64	93
NLEP	76	13043
Total	76	



# 2012-2013 Graduation Data: Free and Reduced Lunch

Lunch Status	Graduation Rate (%)	Number of Students
Not Eligible	80	8899
Enrolled in Free Lunch	65	3294
Enrolled in Reduced Rate Lunch	79	940
<b>Total</b>	<b>76</b>	



# 6 Year Students



- 1151 students exited after a 6<sup>th</sup> high school year

# Indicator 13 – Compliance Data

School Year	Number of Districts	Number of Districts with Noncompliance	Number of IEPs reviewed	Number of IEPs with Noncompliance	Compliance Rate
2011-2012	38	4	223	18	91.9%
2012-2013	74	13	629	59	90.9%

# Indicator 3 – Compliance Data

School Year	Number of Districts Monitored	Number of Districts with Noncompliance	Compliance Rate
2012-2013	53	4	92.4%
2013-2014	55	11	80%

October 17, 2013 Stakeholder Meeting  
Summary of Stakeholder Input

- **Improved pre-referral (I&RS) services** will lead to a reduction of classification rates and disproportionality.
- Inclusive early childhood education will lead to an increase in early childhood outcomes, increased placements in the LRE and a decrease in disproportionality
- **Creating connections between general education and special education** will lead to higher achievement.
- Utilizing a **multi-tiered system of support** will lead to a reduction in classification rates, an increase in test scores and an increase in placement in the LRE.
- Implementing appropriate **timely interventions** will lead to closing the achievement gap.
- Expanding health and community services in schools will increase parent involvement and child find will improve.
- Increase access to preschool services will lead to a reduction in the number of students eligible for school-age special education services and increased student achievement.
- Increasing the number of students included in **general education settings** will lead to increased student achievement.
- Teaching self-advocacy skills will lead to increased positive post-school outcomes.
- Increasing access to a **rigorous curriculum** will lead to increased positive post-school outcomes.
- Increasing the **access to general education settings** will lead to stronger peer relationships and access to high quality academics which will lead to better post-school outcomes.
- Implementing a system of positive behavioral supports for all students will lead to a decrease in suspensions, a reduction in school drop-outs and increased student achievement.

