



## **SECTION C**

# **Data Systems to Support Instruction** **(47 total points)**

**(C)(1) Fully implementing a statewide longitudinal data system** (24 points – 2 points per America COMPETES element)

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

*In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.*

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State’s statewide longitudinal data system.

*Recommended maximum response length: Two pages*

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## **FULLY IMPLEMENTING A STATEWIDE LONGITUDINAL DATA SYSTEM**

New Jersey’s statewide longitudinal data system – called NJ SMART – fully implements seven of the America COMPETES elements. We have contracted with leading data experts from multiple vendors to audit the current systems and to do the systems-design work to ensure that we have a swift, efficient path to completing the rest of the COMPETES data elements – and to go well beyond. New Jersey is fully committed to having a top-tier statewide longitudinal data system by 2012, and offers herein a detailed plan for getting there.

The seven fully-implemented America COMPETES data elements are:

**(1) The implementation of a statewide unique student-identification number**, known as the “SID.” New Jersey began its implementation of SIDs in 2007, and has since assigned over 1.6 million SIDs to all public pre-school-through-high-school students. Through the NJ SMART portal, LEAs have the ability to acquire new SIDs, view and download existing SIDs, correct errors in a SID record, resolve conflicts between SID records, update individual-student data, and upload files. State policy requires that an LEA assign a SID to every student and that all SID conflicts be resolved before each of two annual State data submissions, taking place on October 15 and on June 30. Evidence as to this element is in the NJ SMART Overview available in

Appendix I, as is the data definition for the SID data element, as published in our SID Management Student Data Handbook version 1.2, and an overview of the NJ SMART system.

**(2) Student-level enrollment, demographic, and program-participation information.** All enrollment and demographic information is currently uploaded by LEAs and included in NJ SMART. New Jersey also collects participation information in the following areas: Homeless; Title I Programs in Language Arts, Math, and Science; Supplemental Education Services programs, Limited-English-Proficient programs, Special Education programs and services, and the Migrant program. Evidence of this element is available within the NJ SMART Overview – the disaggregator view shows program, participation, and demographic fields tracked in NJ SMART. Further evidence is available in our Data-Elements Outline, available in Appendix I, with the list of fields collected in our state data submission, as published in our Student Data Handbook, version 1.3.

**(3) The collection of yearly assessment data for students in tested grades.** At the beginning of each assessment cycle, student-level information is provided to New Jersey’s testing vendor. This includes information regarding testing accommodation (if appropriate), program participation, demographic information, and the student’s unique SID. This process enables the test vendor to place labels on each booklet, which in turn allows the vendor to create electronic files of test results at the end of the assessment cycle. These data files are then uploaded into NJ SMART, where LEAs and schools can access the data via the NJ SMART analytics tool to conduct their own analyses. Evidence as to this element is available on page 4 of the NJ SMART Overview, available in Appendix I – the view of student roster information with performance level based on yearly-assessment data.

**(4) Information regarding students who are not tested.** In addition to the information that is provided to the test vendors at the beginning of the assessment cycle, schools and LEAs also provide information, via the test booklet, regarding the reasons why a test booklet may not be fully completed. The label on the test booklet provides a space for school personnel to indicate, using established codes, the reason a student was not tested. (For example, a student may have had a medical emergency during the testing period.) This information is then included in the test vendor’s electronic files, which are uploaded into NJ SMART. Evidence as to this element is

available on page 3 of the NJ SMART Overview available in Appendix I – the disaggregator view shows void codes, which are entered when a student does not take an assessment.

**(5) A State data-audit system.** During the data-submission process, school districts participate in a ‘practice submission’ prior to official snap-shot dates. The data provided to NJ SMART is run through a series of data-quality processes, including over 300 separate business rules. When the official submission-period begins, summary reports provide snapshots of district aggregate data that districts can use to verify their submission. Additionally, announcements, FAQs, data dictionaries, training sessions, and a dedicated help desk provide support to districts. Once received by NJ DOE, the submitted data is subjected to additional scrutiny as it is cross referenced against other collections and submitted to the U.S. Department of Education’s Education Data Exchange Network (EDEN/EDFacts). State policy dictates that district submissions are not permitted to contain more than 2% errors. For an example of the business rules against which submissions are evaluated, see Appendix I Data Audit – an example of the business rules by which the Referral Date field is validated during data submission, as published in our Special-Education Student Data Handbook.

**(6) Student-level college-readiness scores.** New Jersey collects student-level data from the College Board on SAT, ACT, and AP results and links them to student records in NJ SMART. Evidence of this collection is included in Appendix I, as a table description for the AP-course record data, which is linked at the student level in our NJ SMART system.

**(7) Other information that has been determined to be necessary to address alignment and adequate preparation for success in post-secondary education.** In addition to our regular and alternate assessments and College Board scores, New Jersey also collects surveys of post-secondary plans and remedial-course enrollment in New Jersey’s Institutions of Higher Education. A strong collaboration among state agencies and higher education includes the integration of data from students served by the New Jersey Department of Corrections, the Juvenile Justice Commission, the New Jersey Department of Human Services, and the New Jersey Department of Children and Families; and workforce data from the New Jersey Department of Labor. We also utilize data from the Commission on Higher Education in order to address the linkage between our high-school curriculum and post-secondary curriculum.

New Jersey’s longitudinal-data system has partially implemented the following America COMPETES Act elements:

**Student-level information about entry, exit, transfers, etc.** New Jersey currently collects and analyzes entry, exit, transfer, and drop-out data for all P-12 students in the state. The State does not currently include the same data for college students.

**A teacher-identification system.** New Jersey currently has a teacher identifier that is generated for all certificated staff. The identifier is tied to the individual’s credential. However, New Jersey’s systems do not yet link student and teacher information beyond the “snapshot” data collections that take place twice per year.

New Jersey’s State Fiscal Stabilization Fund (SFSF) application, which was submitted on December 14<sup>th</sup>, 2009, includes a commitment to fully implement the five un- or partially-implemented COMPETES elements, as well as SFSF indicators B2 (student growth) and B3 (teacher impact). The description of our work-plan and budget to accomplish this implementation is contained in section (C)(2).

## Reform-Plan Criteria

### **(C)(2) Accessing and using State data (5 points)**

The extent to which the State has a high-quality plan to ensure that data from the State’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.<sup>1</sup>

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the*

<sup>1</sup> Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

*narrative the location where the attachments can be found.*

*Recommended maximum response length: Two pages*

## ACCESSING AND USING STATEWIDE DATA

NJ SMART is the State Longitudinal-Data System (SLDS). It currently aggregates data for accountability and analysis purposes, and provides statewide reporting on student performance. Under the Race to the Top program, we will enhance NJ SMART as our accountability system while simultaneously extending it with an integrated Instructional Improvement System (IIS). Because mobile computing is ascendant (One million iPads sold in a month!), we will design user interfaces to support tablet, netbook, and traditional data views, and encourage LEAs to ensure that every teacher has access to our data systems both at school and at home. In enhancing and extending our system we will:

- Provide ready access to data in the classroom, both for the *Aggregate Reporting* functionality outlined in this section and for the *Instructional Support Tools* outlined in (C)(3);
- Provide context-sensitive access to student, school, and district information for teachers, administrators, and parents;
- Expand the data sets that are included in NJ SMART and in the IIS, to generate a much more comprehensive picture of student and school performance over time;
- Implement monitoring-systems to identify students in need of support early, while intervention can still change outcomes;
- Create a foundation for instructional use of the data (as described in section C3).

This section describes our two-phase work plan for NJ SMART (our accountability system), along with our professional-development plan to ensure that the data is well-used as part of our overall reform. Section (C)(3) describes our work-plan for our IIS.

**NJ SMART Phase 1: Complete America COMPETES.** NJDOE will deliver on our SFSF commitment to fully implement all America COMPETES elements, as well as SFSF indicators B2 (student growth) and B3 (teacher impact). Our Office of Education Data, which reports directly to our Deputy Commissioner and is managed by Dr. Bari Erlichson, will manage the development effort, using both NJDOE staff and an external contractor. To accomplish the work, the state anticipates they will submit a resolution to allocate \$6.5M in funds under the Governor's proposed 2011 Fiscal Year budget to complete the first year of work; work in years 2 and 3 will be funded by the RTTT grant.

Consistent with our SFSF commitment, work on every COMPETES element except teacher impact will be complete by September 2011. (Teacher impact will be piloted as part of the evaluation system pilots in 2011-2012, and will be fully implemented by September 2012). To oversee development, NJDOE will assign a Contract Manager, a Project Manager, and a Business Analyst, all supervised by Dr. Erlichson in the Office of Education Data. The majority of the NJ SMART development work will be performed by our existing SLDS contract vendor, the Public Consulting Group (PCG), under contract number A61236, which may be amended and extended to support this work.

To ensure that the NJ SMART data is used integrally across NJDOE as part of our RTTT reform, we have established two internal working groups: the NJ SMART Steering Committee, comprised of Directors and Assistant Commissioners, which meets weekly and is responsible for policy direction and development decisions; and a Data Stewards Working Group, which is responsible for ensuring the accurate and timely data flow of all data collections and analyses conducted by the DOE. Members of the Data Stewards Working Group liaise with identified Data Stewards in each of the LEAs to support current data-collections. NJDOE Data Stewards have established policies regarding the quality, consistency, privacy, and security of student data, and LEA Data Stewards are responsible for adhering to and enforcing the policies. Information on membership in each of these working groups is included in Appendix II.

To broaden both input to, and participation in, the SLDS, the DOE will establish a NJ SMART Stakeholder Council with participation from select County Office Superintendents, LEA leadership, parents, teachers, and community leaders. The Council will meet bimonthly over the

2010-2011 school year, then quarterly in the subsequent years of the grant. The Council will be responsible for providing input on the key metrics, desired data views, and professional development programs that are required to ensure that the data in NJ SMART is helping all stakeholders understand educational attainment, and that it can improve results.

The enhanced NJ SMART system will provide web views targeted to each user group: policymakers; school leaders and administrators; and teachers. Key features include:

- *A Student Growth Model*, similar to the Colorado growth model. Visualizations of the growth-model data will allow educational stakeholders to see growth at the (anonymized) student, class, school, region, and LEA levels.
- *An Early Warning System* to alert schools and LEAs that a student is at risk of failing or dropping out. These alerts will be triggered based on established rules (e.g., alert when a student's attendance rate drops below a given threshold), and will be automatically sent to teachers, school leaders, and student-support teams.
- *On-time Graduation Reporting*, to allow schools and LEAs to track their graduation cohorts. Such data will include, for example, courses taken and credits earned.
- *Post-Secondary Reporting* to allow schools and LEAs to follow students into either post-secondary institutions and/or the workforce, tracking their progress.
- *Discipline Reports*, which will allow schools and LEAs to access records of disciplinary incidents, actions taken, and services provided, so that these categories of information can be integrated into analyses of students' attendance and progress toward graduation.
- *Aggregate Reporting* that includes data for individual students, classes, and cohorts, aggregated with historical data for the student population in both pre-formatted and customizable formats. More sophisticated users will be able to access ad hoc reporting and analysis facilities.

In addition to these features, during this phase NJ SMART will be enhanced to ensure that it addresses all 12 of the elements required in the America COMPETES Act, including more robust implementations and integrations of some of our existing elements. For more details of the enhancements, see Appendix II, which provides our NJ SMART project outcomes and subtasks.

**NJ SMART Phase 2: Parent-Focused Reporting.** A second phase of development will begin in March 2011, and is expected to be complete by the end of March 2012. A web-based *Parent-Focused Reporting* application will encourage parental participation in student achievement and school performance by offering a guided view of student performance. Students' profiles, educational progress, and attendance data will be integrated with the *Personalized Planning Tools* discussed in section (C)(3) to empower parents to better manage their children's education.

**Professional Development.** Data systems are only as valuable as the uses to which they are put. To that end, we will pair each of our development phases with an intensive professional-development program, including:

- Clear communication about the features to be included in each release, through materials distributed via the County Executive's monthly roundtables, emails for distribution to teachers and school leaders, and notifications supplied on our website;
- Training sessions for teachers, school leaders, and administrators, delivered as web-based modules; as training sessions operated by the County Executive Offices, and at hosted-presentation sessions at the NJDOE;
- User-friendly system documentation that is distributed to end users; and
- Direct-to-parent communications, including public-service announcements and communication through other channels.

### **Integration with Overall Reform Agenda**

New Jersey is building an education system that is continually learning and improving. To that end, the NJDOE, LEAs, County Offices, schools, and teachers will use NJ SMART data to support our instructional, human-capital, and school-management strategies. For example:

- Student performance data on high-stakes assessments will be aggregated at the teacher level, for use as part of the teacher-evaluation process described in section D(2).
- The School Performance Index, described in section E(2), will be calculated in NJ SMART, will be published online, and will provide a key input with respect to the selection of schools for turnarounds or additional support.

These are just a few examples; more references to use of our data system to drive reform can be found throughout this plan.

**(C)(3) Using data to improve instruction (18 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

- (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and
- (iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (e.g., students with disabilities, English language learners, students whose achievement is well below or above grade level).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.*

*Recommended maximum response length: Five pages*

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**(i) INSTRUCTIONAL-IMPROVEMENT SYSTEM.**

In addition to enhancing our SLDS, NJ SMART, New Jersey plans to provide a web-based Instructional-Improvement System (IIS) to all Participating LEAs. By doing so, we will leverage our SLDS investment, create an economy of scale, and ensure that we can sustainably provide the necessary support-tools and resources for the other reform initiatives that New Jersey will be undertaking as part of this proposal.

Instructional Improvement spans many areas, including collaboration, knowledge management, formative assessment, actionable reporting, and targeted instruction. By providing a seamless platform, presenting the tools to classroom users on both traditional computers and the new generation of highly-usable tablet computers, and getting the right data to the right actors and stakeholders in the system in near-real-time, we are confident that we will be able to significantly improve the quality of teaching and learning in our State.

## Instructional-Support Tools

The IIS will include components that help teachers use data to develop a rich picture of student ability and plan high-impact, standards-aligned instruction. The components will be web-based, allowing for access on both traditional computers and iPad / slate devices:

### Academic Standards



Using breakthrough visualizations, the IIS will help teachers use standards-aligned assessments to plan and deliver instruction.

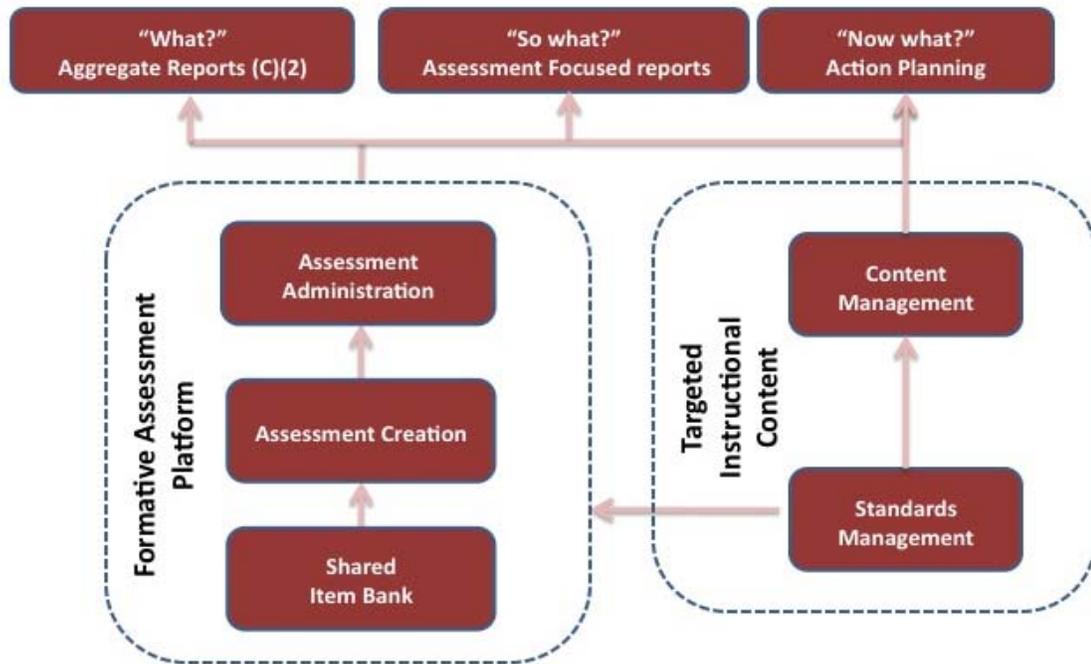
The components will include:

- A *Formative-Assessment Platform* that is aligned with the curriculum spine, to enable more frequent and focused evaluation of student performance and student needs. The platform will include a *Shared Item Bank* allowing collaborative sharing of items and assessments across the state, and an *Assessment Creation* tool that will allow for specific assessments to be created and shared. The platform will support both interim and curriculum-embedded assessments as described in section B, and will complement the current statewide high-stakes assessments, *Learnia* implementations, and LEA formative assessment systems. The assessment challenge grants described in B(3) will be expected to implement new assessments on this platform to assure broad availability to all Participating LEAs.
- *Assessment-Focused Reporting* will complement the *Aggregate Reports* outlined in section (C)(2) with a richer set of reports, including formative-assessment data from the IIS platform and integrated from LEA systems. These reports will build up from the view of an individual student's performance, rather than applying a school-level aggregate perspective. The focus of these reports is to help teachers understand "So what does this data mean?" and provide a direct path to action-planning.
- A *Targeted Instructional-Content System*, where classroom resources such as online video exemplar lessons, and performance tasks stored in a *Content-Management* system will be aligned with the currently-implemented *New Jersey 21<sup>st</sup> Century Standards* system. The platform will support two types of content: (1) the "Curriculum and Assessment Spine" content described in Section B(3), which provides a structured foundation for classroom teaching and learning; and (2) educator-created assessments and lessons. By offering a juried promotion path for user-contributed assets, exemplars can be identified either at the LEA level or the state level. Educators will be able to navigate standards to locate lesson plans, assessments, and other instructional assets.
- A standards-aligned *Action-Planning Module* will help teachers to plan instruction based on individual, small-group, and whole-class student needs. Inputs to the Action-Planning process will include formative-assessment data from the *Formative-Assessment Platform*, *Learnia*, and other formative-assessment systems used in the state. The system will

provide a structured process for the review of assessment data by standard; the selection of specific types of instruction and areas of instruction for individual students, small groups, and the whole class; and the capability to select instructional materials from the *Instructional-Content System* to support instruction.

- *Self-service Upload Interfaces* for the LEAs will be enhanced and expanded – for example, including additional data sets and a mechanism for more frequent data-collection. Our objective is to provide a system to which an LEA could easily upload data on a weekly basis. The State will also pilot Schools-Interoperability-Framework (SIF) integration with several LEAs, to determine whether the technology and taxonomy could reduce costs and increase the value of data-integration between the LEAs and the state.

This diagram illustrates the integration of the action-planning, reporting, assessment, and standards components of the New Jersey IIS:



## Continuous-Improvement Tools

The IIS will also offer planning tools to allow teachers and leaders to manage individual-, grade-, building-, and LEA-level goals, monitor progress towards those goals, and plan improvement:

(a) An *Effectiveness-Management System*, designed for school administrators, will extend the existing NJ SMART Portal to provide a dashboard for schools to track student achievement and teacher-effectiveness data. The dashboards will allow teachers and administrators to identify key opportunities for instructional improvement and take action accordingly. As an example of types of effectiveness-reporting we will provide, see a teacher’s view of effectiveness by unit:



The dashboard will link to the more robust aggregate-reporting tools that are outlined in section (C) (2) to allow for root-cause analysis of specific performance patterns.

(b) An *Observation Toolset* will allow the capture and tracking of data collected in both formative and formal classroom observations, which are described in more depth in Section D.

(c) The *Professional-Development Support* system will assist administrators, principals, instructional coaches, and professional development staff in working with educators to identify training needs based on the data captured by the IIS, along with data from the existing New Jersey *Educator-Certification* database, and the results of the structured classroom observations and formal evaluations described in Section D. Administrators and teachers will be able to build individualized, targeted professional-development plans, and to monitor the implementation of

those plans. The connection between the Professional-Development tool and the IIS will provide for a process of continuous development for educators, and for ongoing collaborative support for teachers throughout the process of instruction.

(d) A *Climate-Survey Tool* will be implemented across the state, enabling surveys of stakeholder perceptions, school environment, etc. This data will be used to support our turnaround-planning efforts, and in evaluations of our school and district leadership. The surveys will be able to be taken on-line securely and anonymously, with the results being made available to researchers alongside data from the IIS and NJ SMART.

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## Work Plan and Project Oversight

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A pilot release of the *Instructional Support Tools (IST)* system will be available to users by September 2011. The pilot release will include the *Formative-Assessment Platform* and *Assessment-Focused Reporting*, to support the pilot assessment projects described in section B(3). The remaining features – *Instructionally-Targeted Content, Action-Planning, and Self-Service Uploads*, will be available by September 2012. An Instructional-Support-Tools team -- consisting of a Project Manager, a User Experience lead, and a Business Analyst -- will be responsible for delivering the project, and will report to the Office of Student Data. For input, IIS Subcommittees will be established from the NJ SMART Steering Committee and the NJ SMART Stakeholder Committee (both described in Section (C)(2)), including staff and leaders who are primarily focused on standards, assessments, and human capital.

The project to develop and implement both the IST and the CIT will utilize accelerated procurement-procedures to select a suitable vendor by October 30<sup>th</sup> 2010. The procurement will define required features and functionality and allow for custom development that extends existing K-12 software platforms, which we expect to allow for an accelerated timeframe.

Following the September 2011 release of the enhanced data-elements and educator-focused reporting tools detailed in (C)(2), the *Continuous-Improvement Tools (CIT)* system will be made

available to users by March 31<sup>st</sup> 2012 in its fully-integrated form. A custom-development vendor, existing products, and/or an integrator will be selected through the procurement process by March 31<sup>st</sup> 2011. A New Jersey DOE CIT subcommittee will be established from the NJ SMART Steering Committee and the NJ SMART Stakeholder Committee.

Participating LEAs have committed to ensure the adoption and use of the IIS among LEA educators and stakeholders, by permitting time for teachers to undertake training, and by ensuring that teachers are encouraged to do so. The fidelity of training attendance will be monitored through the IIS, and this data will be offered to each Participating LEA through the NJ SMART Portal.

The Participating LEAs have also committed to integrating additional defined data-elements from their local Student Information Systems using the enhanced upload and integration facilities, aligning local learning and content-management systems with the curriculum spine where applicable, and ensuring the upload of the results from locally-implemented formative assessments. LEAs will have the freedom to tailor the system to local needs at their own expense -- for example, by integrating instructional-support tools with other web-based teacher-facing applications; or by integrating personalized planning with their student-facing websites.

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## **(ii) PROFESSIONAL DEVELOPMENT**

In addition to the professional development outlined in (C)(2), professional development for (C)(3) will focus on system use, user adoption at all levels, and the integration of the system into daily practice. The professional-development modules will be developed by the IIS development vendor in collaboration with, and using input from, the NJ SMART Steering and Stakeholder Committees. Delivery of the PD modules will be provided via the County Executive Offices.

Usage-tracking will be available to monitor access to the system, use of the tools, the extent of user contributions and community participation, and fidelity to guide ongoing professional development. New Jersey recognizes that instructional change requires significant efforts beyond the initial implementation of the IIS. The training will promote collaboration to enable educators

to continue to develop their skills after implementation, building grade-level and content-level teams. In particular, educators in a data-informed school system will need new skills in five domains:

- Data-interpretation and inference
- Data conversations
- Differentiated instruction
- Inquiry work and action-research
- Online collaboration

As educators begin to access data, their appetite for more data and better data will increase. At the same time, they will ask, “Now what?” New Jersey’s professional- development program is designed to build critical data skills to answer that very question. Specifically, professional development will focus on three domains:

- 1.** The Cycle of Inquiry – Professional development will train educators to use the “Cycle of Inquiry” that has recently been endorsed by the What Works Clearinghouse. In this process, educators analyze data to identify an area of weakness, develop and implement new strategies, assess, analyze the results, and then begin the process anew.
- 2.** Data Conversations – As educators interpret and understand the data they access, they often need to engage in low-stakes, non-judgmental conversations with students and parents in order to understand results, enlist support, and motivate change. Training will assist instructional leaders in how to have such conversations with staff members.
- 3.** Data-Analysis – In a data-driven culture, the abundance of data can quickly overwhelm educators, especially those without a mathematics background. New Jersey will help educators learn to ask good analytic questions and to use multiple data-sources to draw appropriate inferences from the data they are accessing.



### **(iii) DATA FOR RESEARCH**

The NJDOE will provide a data mart, containing fully de-identified data, to deliver data extracts for researchers based on the extended NJ SMART data elements. The data mart will be differentiated from NJ SMART alone by its incorporation of data from the Instructional Improvement System (IIS), to enable researchers to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students. For example, the data mart will contain granular data regarding:

- Groups of students receiving targeted instruction
- Fidelity of action-plan implementation
- Materials used as a part of instruction
- Assessments delivered, results, and student work
- Student biography and demographics
- Records of all professional development undertaken by educators

Only data from Participating LEAs will be extracted into the de-identified data mart. Each Participating LEA will be required to sign a data-release agreement allowing de-identified data to be used for research and policy purposes. Each researcher desiring access to the de-identified data will be required to complete a data-request form indicating the intended use of the data, but all requests will be honored in a timely manner and no restrictions, other than those set forth under FERPA 42 USC 1232g(b)(1)(f), will be placed on the use or publication of the data.