

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

INSTRUCTION AND PROGRAM	DOCUMENTATION	POINT VALUE
1. a. The district meets the current district definition of Adequate Yearly Progress (AYP) in language arts literacy.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by the New Jersey Department of Education (NJDOE) • 	3
b. The district meets the third grade New Jersey state benchmark for AYP in LAL.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by the New Jersey Department of Education (NJDOE) 	1
c. The district meets the eighth grade New Jersey state benchmark for AYP in LAL.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by the New Jersey Department of Education (NJDOE) 	1
2. The district meets the current district definition of Adequate Yearly Progress (AYP) in mathematics.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE • Other standardized tests • APA • District benchmarks • Micro and macro-portfolios 	3
Directions for indicators A3a through A3d: Each district may only receive credit for one indicator depending on the percentage of proficiency of the total student population or the progress made by the total student population. The maximum number of points that a district may receive for A3a through A3d is 10.		
3. Language Arts Literacy (LAL) assessment data for the district's total student population shows one of the following:		
a. At least 95% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed (NJDOE goal);	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	10
b. At least 85%-94.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed;	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	8

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c. At least 75%-84.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed;	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	6
d. At least a 5% decrease in the achievement gap or difference between the NJDOE goal (95%) and the prior year's proficiency percentage of the total student population.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	5
e. At least a 4% decrease in the achievement gap or difference between the NJDOE goal (95%) and the prior year's proficiency percentage of the total student population.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	4
f. At least a 3% decrease in the achievement gap or difference between the NJDOE goal (95%) and the prior year's proficiency percentage of the total student population.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	3
g. At least a 2% decrease in the achievement gap or difference between the NJDOE goal (95%) and the prior year's proficiency percentage of the total student population.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	2
h. At least a 1% decrease in the achievement gap or difference between the NJDOE goal (95%) and the prior year's proficiency percentage of the total student population.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	1

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Directions for indicators A4a through A4d: Each district may only receive credit for one indicator depending on the percentage of proficiency of the total student population or the progress made by the total student population. The maximum number of points that a district may receive for A4a through A4d is 10.

4. Mathematics assessment data for the total student population, the district shows one of the following:		
a. At least 95% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed (NJDOE goal);	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	10
b. At least 85%-94.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed;	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	8
c. At least 75%-84.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed;	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	6
d. At least a 5% decrease in the achievement gap or difference between the NJDOE goal (95%) and the prior year's proficiency percentage of the total student population.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	5
e. At least a 4% decrease in the achievement gap or difference between the NJDOE goal (95%) and the prior year's proficiency percentage of the total student population.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	4
f. At least a 3% decrease in the achievement gap or difference between the NJDOE goal (95%) and the prior year's proficiency percentage of the total student population.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	3
g. At least a 2% decrease in the achievement gap or difference between the NJDOE goal (95%) and the prior year's proficiency percentage of the total student population.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	2

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<p>h. At least a 1% decrease in the achievement gap or difference between the NJDOE goal (95%) and the prior year's proficiency percentage of the total student population.</p>	<ul style="list-style-type: none"> DPR Assessment Worksheet provided by NJDOE 	<p>1</p>
<p>5. The district has no "Schools in Need of Improvement" (SINI) pursuant to No Child Left Behind (20 U.S.C. Sec. 6301 et. seq.).</p>	<ul style="list-style-type: none"> DPR Assessment Worksheet provided by NJDOE 	<p>2</p>
<p>6. At least 70% of the total student population, across all grades tested in science, achieved proficient or advanced proficient status on the most recent state science assessments.</p>	<ul style="list-style-type: none"> DPR Assessment Worksheet provided by NJDOE 	<p>4</p>
<p>Directions for indicator 7a through 7d: Each district may only receive credit for one indicator depending on the percentage of students who graduated from high school by way of the High School Proficiency Assessment (HSPA) in the last academic year. The maximum number of points that a district may receive for 7a through 7d is 4.</p>		
<p>7. The percentage of students who graduated from high school by way of the High School Proficiency Assessment (HSPA) in the last academic year is:</p>	<ul style="list-style-type: none"> District calculation of graduation rate; 	
<p>a. at least 95%, according to the most recent NJDOE-published high school graduation rate (<i>N.J.S.A. 18A:7E-3</i>).</p>	<ul style="list-style-type: none"> District calculation of graduation rate 	<p>4</p>
<p>b. at least 90%, according to the most recent NJDOE-published high school graduation rate (<i>N.J.S.A. 18A:7E-3</i>).</p>	<ul style="list-style-type: none"> District calculation of graduation rate 	<p>3</p>
<p>c. at least 85%, according to the most recent NJDOE-published high school graduation rate (<i>N.J.S.A. 18A:7E-3</i>).</p>	<ul style="list-style-type: none"> District calculation of graduation rate 	<p>2</p>
<p>d. at least 80%, according to the most recent NJDOE-published high school graduation rate (<i>N.J.S.A. 18A:7E-3</i>).</p>	<ul style="list-style-type: none"> District calculation of graduation rate 	<p>1</p>
<p>8. The district analyzes student achievement data by comparing each grade level across all schools within the district, similar DFGs and against state averages. The district provides the analysis to each principal and verifies that the data analysis drives instruction and professional development.</p>	<ul style="list-style-type: none"> District analysis Summary of assessment results by content Explanation of how district prepared analysis 	<p>3</p>

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<p>9. Based on state assessment data, the achievement of all subgroup populations is analyzed at the district and school levels. For those populations not meeting AYP targets or showing a stagnant or declining trend in academic achievement, the district investigates and identifies possible causes, including but not limited to those below.</p> <p>Check all identified causes.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lack of curriculum aligned to the New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core State Standards (CCSS) <input type="checkbox"/> Lack of consistent focus on academic work as determined by evaluating data <input type="checkbox"/> Insufficient exposure to the NJCCCS and CCSS <input type="checkbox"/> Use of unaligned instructional materials <input type="checkbox"/> Inadequate support and/or professional development for teachers for new content and materials <input type="checkbox"/> Teacher vacancy/substitute teacher <input type="checkbox"/> Student absence or mobility <input type="checkbox"/> Failure to meet the annual measurable achievement objective (AMAO) for the percentage of students making progress in learning English <input type="checkbox"/> Failure to meet the annual measurable achievement objective (AMAO) for the percentage of students attaining English proficiency <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> • District analysis by total population, subgroup, concentration • Minutes from curriculum meetings • Review of information, issues, and status • District action plan to correct areas of concern • Letter of achievement of AMAO 	<p>4</p>
<p>10. For those subgroup populations at the district and school levels that have shown improvement or growth, the district investigates and identifies factors that may have contributed to improvement, including but not limited to those below.</p> <p>Check all identified factors.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum aligned to the NJCCCS and CCSS <input type="checkbox"/> Consistent focus on academic work using data <input type="checkbox"/> Appropriate use of aligned assessments, both formative and summative <input type="checkbox"/> Increased exposure to the NJCCCS and CCSS <input type="checkbox"/> Adoption and implementation of aligned instructional materials <input type="checkbox"/> Targeted professional development for teachers based on needs assessment and data analysis <input type="checkbox"/> Employment of full-time, highly qualified teachers <input type="checkbox"/> Improved student attendance 	<ul style="list-style-type: none"> • District analysis by total population and subgroup(s) • Minutes from curriculum meetings • Review of information, issues, and status • District/school action plan to correct areas of concern • New/revised curriculum • New/revised assessments 	<p>4</p>

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<ul style="list-style-type: none"> <input type="checkbox"/> Additional learning support (tutoring, after-school, summer school, etc.) <input type="checkbox"/> Increased parent involvement <input type="checkbox"/> Met the annual measurable achievement objective (AMAO) for the percentage of students making progress in learning English <input type="checkbox"/> Met the annual measurable achievement objective (AMAO) for the percentage of students attaining English proficiency <input type="checkbox"/> Other: 		
<p>11. The district implements strategies to support progress or to address deficiencies identified in indicators 1 through 10 above. The strategies must explicitly link changes in instruction, curriculum, materials, staffing, professional development and support, or other areas to address any and all hypothesized causes through the use of data. The strategies also specify a timeline for implementation with expected outcomes and target dates for resolution.</p>	<ul style="list-style-type: none"> • Analysis and related plan • New/revised curriculum, teacher hires or other changes identified in the analysis • District/school improvement plans 	4
<p>12. The district assesses the progress of each student in mastering the New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core State Standards (CCSS) at least two times each year including content areas not included on statewide assessments. Data from rigorous assessments at the district, school and classroom level is used to evaluate, adjust and improve instruction.</p>	<ul style="list-style-type: none"> • Assessment schedule for district, schools, and classrooms • Samples of tests • Assessment reports • Meeting agendas that show review of test scores • Test contracts 	4
<p>13. The district uses a monitoring process to continually improve curriculum implementation for each NJCCS and CCSS area.</p>	<ul style="list-style-type: none"> • Class schedules • Lesson plans • Assessment data • Data analysis • Observation 	3
<p>14. The curriculum specifies the content to be mastered for each grade and includes clear grade level benchmarks and interim assessments.</p>	<ul style="list-style-type: none"> • Curriculum in each content area • Curriculum audit or map • Interim assessments 	3

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<p>15. The curriculum and information about student strengths and needs are horizontally and vertically articulated among all grades, content areas, schools, and at all specific transition points.</p>	<ul style="list-style-type: none"> • Curriculum in each content area • Curriculum audit or map • Agendas • Sign-in sheets • Formative and benchmark assessments • Data analysis • Interventions 	<p>3</p>
<p>16. The high school graduation requirements have been implemented for all students in accordance with <i>N.J.A.C. 6A:8-5.1</i>.</p>	<ul style="list-style-type: none"> • Board of education resolution, minutes, district/student policy manual • Meeting schedules, agendas, curriculum • Education Proficiency Plan (EPP) 	<p>2</p>
<p>17. For each content area:</p>		
<p>a. supervisory practices are implemented to ensure that the curriculum is taught in every classroom; practices focus on classroom instruction as evidenced by teacher-principal/supervisor discussions and meetings, teacher evaluations and observations, lesson planning, student performance data and walk-throughs.</p>	<ul style="list-style-type: none"> • District policies and procedures • Teacher evaluation schedules • Lesson plans • Professional development plans • Assessment data 	<p>6</p>
<p>b. lesson plans are aligned with the curriculum, the NJCCS and the CCSS, integrate technology and are reviewed at least monthly by principals/supervisors. Each teacher is provided with feedback on lesson planning and implementation.</p>	<ul style="list-style-type: none"> • Teacher observations and evaluation schedules • Lesson plans and feedback loop • Meeting agendas • Board approved curriculum 	<p>6</p>

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<p>18. The district requires and verifies that instruction for all students is based on the district's curriculum, instructional materials, [and technology and] media and school library resources and includes instructional strategies, activities, and content that meet individual student needs including Individual Education Plans (IEP). "All students" include those students with disabilities, English language learners, gifted and talented students and students in alternative education programs.</p>	<ul style="list-style-type: none"> • Library Skills/Information Literacy/Library Media curriculum • Lesson plans • Assessment data and analysis • Assessment action plan for subgroups • Classroom visits • Test contracts • Recommendation forms • Program description • Student roster • District technology plan 	<p>6</p>
<p>19. The district promotes regular attendance of students by adopting and implementing policies and procedures that include expectations and consequences regarding timely arrival and attendance and district responses to unexcused absences. (<i>N.J.A.C. 6A:16-7.8</i>)</p>	<ul style="list-style-type: none"> • District policies and procedures regarding attendance and on-time arrivals (See DOE checklist <i>District Review of Checklist for Board-Approved Student Attendance Policies and Procedures.</i>) • District procedures for responding to unexcused absences and excused absences • Records indicating actions taken to prevent and intervene in the cases of absences and truancy that include contacts with parents regarding absences 	<p>2</p>
<p>20. The district's average daily attendance (ADA) rate averages 90% or higher as calculated for the three years prior to completion of the DPR. (<i>N.J.A.C. 6A:32-13.1</i>)</p>	<ul style="list-style-type: none"> • ADA report provided by the NJDOE 	<p>2</p>
<p>21. The board has annually approved, by resolution, the district Statement of Assurance document as reflected in the minutes.</p>		
<p>a. Compliance with 5 items</p>	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	<p>10</p>
<p>b. Compliance with 4 items</p>	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	<p>8</p>

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c. Compliance with 3 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	6
d. Compliance with 2 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	4
e. Compliance with 1 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	2
f. Compliance with 0 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	0

FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
<p>1. The monthly Board Secretary's report is completed and reconciled without exceptions (e.g. unbalanced/inaccurate balance sheet, unauthorized transfers). The report is completed within 30 days of the month's end, reconciled with the Treasurer's report or equivalent report within 45 days of the month's end and submitted to the board within 60 days of month's end for approval (<i>N.J.S.A. 18A:17-9 and 36; N.J.A.C. 6A:23A-16.10</i>). The report contains a budget status report, which includes for each required line item account, the original budget, transfers, adjusted budget, expenditures, encumbrances and available balance.</p>	<ul style="list-style-type: none"> Auditor's Management Report (AMR) Monthly Board Secretary and Treasurer's report or equivalent report Board minutes 	2
<p>2. The district follows a standard operating procedures manual for business functions (<i>N.J.A.C. 6A:23A-6.6</i>), which includes a system of internal controls (<i>N.J.A.C. 6A:23A-6.4</i>) to prevent the over-expenditure of line item accounts, to safeguard assets from theft and fraud and to ensure an adequate separation of duties.</p>	<ul style="list-style-type: none"> Budget status reports Monthly transfer report Adopted board policies Organizational chart and duties AMR Listing of PO numbers and invoice dates Cash receipts journal Listing of manual checks issued Fixed asset registry 	2

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FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
	<ul style="list-style-type: none"> • CAFR • Interim and Final Expenditure Reports • Position Control Roster • Standard Operating Procedures Manual • Date of the BOE adoption • Review of software capabilities 	
3. At least monthly, the district prepares and analyzes fiscal year cash flow management for all funds to ensure that payments can be made on a prompt basis and to ensure that reimbursement requests for federal grant awards are submitted in a timely manner for the actual amount of incurred expenditures.	<ul style="list-style-type: none"> • PO listing • Contract files • Annual purchasing plan (aggregation) • CAFR • AMR • Cash Management Plan • Cash-flow documentation • Board secretary report • Treasurer or equivalent report 	2
4. The district has filed the annual audit of its Comprehensive Annual Financial Report (CAFR) and other supporting forms and collections (Auditor's Management Report, Federal Data Collection Form) by the due date. (N.J.S.A. 18A:23-1)	<ul style="list-style-type: none"> • CAFR • AMR • Audit synopsis • Federal data collection form • AUDSUM submission 	2
5. The district received an unqualified opinion on the annual audit and satisfied all of the following:		
a. if required, has implemented a corrective action plan (CAP) acceptable to the Executive County Superintendent, which addresses all audit recommendations.	<ul style="list-style-type: none"> • Corrective Action Plan (CAP) adopted by board of education • Documentation of CAP acceptable to Executive County Superintendent • Certification of implementation of CAP • CAFR • AMR • Unqualified opinion 	3

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FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
b. has no repeat audit findings of a substantive nature.	<ul style="list-style-type: none"> • CAFR • AMR 	3
c. has no material weaknesses in the findings.	<ul style="list-style-type: none"> • CAFR • AMR 	3
d. ends the year with no deficit balances and no line item over expenditures in the general fund, special revenue fund, capital projects fund or debt service fund (other than permitted under state law and GAAP).	<ul style="list-style-type: none"> • CAFR • AMR 	2
6. The district manages and oversees NCLB, IDEA, ARRA and other entitlement and discretionary grants as required. Specifically, the district:		
a. complies with demonstration of comparability, maintenance of effort, supplement not supplant, and other federal grant fiscal requirements.	<ul style="list-style-type: none"> • CAFR • Interim and Final Expenditure Reports • Board meeting minutes • Project files • Accounting system/reports by capital project 	1
b. spends grant funds as budgeted. Amendments and budget modifications are completed for changes that exceed the applicable threshold (entitlement grants –10% of total grant award; discretionary grants – 10% of total grant award).	<ul style="list-style-type: none"> • Interim and Final Expenditure Reports • Project files • Board meeting minutes 	1

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FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
<p>c. spends federal and state grant funds as required and expends non-public allocations as required. The district shows evidence of ongoing meaningful and timely consultation with non-public school officials.</p> <p>If the district has returned funds in excess of \$1,000 to DOE: list the name of the grant and dollar amount refunded. If the returned funds were for nonpublic school services, specify the date the services began and the reason the funds were not spent.</p>	<ul style="list-style-type: none"> • CAFR • Interim and Final Expenditure Reports • Accounting system/report by capital project • Project files • Voter or other requisite approval to spend above authorized amount • Board meeting minutes 	1
<p>d. approves salaries funded by federal grants as documented in the board minutes and maintains the required time and activity reports.</p>	<ul style="list-style-type: none"> • CAFR • Interim and Final Expenditure Reports • Board meeting minutes 	1
<p>7. The district provides proper oversight and accounting of capital projects Bond Referendum and other Fund 30 capital projects. Specifically the district:</p>		
<p>a. maintains a separate accounting by project.</p>	<ul style="list-style-type: none"> • CAFR • AMR • Accounting system/reports by capital project • Project files • Voter or other requisite approval to spend above authorized amount • Report of available balances • Board minutes 	2
<p>b. monitors regularly the detailed accounts and oversees change orders to ensure/certify funds are available.</p>	<ul style="list-style-type: none"> • CAFR • AMR • Accounting system/reports by capital project • Project files • Voter or other requisite approval to spend above authorized amount 	2

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FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
	<ul style="list-style-type: none"> • Report of available balances • Board minutes 	
c. spends within the authorized amount, unless proper approvals have been received to raise additional funds to augment the authorized amount.	<ul style="list-style-type: none"> • CAFR • AMR • Accounting system/reports by capital project • Project files • Voter or other requisite approval to spend above authorized amount • Report of available balances • Board minutes 	2
d. conducts the proper fiscal close-out of completed projects. This includes proper transfer of interest earned annually to the debt service and/or general fund.	<ul style="list-style-type: none"> • CAFR • AMR • Accounting system/reports by capital project • Project files • Voter or other requisite approval to spend above authorized amount • Report of available balances • Board minutes 	2
8. The district implements, reviews and revises as needed, projects that are consistent with the approved Long Range Facilities Plan and has received county office approval for emergent projects (<i>N.J.A.C. 6A:23A-3.16</i>).	<ul style="list-style-type: none"> • Project approval • County office approval for emergent projects • Board minutes • List of participants • Revisions approved by DOE 	1

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FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
9. a. Annual health and safety reviews have been conducted in each building using the Evaluation of School Buildings Checklist Report. (<i>N.J.A.C. 6A:26-6.1 through 6.3; N.J.A.C.6A:26-12et.seq; and N.J.A.C. 6A:19-6</i>)	<ul style="list-style-type: none"> Signed Checklist 	2
b. "100% compliance" section - all items are in compliance in all buildings.	<ul style="list-style-type: none"> Signed Checklist 	4
c. "80% compliance" section - at least 80% of items are in compliance in all buildings.	<ul style="list-style-type: none"> Signed Checklist 	2
10. The board has annually approved, by resolution, the district Statement of Assurance document as reflected in the minutes.		
a. Compliance with 10 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	10
b. Compliance with 9 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	9
c. Compliance with 8 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	8
d. Compliance with 7 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	7
e. Compliance with 6 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	6
f. Compliance with 5 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	5
g. Compliance with 4 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	4

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h. Compliance with 3 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	3
i. Compliance with 2 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	2
j. Compliance with 1 item	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	1
k. Compliance with 0 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	0

GOVERNANCE	DOCUMENTATION	POINT VALUE
1. At least annually, and more frequently if required by changes in law or statute, the district board of education or advisory board reviews, updates and, by resolution, adopts policies, procedures and by-laws reflective of current statutory authority (<i>N.J.S.A.18A:11-1</i>).	<ul style="list-style-type: none"> Mandatory policies Non-mandatory policies Adopting resolution for each policy District procedures manual attachments Board agendas 	8
2. The board of education has a policy and a contract with the Chief School Administrator (CSA) to annually evaluate the CSA based on the adoption of goals and performance measurements, which reflect that highest priority is given to student achievement and attention to subgroup achievement. The board annually reviews and revises, as necessary, the evaluative instrument is based on district goals and objectives. In the event that the certificate of the CSA is revoked, the contract is null and void as of the date of the revocation (<i>N.J.S.A. 18A:17-15 and 15.1 and N.J.A.C. 18A:17-20.3</i>).	<ul style="list-style-type: none"> Board policy Evaluation instrument Adopted goals Board minutes School district newsletters 	7
3. The district's budgeting process and its allocation of resources are aligned with instructional priorities and student needs to provide for a thorough and efficient (T&E) education (<i>N.J.A.C.6A:16-8.1</i>).		

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<p>a. The district has developed written policies and procedures for the budget and financial planning process that ensure integration and alignment with district priorities and planning objectives based on statewide assessments and applicable strategic plans such as school improvement plans, curriculum plans, a textbook replacement plan, a long-range facilities plan and maintenance plans.</p>	<ul style="list-style-type: none"> • Board minutes/agendas and minutes from goal setting meetings • QSAC District Improvement Plans, if applicable • Strategic plans • NCLB needs assessment • Curriculum plans • Professional Development Plans • CAPA plan, as applicable • Long Range Facilities Plan • Maintenance Plan • Textbook replacement plan 	<p>6</p>
<p>b. The district annually aligns fiscal goals and budget objectives to ensure that instructional resources are sufficient to address the needs of students and student subgroup performance as measured under NCLB. The district develops curricula and ensures professional development for all staff.</p>	<ul style="list-style-type: none"> • Budget calendar • Budget supporting documentation • Other budget support/tools updated annually • Description of how the district's planning and budgeting processes link 	<p>6</p>
<p>c. The board's adopted budget includes sufficient resources to address all board-approved corrective measures, as applicable, in response to annual audits and other programmatic and fiscal monitoring reports.</p>	<ul style="list-style-type: none"> • Advertisement(s) and notices for budget hearing • Minutes of budget hearing 	<p>6</p>
<p>4. The board has reviewed all audit recommendations and, if required, approved and submitted an acceptable corrective action plan for any audit finding and recommendation, or other compliance-related report according to <i>N.J.S.A. 18A:23-5</i> and <i>N.J.A.C.6A:23A-4.3</i> (e.g. Title I audits, special education monitoring reports).</p>	<ul style="list-style-type: none"> • Annual audit and recommendations 	<p>7</p>
<p>5. The board has annually approved, by resolution, the district Statement of Assurance document as reflected in the minutes.</p>		

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

GOVERNANCE	DOCUMENTATION	POINT VALUE
a. Compliance with 10 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	10
b. Compliance with 9 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	9
c. Compliance with 8 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	8
d. Compliance with 7 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	7
e. Compliance with 6 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	6
f. Compliance with 5 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	5
g. Compliance with 4 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	4
h. Compliance with 3 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	3
i. Compliance with 2 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	2
j. Compliance with 1 item	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	1
k. Compliance with 0 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	0

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

PERSONNEL	DOCUMENTATION	POINT VALUE
1. The board has annually approved, by resolution, the district Statement of Assurance document as reflected in the minutes.		
a. Compliance with 5 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	10
b. Compliance with 4 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	8
c. Compliance with 3 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	6
d. Compliance with 2 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	4
e. Compliance with 1 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	2
f. Compliance with 0 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	0

OPERATIONS	SUGGESTED DOCUMENTATION	POINT VALUE
1. The board has annually approved, by resolution, the district Statement of Assurance document as reflected in the minutes.		
a. Compliance with 20 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	10
b. Compliance with 19 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	9.5

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

c. Compliance with 18 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	9
d. Compliance with 17 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	8.5
e. Compliance with 16 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	8
f. Compliance with 15 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	7.5
g. Compliance with 14 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	7
h. Compliance with 13 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	6.5
i. Compliance with 12 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	6
j. Compliance with 11 item	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	5.5
k. Compliance with 10 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	5
l. Compliance with 9 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	4.5
m. Compliance with 8 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	4
n. Compliance with 7 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	3.5
o. Compliance with 6 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	3
p. Compliance with 5 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	2.5

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

q. Compliance with 4 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	2
r. Compliance with 3 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	1.5
s. Compliance with 2 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	1
t. Compliance with 1 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	.5
u. Compliance with 0 item	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	0

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

SCORING

	MAXIMUM POINT VALUE	POINTS EARNED	PERCENT OF TOTAL
Instruction and Program	100		
Fiscal Management	50		
Governance	50		
Personnel	10		
Operations	10		

