

EDUCATION

STATE BOARD OF EDUCATION

Evaluation of the Performance of School Districts

Proposed Amendments: N.J.A.C. 6A:30 Appendices A and B

Authorized By: New Jersey State Board of Education, Lamont O. Repollet, Ed.D.,
Commissioner, Department of Education, Secretary, State Board of Education.

Authority: P.L. 2005, c. 235 and P.L. 2007, c. 16, and N.J.S.A. 18A:7A-1 et seq.

Calendar Reference: See Summary below for explanation of exception to calendar requirement.

Proposal Number: PRN 2018-119.

Submit written comments by February 15, 2019, to:

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The agency proposal follows:

Summary

The Department of Education (Department) proposes amendments to N.J.A.C. 6A:30 Appendices A and B. The chapter implements a monitoring and evaluation system for school

districts and county special services school districts entitled the New Jersey Quality Single Accountability Continuum (NJQSAC).

The NJQSAC monitoring and evaluation system for school districts establishes a comprehensive single accountability system. Under NJQSAC, school districts are evaluated in five key component areas of school district effectiveness—instruction and program, fiscal management, governance, personnel, and operations—to determine the extent to which a thorough and efficient education is being provided to students within the school district.

The Department proposes to amend N.J.A.C. 6A:30 Appendix A (NJQSAC District Performance Review) and B (NJQSAC District Performance Review for County Special Services School Districts) to specify that the review of a school district’s social studies curriculum and instruction will monitor whether they include the Amistad Commission and Holocaust Commission mandates. The Department also proposes to amend an operations indicator in the District Performance Reviews (DPRs) to ensure alignment with a current data collection.

The following summarizes the proposed amendments to the appendices.

Instruction and Program Indicators

The Instruction and Program DPR indicators are used to assess a school district’s performance and capacity in the area of instruction and student performance. The Instruction and Program DPR components include evaluating the proficiency and graduation rates of students based on State assessments; how well school districts analyze and use student achievement data; the alignment and implementation of the curriculum for each State standard, which includes the professional development for school leaders and teachers; lesson plan alignment; evaluations of teachers and administrators; and regular attendance of students.

The Department proposes to amend Instruction and Program Indicator 12 in both N.J.A.C. 6A:30 Appendix A and B. The current indicator is used to verify that a school district's Social Studies curriculum and instruction is aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the Department's curriculum implementation timeline and include the following:

- a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;
- b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;
- c. Assessments, including, formative, summative, benchmark, and alternative assessments;
- d. List of core instructional and supplemental materials, including various levels of texts at each grade level;
- e. Pacing guide;
- f. Interdisciplinary connections;
- g. Integration of 21st century skills through NJSLS 9;
- h. Integration of technology through the NJSLS; and
- i. Career education.

The Department proposes new items j and k of Instruction and Program Indicator 12 as follows:

- j. Amistad Commission mandates* that curricula in kindergarten through grade 12 include the teaching of the African slave trade, slavery in America, the vestiges of

slavery in this country, and the contributions of African Americans to this country;
and

- k. Holocaust Commission mandates* that curricula in kindergarten through grade 12 address issues of bias, prejudice, and bigotry, including bullying, through the teaching of the Holocaust and genocide.

The Department also proposes to include the following footnote at the end of the indicator:

“* Mandates can be met in content areas other than Social Studies. Being out of compliance with either mandate results in the loss of all points for Social Studies.”

The Department is statutorily required to assist the Amistad Commission in the monitoring of school districts in the inclusion of the curricula in schools. School districts are also statutorily required to include instruction on the Holocaust and genocide in their curricula. While county offices of education staff examine school district curricula for evidence of the statutory Amistad Commission and Holocaust Commission requirements, inclusion of the proposed language in the DPR will further stress the curricula mandates.

Operations Indicators

The Operations DPR indicators are used to assess a school district’s performance and capacity in implementing school district policies related to code of student conduct, attendance, alcohol, tobacco, and other drugs, and harassment, intimidation, and bullying (HIB); collecting data for NJSMART, incidents of violence, vandalism, substance abuse, and HIB, and school safety and security plans and procedures; developing and maintaining a positive school climate; implementing the education and law enforcement memorandum of agreement; providing school health services; reporting potentially missing and abused children; providing transportation

services; and implementing career education and counseling services, guidance and academic counseling programs, and intervention and referral services.

The Department proposes to amend the stem for Operations Indicator 2, in both N.J.A.C. 6A:30 Appendix A and B, to replace “educational entity system” with “County District School (CDS) Information System.” The Department proposes this amendment for consistency with the name of the web application that school districts use to upload data to the Department to avoid confusion.

The Department proposes to amend Operations Indicator 2b, which monitors whether school districts have accurately maintained school contacts throughout the school year and the school district has obtained Department approval for changes to all school configurations within five business days of the proposed changes. The Department proposes to add “required” before “school contacts” and to replace “has obtained Department approval for changes to all school configurations within five business days of the proposed changes” with “submitted to the Department for approval any change requiring district board of education action within five business days of the action.” The proposed amendments will clarify that the five-day deadline for submission of information is the responsibility of the school district.

As the Department has provided a 60-day comment period on this notice of proposal, this notice is excepted from the rulemaking calendar requirement, pursuant to N.J.A.C. 1:30-3.3(a)5.

Social Impact

The Department anticipates that the proposed amendments will have a positive social impact on school district staff, students, and the community by expressly ensuring that students are learning about the African slave trade, slavery in America, the vestiges of slavery in this

country, and the contributions of African Americans to this country and that the curricula addresses issues of bias, prejudice, and bigotry, including bullying, through the teaching of the Holocaust and genocide.

The Department does not anticipate the proposed amendments will have any additional social impact. The proposed amendments will continue to enable the Department to work with school districts to identify and remedy areas of deficient performance in school districts, which will have a salutary impact on affected students and parents.

Economic Impact

The Department does not anticipate the proposed amendments will have an economic impact on school districts because they have been required for years to implement the proposed provisions.

Federal Standards Statement

The proposed amendments are consistent with, but do not exceed, Federal standards for school-accountability under the Every Student Succeeds Act (ESSA) (20 U.S.C. § 6311(c) and 34 CFR 200.12).

Jobs Impact

The Department does not anticipate that proposed amendments will result in the generation or loss of jobs.

Agriculture Industry Impact

The proposed amendments will have no impact on the agricultural industry in New Jersey.

Regulatory Flexibility Statement

A regulatory flexibility analysis is not required because the proposed amendments do not impose reporting, recordkeeping, or other compliance requirements on small businesses as defined

by the Regulatory Flexibility Act, N.J.S.A. 52:14B-16 et seq. The proposed amendments impact solely upon New Jersey public school districts.

Housing Affordability Impact Analysis

The proposed amendments will have an insignificant impact on the affordability of housing in New Jersey. There is an extreme unlikelihood the proposed amendments would evoke a change in the average costs associated with housing because the proposed amendments concern school district effectiveness.

Smart Growth Development Impact Analysis

The proposed amendments will have an insignificant impact on smart growth. There is an extreme unlikelihood the proposed amendments would evoke a change in housing production in Planning Areas 1 and 2, or within designated centers, under the State Development and Redevelopment Plan in New Jersey because the proposed amendments concern school district effectiveness.

Racial and Ethnic Community Criminal Justice and Public Safety Impact Statement

There is an extreme unlikelihood the proposed amendments would have an impact on pretrial detention, sentencing, probation, or parole policies concerning juveniles and adults in the State because the proposed amendments concern school district effectiveness.

Full text of the proposed amendments follows (additions indicated in boldface **thus**; deletions indicated in brackets [thus]):

APPENDIX A

NJQSAC District Performance (Appendix A)[—Effective July 1, 2018]

Instruction and Program Indicators			
The school district is comprised of any composition of:	K – 8	K – 12	9 – 12
1. – 11. (No change)			
<p>12. Social Studies curriculum and instruction are aligned to the NJSLS in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p> <ul style="list-style-type: none"> a. – g. (No change) h. Integration of technology through the NJSLS; [and] i. Career education[.]; j. Amistad Commission mandates* that curricula in kindergarten through grade 12 include the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country; and k. Holocaust Commission mandates* that curricula in kindergarten through grade 12 address issues of bias, prejudice, and bigotry, including bullying, through the teaching of the Holocaust and genocide. <p><i>* Mandates can be met in content areas other than Social Studies. Being out of compliance with either mandate results in the loss of all points for Social Studies.</i></p>		4	
13. – 16. (No change)			

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Operations Indicators	Points
1. (No change.)	
2. The school district’s [educational entity system] County District School (CDS) Information System data:	
<ul style="list-style-type: none"> a. (No change.) b. Have accurately maintained the required school contacts throughout the year and the school district has [obtained] submitted to the Department for approval [for changes to all school configurations] any change requiring district board of education action within five business days of the [proposed changes] action. 	3
3. - 18. (No change.)	

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APPENDIX B

NJQSAC District Performance Review for County Special Services School Districts (Appendix B)[—Effective July 1, 2018]

Instruction and Program Indicators	Points
1. – 11. (No change.)	
<p>12. Social Studies curriculum and instruction are aligned to the NJSLS in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p> <p>a. – g. (No change.)</p> <p>h. Integration of technology through the NJSLS; [and]</p> <p>i. Career education[.];</p> <p>j. Amistad Commission mandates* that curricula in kindergarten through grade 12 include the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country; and</p> <p>k. Holocaust Commission mandates* that curricula in kindergarten through grade 12 address issues of bias, prejudice, and bigotry, including bullying, through the teaching of the Holocaust and genocide.</p> <p><i>* Mandates can be met in content areas other than Social Studies. Being out of compliance with either mandate results in the loss of all points for Social Studies.</i></p>	4
13. – 15. (No change.)	

Operations Indicators	Points
3. (No change.)	
4. The school district’s [educational entity system] County District School (CDS) Information System data:	
<p>a. (No change.)</p> <p>b. Have accurately maintained the required school contacts throughout the year and the school district has [obtained] submitted to the Department for approval [for changes to all school configurations] any change requiring district board of education action within five business days of the [proposed changes] action.</p>	3
3. – 18. (No change.)	

Instruction and Program Indicators

1. – 11. (No change.)
<p>13. Social Studies curriculum and instruction are aligned to the NJSLS in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p> <p>a. – g. (No change.)</p>

Instruction and Program Indicators

- l. Integration of technology through the NJSLS; [and]
- m. Career education[.];
- n. **Amistad Commission mandates* that curricula in kindergarten through grade 12 include the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country; and**
- o. **Holocaust Commission mandates* that curricula in kindergarten through grade 12 address issues of bias, prejudice, and bigotry, including bullying, through the teaching of the Holocaust and genocide.**

** Mandates can be met in content areas other than Social Studies. Being out of compliance with either mandate results in the loss of all points for Social Studies.*

13. – 15. (No change.)

...

Operations Indicators	Points
5. (No change.)	
6. The school district’s [educational entity system] County District School (CDS) Information System data:	
a. (No change.)	
b. Have accurately maintained the required school contacts throughout the year and the school district has [obtained] submitted to the Department for approval [for changes to all school configurations] any change requiring district board of education action within five business days of the [proposed changes] action.	3
3. – 18. (No change.)	

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