

## NJQSAC District Performance Review (Appendix A)

Instruction and Program Indicators					
<p>Directions for Indicators 1 through 7: A school district will receive points for each item up to the maximum points listed below, which varies by school district grade configuration (i.e., kindergarten through grade eight (K-8) or any span within K-8; kindergarten through grade 12 (K-12) or any span within K-12 that is not K-8 or grades nine through 12 (9-12); and grades 9-12 or any span within the high school grades). This grade configuration variation accounts for school districts that contain only high schools and, therefore, do not have student growth measures, and school districts that do not have high schools and, thus, lack graduation data.</p> <p>Indicators 1 through 3, 6, and 7 reflect percentages (e.g. percent proficient, percent graduated) and each school district percentage will be multiplied by the maximum possible point value to determine the points earned for the indicator by the school district.</p> <p>For example, “School District A” has an English language arts (ELA) achievement score of 80 percent, or .80. The achievement score is based on a number of factors identified in the indicators below. The points earned by School District A for the ELA achievement indicator would vary based on School District A’s configuration and would be calculated as follows:</p> <ul style="list-style-type: none"> <li>• If School District A is any composition of K-8, the achievement score (.80) would be multiplied by the maximum possible point value of 10, which would earn the school district eight points for the ELA achievement indicator (.8 x 10 = 8).</li> <li>• If School District A is any composition of K-12, the achievement score (.80) would be multiplied by the maximum possible point value of 7.5, which would earn the school district six points for the ELA achievement indicator (.8 x 7.5 = 6).</li> <li>• If School District A is any composition of 9-12, the achievement score (.80) would be multiplied by the maximum possible point value of 15, which would earn the school district 12 points for the ELA achievement indicator (.8 x 15 = 12).</li> </ul> <p>Indicators 4 and 5, which are indicators of academic progress, are based on school district’s median student growth percentiles (mSGP). Each school district’s mSGP is converted to a score that ranges from zero to one. School districts can refer to <i>the Median Student Growth Percentile Conversion Chart for NJQSAC</i> to find their scores. This approach is similar to the mSGP conversion method used for the AchieveNJ system, although the scale and point allocation differ in the NJQSAC application to account for the mSGP distribution properties at the school district level. The calculation for Indicators 4 and 5 are treated the same as the example above because the scores ranges from zero to one. The mSGP converted score that is a decimal from zero to one, is multiplied by the maximum value of the indicator which will yield the NJQSAC score.</p>					
The school district is comprised of any composition of:			K – 8	K – 12	9 – 12
1.	The school district’s ELA achievement score. The score is comprised of the following:		10	7.5	15
	<ul style="list-style-type: none"> <li>• Overall performance: The proficiency rate of all students in a school district;</li> </ul>				

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	<ul style="list-style-type: none"> <li>Subgroup performance: The proficiency rate of all student subgroups;</li> </ul>			
2.	<p>The school district's mathematics achievement score. The score is comprised of the following:</p> <ul style="list-style-type: none"> <li>Overall performance: The proficiency rate of all students in a school district;</li> <li>Subgroup performance: The proficiency rate of all student subgroups.</li> </ul>	10	7.5	15
3.	<p>The school district's science achievement score: The score is comprised of the following:</p> <ul style="list-style-type: none"> <li>Overall performance: The proficiency rate of all students in a school district;</li> <li>Subgroup performance: The proficiency rate of all student subgroups.</li> </ul>	10	5	0
4.	<p>The school district's ELA academic progress.</p> <ul style="list-style-type: none"> <li>Academic progress is calculated to include subgroup performance by averaging the mSGP of all students with the average of all subgroups' mSGPs.</li> </ul>	10	7.5	0
5.	<p>The school district's mathematics academic progress.</p> <ul style="list-style-type: none"> <li>Academic progress is calculated to include subgroup performance by averaging the mSGP of all students with the average of all subgroups' mSGPs.</li> </ul>	10	7.5	0
6.	<p>The school district's graduation rate (average of four-year and five-year adjusted cohort graduation rates).</p> <ul style="list-style-type: none"> <li>Graduation rate is calculated to include subgroup performance by averaging the combined graduation rate (i.e. the average of the four-year and five-year graduation rates) of all students with the average of all subgroups' combined graduation rates.</li> </ul>	0	15	20
7.	<p>The school district's measure(s) for school quality and student success is calculated to account for subgroup performance by averaging the rates for all students with the average of all subgroups' rates.</p>	10	10	10
8.	<p>The chief school administrator (CSA) reports [[preliminary and final]] participation and performance results of annual Statewide assessments to the district board of education within 60 days of receipt of the finalized information from the Department. The reports include aggregated and disaggregated subgroup data, as well as trend and comparative analyses and appropriate intervention strategies. (N.J.A.C. 6A:8-4.3)</p>		6	
9.	<p>English language arts curriculum and instruction are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the Department's curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p> <ol style="list-style-type: none"> <li>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;</li> <li>b. Integrated accommodations and modifications for special education students, English</li> </ol>		4	

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<ul style="list-style-type: none"> <li>language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;</li> <li>c. Assessments, including, formative, summative, benchmark, and alternative assessments;</li> <li>d. List of core instructional and supplemental materials, including various levels of texts at each grade level;</li> <li>e. Pacing guide;</li> <li>f. Interdisciplinary connections;</li> <li>g. Integration of 21<sup>st</sup> century skills through NJSLS 9;</li> <li>h. Integration of technology through the NJSLS; and</li> <li>i. Career education.</li> </ul>	
<p>10. Mathematics 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"> <li>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;</li> <li>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;</li> <li>c. Assessments, including, formative, summative, benchmark, and alternative assessments;</li> <li>d. List of core instructional and supplemental materials, including various levels of texts at each grade level;</li> <li>e. Pacing guide;</li> <li>f. Interdisciplinary connections;</li> <li>g. Integration of 21<sup>st</sup> century skills through NJSLS 9;</li> <li>h. Integration of technology through the NJSLS; and</li> <li>i. Career education.</li> </ul>	4
<p>11. Science 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"> <li>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;</li> <li>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;</li> </ul>	4

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<ul style="list-style-type: none"> <li>c. Assessments, including, formative, summative, benchmark, and alternative assessments;</li> <li>d. List of core instructional and supplemental materials, including various levels of texts at each grade level;</li> <li>e. Pacing guide;</li> <li>f. Interdisciplinary connections;</li> <li>g. Integration of 21<sup>st</sup> century skills through NJSLS 9;</li> <li>h. Integration of technology through the NJSLS; and</li> <li>i. Career education.</li> </ul>	
<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"> <li>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;</li> <li>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;</li> <li>c. Assessments, including, formative, summative, benchmark, and alternative assessments;</li> <li>d. List of core instructional and supplemental materials, including various levels of texts at each grade level;</li> <li>e. Pacing guide;</li> <li>f. Interdisciplinary connections;</li> <li>g. Integration of 21<sup>st</sup> century skills through NJSLS 9;</li> <li>h. Integration of technology through the NJSLS; [and]</li> <li>i. Career education</li> <li><b>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</b></li> <li><b>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.</b></li> </ul> <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

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<p>13. World languages curricula 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"> <li>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;</li> <li>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;</li> <li>c. Assessments, including, formative, summative, benchmark, and alternative assessments;</li> <li>d. List of core instructional and supplemental materials, including various levels of texts at each grade level;</li> <li>e. Pacing guide;</li> <li>f. Interdisciplinary connections;</li> <li>g. Integration of 21<sup>st</sup> century skills through NJSLs 9;</li> <li>h. Integration of technology through the NJSLs; and</li> <li>i. Career education.</li> </ul>	4
<p>14. Comprehensive health and physical education curricula 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"> <li>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;</li> <li>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;</li> <li>c. Assessments, including, formative, summative, benchmark, and alternative assessments;</li> <li>d. List of core instructional and supplemental materials, including various levels of texts at each grade level;</li> <li>e. Pacing guide;</li> <li>f. Interdisciplinary connections;</li> <li>g. Integration of 21<sup>st</sup> century skills through NJSLs 9;</li> <li>h. Integration of technology through the NJSLs; and</li> <li>i. Career education.</li> </ul>	4
<p>15. Visual and performing arts curricula and instruction are aligned to the NJSLs in accordance with</p>	4

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<p>the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p> <ol style="list-style-type: none"> <li>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;</li> <li>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;</li> <li>c. Assessments, including, formative, summative, benchmark, and alternative assessments;</li> <li>d. List of core instructional and supplemental materials, including various levels of texts at each grade level;</li> <li>e. Pacing guide;</li> <li>f. Interdisciplinary connections;</li> <li>g. Integration of 21<sup>st</sup> century skills through NJSL 9;</li> <li>h. Integration of technology through the NJSL; and</li> <li>i. Career education.</li> </ol>	
<p>16. Policies and procedures exist to ensure a coordinated system for planning, delivering, measurement, and modification of intervention and referral services is implemented in each school by a multidisciplinary team to address the learning, behavioral, and health needs of all students. (N.J.A.C. 6A:16-8) This requirement may be fulfilled through implementation of the New Jersey Tiered System of Support (NJTSS) or other models such as Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS). The system includes:</p> <ol style="list-style-type: none"> <li>a. A continuum of supports and interventions available in each school to support learning, behavior, and health needs;</li> <li>b. Action plans for interventions based on student data and desired outcomes;</li> <li>c. Professional development for multidisciplinary teams and staff who provide interventions; and</li> <li>d. Review and assessment of effectiveness of interventions (e.g., progress monitoring).</li> </ol>	6

Operations Indicators	Points
<p>1. The school district’s NJSMART and educator evaluation data files:</p> <ol style="list-style-type: none"> <li>a. Have been certified by established deadlines and provide complete data; and</li> </ol>	2

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Operations Indicators	Points
b. Have an error rate of less than 1.5 percent for each file –inclusive of student sync errors.	3
2. The school district’s [educational entity system] <b>County District School (CDS) Information System</b> data:	
a. Have been submitted by established deadlines and no evidence of changes not approved by the Department was reported since the last NJQSAC monitoring; and	1
b. Have accurately maintained the <b>required</b> school contacts throughout the year and the school district has [obtained] <b>submitted to the</b> Department <b>for</b> approval [for changes to all school configurations] <b>any change requiring district board of education action</b> within five business days of the [proposed changes] <b>action</b> .	3
3. The school district has a data management process that includes:	
a. Identification of a school district data coordinator, school district contacts for all Department data submission applications, and an internal communication/information dissemination procedure;	2
b. Submission of data collection applications via the Department’s website by the established deadlines.	3
4. The school district has policies and procedures that require the use of multiple sources of data to monitor student achievement and progress and to evaluate the effectiveness of programs, initiatives, and strategies.	3
5. The district board education adopts and annually distributes to staff, parents, and students, policies and procedures to address the equitable application of a code of student conduct that establishes expectations for academic achievement, behavior, and attendance. The policy provides comprehensive tiered behavioral supports and responses to violations that include positive disciplinary practices that minimize exclusionary practices, such as suspension and expulsion; and details students’ due process rights. (N.J.A.C. 6A:16-7.1)	5
6. Twice per year, the CSA presents to the district board of education a summary of violence, vandalism, substance abuse, and harassment, intimidation and bullying (HIB) incidents submitted on the Department’s incident reporting system. The CSA or designee submits the final data verification to the Department by July 15. (N.J.A.C. 6A:16-5.3)	5
7. The school district implements a process to ensure the school safety/school climate team in each school, with support from the CSA: (1) reviews and takes action to strengthen school climate policies; (2) educates the community, including students, teachers, staff, and parents, to prevent HIB; (3) provides professional development opportunities that address effective practices of successful school climate programs or approaches; and (4) completes the HIB self-assessment. The CSA submits to the	7

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Department the statement of assurance and the district board of education approval date for the HIB self-assessment for each school in the school district by September 30. (N.J.S.A. 18A:17-46 and 18A:37-14 through 18 and N.J.A.C. 6A:16-7.7)	
8. The <i>Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials</i> (MOA) has been signed within the past year. There have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.A.C. 6A:16-6.2)	6
9. The comprehensive alcohol, tobacco, and other drug abuse program includes policies and procedures for the prevention, assessment, intervention, referral for evaluation, referral for treatment, discipline for students using alcohol or other drugs, and continuity of care and supports. (N.J.S.A. 18A:40A and N.J.A.C. 6A:16-3 and 4)	6
10. Policies and procedures are established to review and resolve transportation incidents and ensure the safety of students by meeting Motor Vehicle Commission requirements for inspections by bus drivers and evacuation drills. The CSA presents to the district board of education evidence of completion of emergency exit drills. (N.J.A.C. 6A:27-11.1, 11.2, and 12)	6
11. Policies and procedures are established to report potentially missing, abused, or neglected children to law enforcement and child welfare authorities; to appoint a school district liaison to law enforcement authorities; and to provide training to school district employees, volunteers, and interns on policies and procedures. There have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.A.C. 6A:16-11)	6
12. Comprehensive record of immunizations, required physical examinations and health screenings are maintained to identify the need for medical services for public and nonpublic school students. Health records are kept separately from other student records. There have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.A.C. 6A:16-2.1(a)8, 2.2, and 2.5 and 6A:32-7.4(c))	4
13. At least one certified school nurse is employed by the school district (not through a third-party contract). For medically fragile students who require one-to-one clinical nursing services, the school district uses a provider of clinical nursing services who appears on the New Jersey Department of Human Services' directory of private-duty nursing. The district board of education annually adopts a nursing services plan for each school that addresses sufficient nursing requirements and the needs of all students, including nonpublic school students. (N.J.A.C. 6A:16-2.1(b) and 2.5(j)6)	8
14. Students removed for disciplinary reasons (e.g., suspension or expulsion) or for chronic or temporary illness have received educational services from a certified instructor who has completed the Department's criminal history record check within five days of a student's removal for disciplinary	6



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<p>reasons or within five days after receipt of the school physician's verification of the need for home instruction due to chronic or temporary illness (e.g., home instruction/temporary hospital setting). (N.J.S.A. 18A:6-4.13 and 7.1 and N.J.A.C. 6A:16-7.2, 7.3, and 10.1)</p>	
<p>15. Safety and security plans, procedures, and mechanisms are annually reviewed and revised in consultation with law enforcement, health, social service, and emergency management agencies and other community members, including parents. The CSA has verified in writing that the process has occurred. (N.J.A.C. 6A:16-5.1)</p>	6
<p>16. A security drill statement of assurance that accurately represents the monthly security drills were conducted is submitted no later June 30 each year to the Department. (N.J.S.A. 18A:41)</p>	4
<p>17. The school district has a comprehensive equity plan (CEP) designed to eliminate discrimination according to age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender, religion, disability socioeconomic status, pregnancy, or parenthood that is approved by the Department. Additionally, the school district submits to the Department the annual CEP statement of assurance. (N.J.A.C. 6A:7-1.4)</p>	6
<p>18. The district board of education has adopted policies and procedures that require regular attendance of students, expectations of timely arrival, daily attendance when school is in session, and responses to unexcused absences and lateness, and attempt to determine the cause and to provide tiered supports in maintaining regular attendance for all students. (N.J.A.C. 6A:16-7.6)</p>	8