

## **NJSAC District Performance Review (Appendix A)**

The following is the accessible version of the proposed readoption with amendments at N.J.A.C. 6A:30, Appendix A.

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

## NJQSAC District Performance Review (Appendix A)

### Instruction and Program Indicators

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.

Indicators 1, [through] 2, 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.

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:

- 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] **7.5**, which would earn the school district [eight] **six** points for the ELA achievement indicator ( $.8 \times [10] \mathbf{7.5} = [8] \mathbf{6}$ ).
- 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] **5**, which would earn the school district [six] **four** points for the ELA achievement indicator ( $.8 \times [7.5] \mathbf{5} = [6] \mathbf{4}$ ).
- 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] **7.5**, which would earn the school district [12] **six** points for the ELA achievement indicator ( $.8 \times [15] \mathbf{7.5} = [12] \mathbf{6}$ ).

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 the *[Median Student Growth Percentile Conversion Chart for NJQSAC]* [NJQSAC Academic Progress Score Conversion Chart](#) 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.

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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: <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	[7.5] 5	[15] 7.5
2. The school district’s mathematics achievement score. The score is comprised of the following: <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	[7.5] 5	[15] 7.5
3. The school district’s science achievement score: The score is comprised of the following: <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	5	[0] 5
4. The school district’s ELA academic progress. <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] 15	[7.5] 10	0
5. The school district’s mathematics academic progress. <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] 15	[7.5] 10	0
6. The school district’s <b>State</b> graduation rate (average of four-year and five-year adjusted cohort <b>State</b> graduation rates). <ul style="list-style-type: none"> <li>• [Graduation] <b>State graduation</b> rate is calculated to include subgroup performance by averaging the combined graduation rate (i.e. the average of the four-year and five-year <b>State</b> graduation rates) of all students with the average of all subgroups’ combined <b>State</b> graduation rates.</li> </ul>	0	15	[20] 30
7. 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.	10	10	10
8. The chief school administrator (CSA) reports 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)	[6] 5		

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<p>9. [English language arts] <b>ELA</b> 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> <ul style="list-style-type: none"> <li>a. Curriculum designed and implemented to meet grade, <b>grade-band</b>, or grade-level expectations and graduation requirements;</li> <li>b. Integrated accommodations and modifications for [special education] students <b>with disabilities</b>, [English language] <b>multilingual</b> 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] <b>grade-level appropriate</b> texts [at each grade level] <b>and decodable texts for emergent readers</b>;</li> <li>e. Pacing guide; <b>and</b></li> <li>f. Interdisciplinary connections[;].</li> <li>[g. Integration of 21st century skills through NJSLS 9;</li> <li>h. Integration of technology through the NJSLS; and</li> <li>i. Career education.]</li> </ul>	<p>[4] <b>3</b></p>
<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, <b>grade-band</b>, or grade-level expectations and graduation requirements;</li> <li>b. Integrated accommodations and modifications for [special education] students <b>with disabilities</b>, [English language] <b>multilingual</b> 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] <b>grade-level appropriate</b> texts [at each grade level] <b>and decodable texts for emergent readers</b>;</li> <li>e. Pacing guide; <b>and</b></li> <li>f. Interdisciplinary connections[:].</li> <li>[g. Integration of 21st century skills through NJSLS 9;</li> <li>h. Integration of technology through the NJSLS; and</li> <li>i. Career education.]</li> </ul>	<p>[4] <b>3</b></p>

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<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, <b>grade-band</b>, or grade-level expectations and graduation requirements;</li> <li>b. Integrated accommodations and modifications for [special education] students <b>with disabilities</b>, [English language] <b>multilingual</b> 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] <b>grade-level appropriate</b> texts [at each grade level] <b>and decodable texts for emergent readers</b>;</li> <li>e. Pacing guide; <b>and</b></li> <li>f. Interdisciplinary connections[:].</li> <li>[g. Integration of 21st century skills through NJSLS 9;</li> <li>h. Integration of technology through the NJSLS; and</li> <li>i. Career education.]</li> </ul>	<p>[4] <b>3</b></p>
<p>12. Social [Studies] <b>studies</b> 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, <b>grade-band</b>, or grade-level expectations and graduation requirements;</li> <li>b. Integrated accommodations and modifications for [special education] students <b>with disabilities</b>, [English language] <b>multilingual</b> 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] <b>grade-level appropriate</b> texts [at each grade level] <b>and decodable texts for emergent readers</b>;</li> <li>e. Pacing guide;</li> <li>f. Interdisciplinary connections;</li> <li>[g. Integration of 21st century skills through NJSLS 9;</li> <li>h. Integration of technology through the NJSLS;</li> <li>i. Career education.]</li> </ul>	<p>[4] <b>3</b></p>

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<p>[j.] <b>g.</b> Amistad Commission mandates* that curricula in [kindergarten through grade 12] <b>K-12</b> 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.] <b>h.</b> Holocaust Commission mandates* that curricula in [kindergarten through grade 12] <b>K-12</b> address issues of bias, prejudice, and bigotry, including bullying, through the teaching of the Holocaust and genocide[.]; <b>and</b></p> <p><b>i.</b> <b>The Commission on Asian American Heritage mandates that curricula in K-12 address the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) in accordance with N.J.S.A. 18A:35-4.44.</b></p> <p><i>* Mandates can be met in content areas other than [Social Studies] <b>social studies</b>. Being out of compliance with either mandate results in the loss of all points for [Social Studies] <b>this indicator</b>.</i></p>	
<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> <p>a. Curriculum designed and implemented to meet grade, <b>grade-band</b>, or grade-level expectations and graduation requirements;</p> <p>b. Integrated accommodations and modifications for [special education] students <b>with disabilities</b>, [English language] <b>multilingual</b> learners, students at risk of school failure, gifted and talented students, and students with 504 plans;</p> <p>c. Assessments, including, formative, summative, benchmark, and alternative assessments;</p> <p>d. List of core instructional and supplemental materials, including [various levels of] <b>grade-level appropriate</b> texts [at each grade level] <b>and decodable texts for emergent readers</b>;</p> <p>e. Pacing guide; <b>and</b></p> <p>f. Interdisciplinary connections[;].</p> <p>[g. Integration of 21st century skills through NJSLs 9;</p> <p>h. Integration of technology through the NJSLs; and</p> <p>i. Career education.]</p>	[4] <b>3</b>
<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> <p>a. Curriculum designed and implemented to meet grade, <b>grade-band</b>, or grade-level expectations and graduation requirements;</p>	[4] <b>3</b>

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<ul style="list-style-type: none"> <li>b. Integrated accommodations and modifications for [special education] students <b>with disabilities</b>, [English language] <b>multilingual</b> 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] <b>grade-level appropriate</b> texts [at each grade level] <b>and decodable texts for emergent readers</b>;</li> <li>e. Pacing guide; <b>and</b></li> <li>f. Interdisciplinary connections[;].</li> <li>[g. Integration of 21st century skills through NJSLS 9;</li> <li>h. Integration of technology through the NJSLS; and</li> <li>i. Career education.]</li> </ul>	
<p>15. Visual and performing arts 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, <b>grade-band</b>, or grade-level expectations and graduation requirements;</li> <li>b. Integrated accommodations and modifications for [special education] students <b>with disabilities</b>, [English language] <b>multilingual</b> 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 level s of] <b>grade-level appropriate</b> texts [at each grade level] <b>and decodable texts for emergent readers</b>;</li> <li>e. Pacing guide; <b>and</b></li> <li>f. Interdisciplinary connections[;].</li> <li>[g. Integration of 21st century skills through NJSLS 9;</li> <li>h. Integration of technology through the NJSLS; and</li> <li>i. Career education.]</li> </ul>	[4] <b>3</b>
<p>16. <b>Career readiness, life literacies, and key skills 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)</b></p>	<b>3</b>

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<ul style="list-style-type: none"> <li>a. Curriculum designed and implemented to meet grade, grade-band or grade-level expectations and graduation requirements;</li> <li>b. Performance expectations may be integrated within and across other content areas or presented as an independent course;</li> <li>c. Integrated accommodations and modifications for students with disabilities, multilingual learners, students at risk of school failure, gifted and talented students, and students with 504 plans;</li> <li>d. Assessments, including, formative, summative, benchmark, and alternative assessments;</li> <li>e. List of core instructional and supplemental materials, including grade-level appropriate texts and decodable texts for emergent readers;</li> <li>f. Pacing guide; and</li> <li>g. Interdisciplinary connections.</li> </ul>	3
<p><b>17. Computer science and design thinking 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)</b></p> <ul style="list-style-type: none"> <li>a. Curriculum designed and implemented to meet grade, grade-band or grade-level expectations and graduation requirements;</li> <li>b. Performance expectations may be integrated within and across other content areas or presented as an independent course;</li> <li>c. Integrated accommodations and modifications for students with disabilities, multilingual learners, students at risk of school failure, gifted and talented students, and students with 504 plans;</li> <li>d. Assessments, including, formative, summative, benchmark, and alternative assessments;</li> <li>e. List of core instructional and supplemental materials, including grade-level appropriate texts and decodable texts for emergent readers;</li> <li>f. Pacing guide; and</li> <li>g. Interdisciplinary connections.</li> </ul>	3
<p><b>18. All statutory curricular requirements are incorporated within the school district curriculum as indicated within the statute. This includes, but is not limited to:</b></p> <ul style="list-style-type: none"> <li>a. Diversity, equity, and inclusion in accordance with N.J.S.A. 18A:35-4.36a; and</li> </ul>	3



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Instruction and Program Indicators	
<p>b. <b>The history of persons with disabilities and lesbian, gay, bisexual, and transgender people in middle and high school curriculum in accordance with N.J.S.A. 18A:35-4.35.</b></p>	
<p>[16.] <b>19.</b> Policies and procedures exist to ensure a coordinated system for planning, delivering, [measurement] <b>measuring</b>, and [modification of] <b>modifying</b> 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> <p>a. A continuum of supports and interventions available in each school to support learning, behavior, and health needs;</p> <p>b. Action plans for interventions based on student data and desired outcomes;</p> <p>c. Professional development for multidisciplinary teams and staff who provide interventions; and</p> <p>d. Review and assessment of effectiveness of interventions (e.g., progress monitoring).</p>	<p>[6] <b>5</b></p>

Fiscal Indicators		Points
<p>1. Monthly district board of education secretary's reports are completed and reconciled without exceptions and submitted to the district board of education within 60 days of the month's end for approval, pursuant to N.J.S.A. 18A:17-9 <b>and N.J.A.C. 6A:23A-16.10.</b></p>		<p>[6] <b>8</b></p>
<p>2. A standard operating procedures (SOP) manual for business functions is maintained, updated, and implemented, pursuant to N.J.A.C. 6A:23A-6.6. The SOP manual includes a system of internal controls in accordance with N.J.A.C. 6A:23A-6.4 to prevent the over-expenditure of line item accounts and to safeguard assets from theft and fraud and includes a section that details purchasing procedures.</p>		<p>8</p>
<p>3. The annual audit of its [Comprehensive Annual Financial Report (CAFR) and other supporting forms and collections (] <b>Annual Comprehensive Financial Report (ACFR)</b>, Auditor's Management Report (AMR), Federal Data Collection Form, [and] Audit Summary[]), <b>and other supporting forms and collections</b> have been filed by the due date set forth [in] <b>at</b> N.J.S.A. 18A:23-1.</p>		<p>[4] <b>6</b></p>
<p>4. The school district:</p>		
<p>a. Implements a corrective action plan (CAP) that addresses all audit recommendations and is acceptable to the Department ([as] <b>if</b> required);</p>		<p>4</p>

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Fiscal Indicators	Points
b. Reports no repeat audit findings of a substantive nature in the [CAFR] <b>ACFR</b> or AMR.	4
c. Reports no material weaknesses or significant deficiencies in the [CAFR or AMR] <b>ACFR</b> .	4
d. Ends the year with no deficit balances and no line item over-expenditures in the general fund, (on the budgetary basis of accounting) special revenue fund, capital projects fund, or debt service fund (other than permitted under State law and <b>generally accepted accounting principles (GAAP)</b> ).	4
5. Entitlement and discretionary grants are managed and overseen as required. Specifically, the school district:	
a. Submits initial applications, revisions, and final reports for all entitlement and discretionary grants by published due dates and expends Federal funds consistent with the approved indirect cost rate and grant application.	2
b. Budgets grant funds according to the approved application and spends grant funds as budgeted. Amendments and budget modifications are completed for charges that exceed the applicable threshold of 10 percent or for modifications that require opening new budget lines.	2
c. Shows evidence of required consultations with nonpublic schools for each required State- and federally funded program and expends nonpublic school allocations as required. If funds are not expended for nonpublic school services, the school district specifies the reason the funds were not spent and provides evidence of consulting with nonpublic schools regarding the use of unexpended funds.	2
d. Approves salaries funded by Federal grants as documented in district board of education minutes and maintains the required time and activity reports.	2
e. <b>Reimbursement requests for Federal grant awards are submitted in a timely manner for the actual amount of incurred expenditures.</b>	4
6. Proper oversight and accounting of capital projects accounted for in Fund 30 are provided. Specifically, the school district:	
a. Maintains separate accounting by project.	[4] 2
b. Monitors the detailed accounts regularly and oversees change orders to ensure/certify funds are available.	[4] 3
c. Spends within the authorized amount, unless proper approvals have been received to raise additional funds to augment the authorized amount.	[4] 6
d. Conducts the proper fiscal close-out of completed projects, including proper transfer of interest earned annually to the debt service and/or general fund.	[4] 3

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Fiscal Indicators	Points
7. Projects consistent with the approved long-range facilities plan are implemented, reviewed, and revised, pursuant to N.J.A.C. 6A:26-2.	2
8. County office approval has been granted for emergent projects, pursuant to N.J.A.C. 6A:26-3.14.	2
9. Annual health and safety reviews:	
a. Have been conducted once per year in each building using the Annual Facilities Checklist -- Health and Safety Evaluation of School Buildings. (N.J.A.C. 6A:26-6.1, 6.2, 6.3, and 12 and 6A:19-6)	5
b. Meet the "100% item" section in the Annual Facilities Checklist -- Health and Safety Evaluation of School Buildings, which means all items are in compliance in all buildings.	5
c. Meet the "80% item" section Annual Facilities Checklist -- Health and Safety Evaluation of School Buildings, which means at least 80 percent of items are in compliance in all buildings.	2
10. [A] <b>An annual</b> budget calendar that is developed and shared with the district board of education [annually] and that reflects all applicable legal and management requirements, pursuant to N.J.S.A. 18A:22-7, is followed. This development timeline includes input from all relevant programmatic staff for requirements and materials needed for teaching and student learning.	[6] <b>4</b>
11. All persons employed as a buildings and grounds supervisor, as defined [in] <b>at</b> N.J.S.A. 18A:17-49, possess a valid authorization from the Department to serve as a certified educational facilities manager.	4
12. The transfer of funds during the budget year is made in accordance with N.J.S.A. 18A:22-8.1 and 8.2 and complies with all budgetary control provisions, pursuant to N.J.A.C. 6A:23A-16.10.	4
13. Fiscal-year cash flow management for all funds is prepared and analyzed on a regular basis to ensure payments can be made on a prompt basis.	4
[14. Reimbursement requests for Federal grant awards are submitted in a timely manner for the actual amount of incurred expenditures.]	[4]
[15.] <b>14.</b> The district board of education approves purchase orders approved by only the purchasing agent and issued in advance of goods received or services rendered and encumbered for the full contractual amount. There are no confirming orders.	4

Governance Indicators	Points
1. At least annually, and more frequently if required by changes in case law, regulation, or statute, the district board of education or the advisory <b>district board of education</b> , reviews, updates, and adopts, by	8

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Governance Indicators	Points
resolution, policies, procedures, and by-laws reflective of current statutory and regulatory authority. (N.J.S.A. 18A:11)	
2. The district board of education:	
a. Establishes a policy and a contract with the CSA to annually evaluate [him or her] <b>the CSA</b> based on the adoption of goals and performance measurements that reflect [the] <b>that</b> highest priority is given to student achievement and attention is given to subgroup achievement and each new member has received training on CSA evaluation. (N.J.S.A. 18A:17-20.3[.])	7
b. Completes the CSA evaluation by July 1 in accordance with N.J.A.C. 6A:10-8.1(g).	6
3. All new, renegotiated, amended, altered, or extended contracts for CSAs, deputy superintendents, assistant superintendents, and school business administrators are submitted to the executive county superintendent (ECS) for review and approval. The district board of education takes no formal action to approve or implement such contracts prior to ECS review and approval. (N.J.S.A. 18A:7-8 and N.J.A.C. 6A:23A-3.1)	6
4. The district board of education approves appointments and transfers, and removes or renews certificated and non-certificated officers and employees, only by a roll call majority vote of the district board of education's full membership upon the CSA's recommendation. (N.J.S.A. 18A:27-4.1 and N.J.A.C. 6A:32-4.1 [and 4.7])	6
5. The district board of education-approved corrective action plans are submitted for any finding or recommendation for all compliance-related reports, consolidated monitoring reports, financial audits, [special education] <b>students with disabilities</b> reports, etc. The school district has no outstanding monitoring or complaint investigation findings that exceed the required timelines for correction. There is no evidence of the school district not implementing the plan.	7
6. The budgeting process and allocation of resources, including grant funding, are aligned with instructional priorities and student needs to provide for a thorough and efficient education as demonstrated by: (N.J.S.A. 18A:7F-6 and 46 and N.J.A.C. 6A:23A-8.1)	
a. Adoption and implementation of written policies and procedures for the budget and financial planning process that are integrated and aligned with school district priorities and planning objectives based on Statewide assessments and applicable strategic plans.	8
b. Annually align fiscal goals and budget objectives with curricula that comply with the NJSLS.,	8
7. The district board of education follows the budget process by:	8
a. Conducting a public hearing on the proposed budget, <b>within the timeframe established at N.J.S.A. 18A:22-7 and 10;</b>	

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<p>b. Adopting the budget at a public meeting, <b>within the timeframe established at N.J.S.A. 18A:22-10;</b></p> <p>c. Providing ongoing information on the budget's status and any revision(s) or emergent conditions; and</p> <p>d. Making the budget available for public notice and inspection. (N.J.S.A. 18A:22-7 and N.J.A.C. 6A:23A-8.1 and 8.2)</p>	
8. The district board of education ensures compliance with all stakeholder engagement requirements pursuant to the Federal grant programs for which the school district receives funds, which shall include, but not be limited to, grant programs under the Elementary and Secondary <b>Education Act</b> , the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act.	6
9. The district board of education has established programs and services for all [English language] <b>multilingual</b> learners [ELLs] pursuant to N.J.A.C. 6A:15.	7
10. The district board of education implements the Open Public Meetings Act and there have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.S.A. 10:4-6 et seq.)	3
11. The district board of education approves the monthly district board of education secretary's and treasurer's reports within 60 days of month's end and, in its minutes, certifies that major funds (general fund, special revenue, and capital projects fund) have not been over-expended. (N.J.A.C. 6A:23A-16.10(c))	6
12. Minutes of all meetings, including executive sessions, reflect all district board of education actions and are publicly available within two weeks or by the next district board of education meeting. (N.J.S.A.18A:17-7)	6
13. District board of education members and school administrators annually file a timely and properly completed financial and personal/relative disclosure statement. The district board of education annually discusses the School Ethics Act and no district board of education member or administrator has been found in violation of the School Ethics Act. (N.J.S.A. 18A:12-22 and 26)	5
14. The district board of education ensures that all students have access to library media services that are connected to classroom studies in each school building, including access to computers; school district-approved instructional software; appropriate books, including novels, anthologies, and other reference materials; and supplemental materials that motivate students to read in and out of school and to conduct research. (N.J.A.C. 6A:13-2.1(h))	3

## NJQSAC District Performance Review (Appendix A)

Operations Indicators	Points
1. The school [district's NJSMART] <b>district has demonstrated that its data in the Department's Statewide longitudinal data system and the school district's</b> educator evaluation data files:	
a. Have been certified by established deadlines and provide complete data; and	2
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 County District School (CDS) Information System 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 required school contacts throughout the year and the school district has submitted, to the Department for approval, any change requiring district board of education action within five business days of the action.	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; <b>and</b>	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. <b>The district board of education provides employees annual training on the code of student conduct and its equitable application, including training on the prevention, intervention, and remediation of student conduct that violates the district board of education's code of student conduct.</b> (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	5

## NJQSAC District Performance Review (Appendix A)

Operations Indicators	Points
Department [by July 15. (N.J.A.C. 6A:16-5.3)] <b>in accordance with the due dates annually established by the Department.</b>	
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; <b>and</b> (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 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] <b>in accordance with the due dates annually established by the Department.</b> (N.J.S.A. 18A:17-46 and 18A:37-14 through 18 and N.J.A.C. 6A:16-7.7)	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] <b>3</b>
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] <b>enforcement of the code of student conduct</b> 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

## NJQSAC District Performance Review (Appendix A)

Operations Indicators	Points
<p>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] <b>in</b> the New Jersey Department of Human Services' [directory of private-duty nursing] <a href="#">New Jersey Medicaid Management Information System (NJMMIS)</a> or is <b>approved to provide private duty nursing under the New Jersey FamilyCare Program</b>. 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 and <b>N.J.S.A. 18A:40-3.3</b>)</p>	8
<p>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 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). <b>The educational services are provided by a certified instructor who has completed the Department's criminal history record check.</b> (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>	6
<p>15. <b>The school district annually assesses plans and facilities to ensure:</b></p> <ul style="list-style-type: none"> <li>a. 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)</li> <li><b>b. A school safety audit has been conducted for each school building in accordance with N.J.S.A. 18A:41-14; and</b></li> <li><b>c. Up-to-date critical incident mapping data for all schools and school grounds have been provided to local law enforcement authorities. (N.J.S.A. 18A:41-7.1)</b></li> </ul>	[6] 4
<p>16. A security drill statement of assurance that accurately represents <b>that</b> the monthly security drills were conducted is submitted no later <b>than</b> June 30 each year to the Department. (N.J.S.A. 18A:41-7a)</p>	4
<p>17. <b>The school district has designated a school safety specialist for the school district. The school safety specialist maintains an active certificate. (N.J.S.A. 18A:17-43.2)</b></p>	2
<p>18. <b>The district board of education has adopted and implemented a policy to establish a threat assessment team at each school to provide administrators, teachers, and other staff with assistance in identifying, assessing, and managing students that exhibit concerning or threatening behaviors. (N.J.S.A. 18A:17-43.4)</b></p>	3



## NJQSAC District Performance Review (Appendix A)

Operations Indicators	Points
[17.] <b>19.</b> The school district [has] <b>implements</b> a <b>Department-approved</b> 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] <b>the protected categories and classes set forth at the New Jersey Law Against Discrimination (NJLAD), N.J.S.A. 10:5-1 et seq., and at N.J.A.C. 6A:7-1.1(a).</b> Additionally, the school district submits to the Department the annual CEP statement of assurance. (N.J.A.C. 6A:7-1.4)	6
[18.] <b>20.</b> 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). <b>Additionally, each school within the school district with 10 percent or more of its enrolled students identified as chronically absent has developed and presented to the district board of education a corrective action plan to improve absenteeism rates. (N.J.A.C. 6A:32-8.6)</b>	8

Personnel Indicators	Points		
1. An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with N.J.A.C. 6A:9C and 6A:10 in the following categories:			
	100 percent of audited files meets indicators	95 to 99 percent of audited files meets indicators	Less than 95 percent of audited files meets indicators
a. Teacher evaluation processes result in complete summative scores, measures of teacher practice, and measures of student growth (SGO and mSGP) (N.J.A.C. 6A:10-2.4, 4.1, 4.2, 4.3, and 4.4);	8	4	0
b. School leader evaluation processes result in complete summative scores, measures of principal practice, and measures of student growth (SGO, mSGP, administrator goals) (N.J.A.C. 6A:10-2.4, 5.1, 5.2, 5.3, and 5.4);	6	3	0

## NJQSAC District Performance Review (Appendix A)

c.	Evaluations of other certificated staff [according to regulations (] <b>are conducted in accordance with</b> N.J.A.C. 6A:10-2.2, 2.4, 2.5, 6.1, and 6.2)]; [and]	4	2	0
d.	Evaluation [processes] <b>training</b> for all [certificated] <b>certified</b> staff [have] <b>has</b> occurred[, including evaluation training and evaluation conferences.]; (N.J.A.C. 6A:10-2.2 <b>(b)</b> )	[4] 2		
e.	<b>Summary conferences for all certified staff have occurred; (N.J.A.C. 6A:10-2.4(c))</b>	2		
[e.] f.	School improvement panels have been established in each school and are functioning in accordance with the TEACHNJ Act (N.J.S.A. 18A:6-120) and regulations (N.J.A.C. 6A:9C-5.3 and 6A:10-2.3, 2.5, 3.1, and 3.2); and	4		
[f.] g.	Other evaluation structures and processes, including tenure charge proceedings, <b>are</b> conducted according to the TEACHNJ Act (N.J.S.A. 18A:6-11 and 17.3).	2		
2.	The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following (N.J.A.C. 6A:9C and 6A:13-2):			
[a.]	An audit of personnel files indicates that required individual professional development plans (PDPs) or corrective action plans (CAPs) are aligned to the professional standards for school leaders or teachers and have been completed for administrators and teachers and are linked to (1) school district, school, team, and/or individual goals, and (2) results from individual performance evaluations. (N.J.A.C. 6A:9C and 6A:10-2.5);]	[5]		
[b.] a.	School schedules that include adequate and consistent time for teachers to work together in and across content areas and grade levels to examine student results and to collaborate on addressing student learning needs, such as through professional learning community (PLC) time. (N.J.A.C. 6A:9C-3.2 and 3-3 and 6A:13-2.1)[.]	5		
[c.] b.	The school district-level PDP:	5		

## NJQSAC District Performance Review (Appendix A)

<ul style="list-style-type: none"> <li>• Details districtwide and school-level professional learning for active staff holding instructional teaching, educational services, and administrative certificates;</li> <li>• Incorporates professional learning that is sustained and job-embedded not exclusively one-time workshops; and</li> <li>• Addresses the NJSLS and the professional standards for teachers and school leaders (N.J.A.C. 6A:8 and 6A:9) and is based on a variety of sources and types of student, educator, and system evidence, including educator evaluation data and school-level PDPs. (N.J.A.C. 6A:9C-4.2)</li> </ul>	
<p>[d.] c. The school district allocates resources for educator professional learning and development (e.g., people, time, technology, money) that align to the school district’s professional development needs, as stated in the PDP and mentoring plan, beyond the resources designated toward completion of State-mandated professional development topics.</p>	[5] 4
<p>[e.] d. The <b>school</b> district mentoring plan: (N.J.A.C. 6A:9C-5)</p> <ul style="list-style-type: none"> <li>• Details support for all non-tenured teachers in their first year of employment through, at minimum, an introduction to school district curricula, student assessment policies, and training on the school district’s evaluation rubric;</li> <li>• Describes the process for selecting and assigning one-to-one mentors who meet State eligibility requirements to work with provisional teachers;</li> <li>• Describes how mentors are trained; and</li> <li>• Describes the process by which the administrative office oversees mentor payments.</li> </ul>	3
<p>[f.] e. Documentation that verifies staff have completed professional development on State-mandated topics required for their assignments. (N.J.S.A. 18A and N.J.A.C. 6A)</p>	2
<p>3. The district board of education has ensured the following staffing practices are followed for all staff requiring provisional certification:</p>	

## NJQSAC District Performance Review (Appendix A)

a.	Any administrator or educational services staff employed under a certificate of eligibility with advanced standing (CEAS) or a certificate of eligibility (CE) has been registered in the appropriate residency program for [his or her] <b>the appropriate</b> endorsement and the school district has applied to the Department’s certification office for a provisional certificate before the residency period began. Any teacher with a CEAS or a CE or serving as a long-term substitute (for greater than 60 days) has been registered in the provisional teacher process within 60 days of beginning employment; (N.J.A.C. 6A:9B)	3
b.	Provisional staff are assigned a mentor, required mentor hours and/or residency hours are tracked, and evaluation is conducted; and (N.J.A.C. 6A:9B-8.4, 6A:9C-5, and 6A:10)	3
c.	Provisional staff seeking the standard license for teacher of students with disabilities and/or teacher of bilingual education submit annual transcripts from their educator preparation programs (EPPs) to allow school districts to track staff progress toward completion of required coursework. (N.J.A.C.6A:9A and 6A:9B)	3
d.	All school district-provided information required for a professional staff member to obtain a standard certificate is submitted to the Department within 30 days of the staff member becoming eligible for a standard [license] <b>certificate</b> . (N.J.A.C. 6A:9B)	2
4.	The district board of education has ensured the following staffing practices are followed:	
a.	New employees have a successful criminal history record check prior to employment and are not disqualified for employment; (N.J.S.A. 18A:6-7.1 and 18A:39-19.1)	2
b.	Candidates for employment and employees, when applicable, receive a physical examination and the resulting medical records are maintained in a secure location separate from personnel files; (N.J.S.A. 18A:16-2 and N.J.A.C. 6A:32-6.2 and 6.3)	2

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c.	Approved job descriptions are maintained for every [certificated] <b>certified</b> staff member. [Certificated] <b>Certified</b> staff are appropriately certified for their assignment (N.J.A.C. 6A:9B); and	[5] <b>3</b>
d.	Accurate staff attendance records are maintained at school district and school levels. The records include the type and date of absence and an analysis of attendance patterns. Any issue(s) identified through the analysis of staff attendance has been addressed in accordance with the district board of education's staff attendance policies.	[5] <b>3</b>
e.	The length of service for substitute teachers is tracked and placement of substitutes is appropriate. (N.J.A.C. 6A:9B-7)	2
f.	<b>All school district-provided information required for a professional staff member to obtain a standard certificate is submitted to the Department within 30 days of the staff member becoming eligible for a standard certificate. (N.J.A.C. 6A:9B)</b>	2
5.	The position control roster: (N.J.A.C. 6A:23A-6.8)	
a.	Contains the employee name; date of hire; a permanent position tracking number for each employee; a control number for substitute teachers; a control number for overtime; a control number for extra pay; the status of the position (filled, vacant, abolished, etc.); an indication, when available, of whether an employee is retiring in the budget year or not being renewed, including associated costs such as contractual buyouts, severance pay, paid vacation, or sick days, etc.; base salary; step; longevity; guide; stipends by type; overtime; other extra compensation; the benefits paid by the school district, net of employee reimbursements or co-pays, by type of benefit and for FICA and Medicare; the position's full-time equivalent value by location; the date the position was filled; and the date the position was originally created by the district board of education (if the date the position was originally created is not available,	6

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	the date the person currently filling that position was approved by the district board of education);	
b.	Is accurate and up to date; and	[5] 6
c.	Reconciles with the budget.	4
6.	<p>Documentation and evaluation of administrator practices, as well as an audit of personnel files, including observation reports, indicates that supervision processes are occurring in accordance with N.J.A.C. 6A:10 and result in:</p> <p>a. Professional practices aligned with goal-setting procedures (N.J.A.C. 6A:10-4.2 and 5.2); [and]</p> <p>b. Supervisory feedback that is timely, targeted, and actionable (N.J.A.C. 6A:10-2.4, 2.5, [and] 4.4, and 5.4)[.]; <b>and</b></p> <p>c. <b>Required individual PDPs or CAPs that are aligned to the professional standards for school leaders or teachers and have been completed for administrators and teachers and that are linked to school district, school, team, and/or individual goals, and to results from individual performance evaluations. (N.J.A.C. 6A:9C and 6A:10-2.5)</b></p>	[5] 12