

New Jersey Department of Education



New Jersey State Board of Education Readoption with Amendments

**N.J.A.C. 6A:30, Evaluation of the Performance
of School Districts**

Division of Field Support and Services

August 7, 2024



N.J.A.C. 6A:30-1.1, Purpose and Scope



- ❑ This chapter sets forth the applicable definitions, rules, and steps the Department will undertake to implement N.J.S.A 18A:7A-3, which include a three-year evaluation process, placement of the school district on a performance continuum, improvement and intervention activities, and periodic progress monitoring. The rules of this chapter apply to all school districts, County Special Services School Districts (CSSSD), and county vocational school districts.
- ❑ Exception to being monitored through NJQSAC are the county vocational school districts that only provide shared-time services, charter schools, renaissance school projects and educational services commissions.
- ❑ QSAC is designed to hold districts accountable for fulfilling their statutory and regulatory obligations.





Accountability Systems (Examples)



QSAC and ESSA are examples of different accountability systems. While some indicators in each system are the same, each system is distinct and governed by their own rules and purposes.

NJ Quality School
Accountability
Continuum (QSAC)

School Performance
Reports (and ESSA
School Profiles)

Charter School
Accountability
Framework

Federal Monitoring

State Fiscal
Monitoring

Special Education
Monitoring

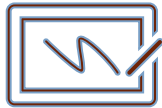
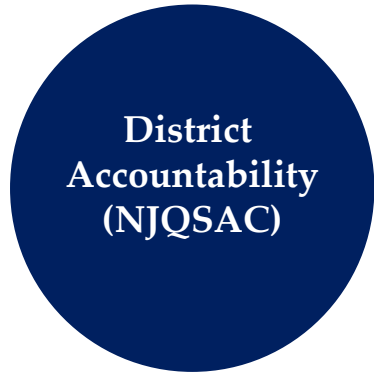
ESSA School
Accountability



New Jersey's Accountability Systems



Accountability for education in New Jersey is defined through two primary accountability systems:



Description

State-mandated system used for the Department's county office staff to identify and intervene in low-performing districts. Districts that do not satisfy at least 80% of quality performance indicators in at least one key area must develop a NJQSAC district improvement plan (DIP).

Existing Indicators

65 weighted quality performance indicators in:

- Instruction and programs (16);
- Fiscal management (15);
- Governance (14);
- Operations (14); and
- Personnel (6).



Federally-mandated system used to identify schools in need of comprehensive and targeted supports. Identified schools receive intensive help; this assistance includes additional fiscal support and coaching provided by the Department through the Office of Comprehensive Support.

ESSA requires measures of student progress/growth, an additional measure of student success and English language, indicators of school success (e.g. chronic absenteeism).

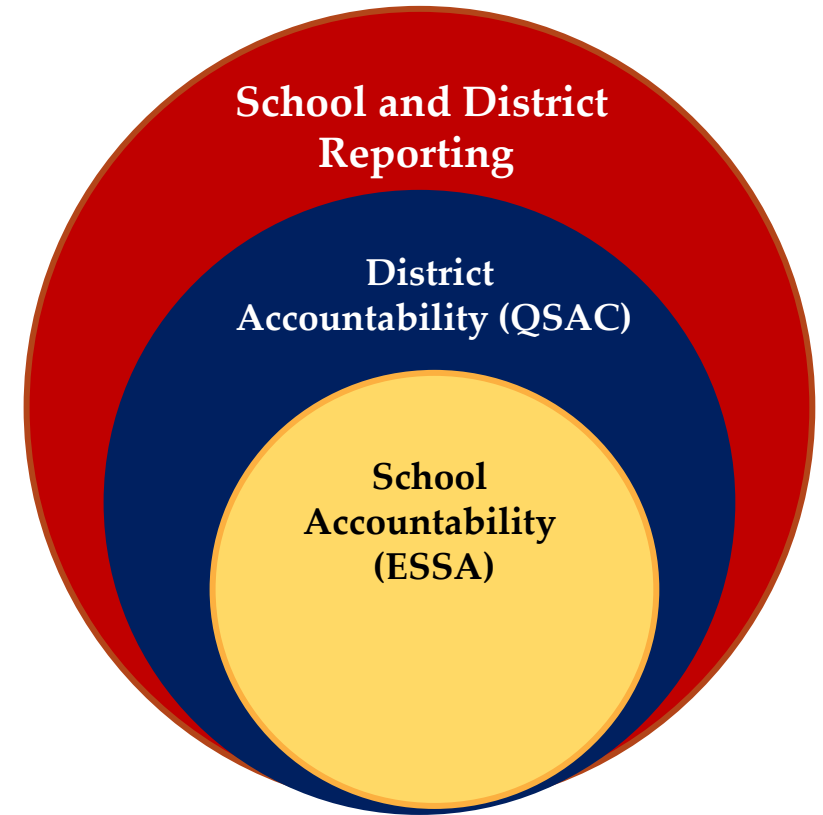


Purpose of Accountability Systems



Aligning these accountability systems requires an understanding of the purpose of each system:

- **School accountability in ESSA** is specifically designed to **identify schools in need of support and improvement**.
- **District accountability in QSAC** is a state-mandated process that includes indicators that are more within a district's control and inform state monitoring on a 3-year cycle to ensure districts comply with minimum requirements.
- **School and district public reporting** includes many important indicators for the public to know about but should not automatically trigger state action. These reports include ESSA accountability outcomes and additional indicators that are included in the QSAC process. The New Jersey School Performance Reports have been used since 2011 to highlight school district and school progress to the public.



Proposed Readoption with Amendments (1 of 2)



With an obligation to ensure all students attending school districts in the state of New Jersey are provided high-quality instruction and supports that prepares them for college, careers and future success; the Department proposes amendments at N.J.A.C. 6A:30 as follows:

- ❑ Most non-substantive proposed amendments were made to the chapter's rule text at N.J.A.C. 6A:30-1.1 through 6A:30-8.1. Non-substantive amendments throughout the chapter are in two areas:
 - ❖ Technical Updates – ensure the code follows the most recent style guide; adjust all references to gender to utilize more inclusive language; update out-of-date terminology; update citations and references to statute; edit grammar and syntax to simplify language, remove redundant language, and add clarity; and
 - ❖ Process Updates – streamline and clarify rules, procedures, and operations for evaluating school districts in the five key component areas of school district effectiveness.



Proposed Readoption with Amendments (2 of 2)



❑ Substantive proposed Amendments at Appendices A and B:

- ❖ Add indicators for new statutory and regulatory requirements implemented since the NJQSAC code was last adopted;
- ❖ Rebalance points to provide greater weight for indicators of more complexity and significance across the five key component areas of school district effectiveness;
- ❖ Align NJQSAC performance indicators more closely with those in the State's ESSA Plan;
- ❖ Rebalance points to equitably apply the Department's primary accountability system for monitoring and evaluating all school districts' performance, regardless of grade configuration (e.g. K-8, K-12, 9-12); and
- ❖ Shift points from achievement indicators to growth indicators to foster and promote continuous improvements for educators and school district boards of education.



Existing Instruction and Program DPR



Indicator	Description	K-8	K-12	9-12
1	ELA achievement score	10	7.5	15
2	Math achievement score	10	7.5	15
3	Science achievement score	10	5	0
4	ELA academic progress	10	7.5	0
5	Math academic progress	10	7.5	0
6	4- and 5-year graduation rate	0	15	20
7	School quality	10	10	10
8	CSA student performance report	6	6	6
9	ELA curriculum and instruction	4	4	4
10	Math curriculum and instruction	4	4	4
11	Science curriculum and instruction	4	4	4
12	Social studies curriculum and instruction	4	4	4
13	World languages curriculum and instruction	4	4	4
14	Comprehensive health/physical education curriculum and instruction	4	4	4
15	Visual and performing arts curriculum and instruction	4	4	4
16	Tiered Support Systems	6	6	6



Proposed Instruction and Program DPR



Indicator	Description	K-8	K-12	9-12
1	ELA achievement score	7.5	5	7.5
2	Math achievement score	7.5	5	7.5
3	Science achievement score	5	5	5
4	ELA academic progress	15	10	0
5	Math academic progress	15	10	0
6	4- and 5-year graduation rate	0	15	30
7	School quality	10	10	10
8	CSA student performance report	5	5	5
9	ELA curriculum and instruction	3	3	3
10	Math curriculum and instruction	3	3	3
11	Science curriculum and instruction	3	3	3
12	Social studies curriculum and instruction	3	3	3
13	World languages curriculum and instruction	3	3	3
14	Comprehensive health/physical education curriculum and instruction	3	3	3
15	Visual and performing arts curriculum and instruction	3	3	3
16	Career readiness, life liberties and key skills curriculum and instruction	3	3	3
17	Computer science and design thinking curriculum and instruction	3	3	3
18	All statutory requirements curriculum and instruction	3	3	3
[16] 19	Tiered Support Systems	5	5	5



Public Comment and Response



The State Board invites comment on the current rulemaking at [N.J.A.C. 6A:30](#).



Thank You!



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