

N.J.A.C. 6A:30, EVALUATION OF THE PERFORMANCE OF SCHOOL DISTRICTS

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CHAPTER 30. EVALUATION OF THE PERFORMANCE OF SCHOOL DISTRICTS

SUBCHAPTER 1. PURPOSE, SCOPE AND DEFINITIONS

6A:30-1.1 Purpose and scope

- (a) The purpose of this chapter is to establish rules to implement the New Jersey Quality Single Accountability Continuum (NJQSAC) system, as required by N.J.S.A. 18A:7A-3 et seq., for evaluating and monitoring all public school districts in the State. NJQSAC is designed to be a single, comprehensive accountability system that consolidates and incorporates the monitoring requirements of applicable State and Federal programs. NJQSAC is also intended to complement, and serve in part to implement, Federal requirements. Under NJQSAC, public school districts are evaluated in five key component areas of school district effectiveness -- instruction and program, personnel, fiscal management, operations and governance -- to determine the extent to which public school districts are providing a thorough and efficient education. The standards and criteria by which public school districts are evaluated will assess actual achievement, progress toward proficiency, local capacity to operate without State intervention, and the need for support and assistance provided by the State. Under NJQSAC, once a public school district is identified as requiring assistance in one or more of the five areas of school district effectiveness, the Department and the public school district will work collaboratively to improve public school district performance in those targeted areas. The measures used to achieve this goal include evaluations of the public school district by the Department, development of a school district improvement plan, close monitoring of the implementation of the plan, and the provision of technical assistance as appropriate.

NJQSAC also provides that in circumstances where a public school district fails to develop or implement an improvement plan as required, or other emergent circumstances warrant, the Department may seek partial or full intervention in the public school district to effect the changes necessary to build local capacity to provide a thorough and efficient education.

- (b) This chapter sets forth the steps the Department will undertake to implement N.J.S.A. 18A:7A-3 et seq., which include a three-year evaluation process, placement of the public school district on a performance continuum, improvement and intervention activities and the periodic monitoring of progress.
- (c) These rules shall apply to all public school districts in the State of New Jersey as defined in N.J.S.A. 18A:8-1 et seq. and 18A:13-1 et seq., with the exception of charter schools and Educational Services Commissions and shall include county vocational-technical school districts established pursuant to N.J.S.A. 18A:54-1 et seq., with the exception of those county vocational technical school districts that provide only shared time services, and county special services school districts established pursuant to N.J.S.A. 18A:46-29 et seq.

6A:30-1.2 Definitions

The following words and terms, as used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

“Administrative order” means a written directive ordering specific corrective action by a public school district which has shown insufficient compliance with the quality performance indicators.

“Assistant Commissioner” means an Assistant Commissioner or designee, in the Department of Education.

“Chief School Administrator” or “CSA” means the superintendent of a public school district or vocational school or if there is no superintendent, the administrative principal.

“Commissioner” means the Commissioner of Education or his or her designee.

“Components of school district effectiveness” means the areas in which school districts will be evaluated under NJQSAC. They are:

1. Instruction and program;
2. Operations;
3. Fiscal management;
4. Personnel; and
5. Governance.

“Comprehensive review” refers to the evaluation process conducted by the Department of each public school district pursuant to this chapter to measure each public school district’s performance, capacity, and need for State support, assistance or intervention. The comprehensive review shall be based on the weighted quality performance indicators developed by the Department and set forth in the District Performance Review incorporated in this chapter as the chapter Appendices.

“Declaration page” means the section of the District Performance Review that verifies the accuracy of the responses on the school district’s District Performance Review.

“Department” means the New Jersey Department of Education.

“District Performance Review” or “DPR” consists of the quality performance indicators in all of the five key components of school district effectiveness. The District Performance Review shall be developed by the Department and shall be used by the Department to evaluate the performance of public school districts pursuant to the procedures set forth in this chapter. The District Performance Review is located in chapter Appendix A and is incorporated herein by reference and shall be used by all public school districts with the exception of county special services school districts. The District Performance Review for county special services school districts consists of quality performance indicators in all the five key components of school district effectiveness. The District Performance Review for county special services school districts shall be developed by the Department and shall be used by the Department to evaluate the performance of county special services school districts pursuant to the procedures set forth in this chapter. The District Performance Review for county special services districts is located in chapter Appendix B and is incorporated herein by reference.

“Evaluation team” means a team designated by the Commissioner and qualified by training and experience to examine specific conditions existing in a public school district.

“Evidence based” means a program or service that has demonstrated success based on research, best practices or other forms of evidence.

“High performing school district” is a designation assigned to a public school district that satisfies at least 80 percent of the weighted performance indicators in each of the five key components of school district effectiveness.

“Highly skilled professional” or “HSP” means a designee of the Commissioner who has skills and expertise based on education and/or experience that is relevant to one or more of the five key components of school district effectiveness. Among other functions, HSPs may assist the Department in evaluating public school district performance, provide direct oversight in one or more areas during partial or full State intervention in a public school district, and/or assist public school districts in developing local capacity in areas of critical need identified through the comprehensive review, pursuant to the procedures set forth in this chapter. HSPs may be Department employees.

“In-depth evaluation” means a process that may be authorized by the Commissioner to evaluate public school districts that satisfy less than 80 percent of the weighted quality performance indicators in one or more of the five key components of school district effectiveness as determined by the Department based on the comprehensive review. In-depth evaluations shall be conducted by a team of individuals which may include Department employees and/or highly skilled professionals.

“NJQSAC” means the New Jersey Quality Single Accountability Continuum.

“NJQSAC District Improvement Plan” means a plan developed, in collaboration with the Department, by a public school district that fails to satisfy at least 80 percent of the weighted

quality performance indicators in any of the five key components of school district effectiveness, and that addresses critical areas of need identified through the comprehensive review.

“Performance continuum” is a measure which identifies a public school district’s performance with respect to each of the five components of school district effectiveness.

“Quality performance indicators” or “weighted quality performance indicators” are the specific, objective criteria for each key component of school district effectiveness by which each public school district’s performance, capacity, and need for State support, assistance or intervention are measured. The quality performance indicators are set forth in the District Performance Review at the chapter Appendices.

“State Board” means the New Jersey State Board of Education.

“Statement of Assurance” consists of quality performance indicators in the five key components of school district effectiveness. The Statement of Assurance (SOA) shall be developed by the Department and shall be used by public school districts annually, to self-evaluate the performance of requirements set forth in this chapter. The SOA shall be incorporated into the District Performance Review with maximum point values of 10 in each component of school district effectiveness. Receipt of total points shall be determined by the percentage of statements that the public school district has satisfactorily completed.

“Technical assistance” means guidance and support provided to a public school district to enable the public school district to meet State and Federal policy and regulatory requirements and to ensure the provision of a thorough and efficient education. Technical assistance may, among

other things, support the teaching and learning process and overall school district effectiveness.

Technical assistance may be provided by Department personnel or other designees of the Commissioner.

SUBCHAPTER 2. NJQSAC COMPONENTS OF SCHOOL DISTRICT EFFECTIVENESS AND INDICATORS

6A:30-2.1 Components of school district effectiveness

- (a) The Department shall evaluate and monitor public school districts' performance and capacity in five key components of school district effectiveness. They are:
 - 1. Instruction and program;
 - 2. Personnel;
 - 3. Fiscal management;
 - 4. Operations; and
 - 5. Governance.
- (b) In assessing public school district performance and capacity in these component areas, the Department shall use objective measures and shall consider public school district improvement and growth.

6A:30-2.2 Quality performance indicators of school district effectiveness

- (a) The Department shall establish weighted quality performance indicators to measure public school district performance and capacity in each of the five key components of school district effectiveness.

- (b) The weighted quality performance indicators are set forth in the District Performance Review, incorporated in this chapter as the chapter Appendices.
- (c) The weighted quality performance indicators shall be used by the Commissioner to assess public school district performance and capacity during the comprehensive reviews pursuant to N.J.A.C. 6A:30-3.1 through 3.3, the in-depth evaluations pursuant to N.J.A.C. 6A:30-5.3 and monitoring pursuant to N.J.A.C. 6A:30-5.6. The weighted quality performance indicators shall also be used by the Commissioner in determining whether to initiate intervention activities pursuant to N.J.A.C. 6A:30-6.2 and withdrawal from intervention pursuant to N.J.A.C. 6A:30-7.1.

SUBCHAPTER 3. COMPREHENSIVE REVIEW OF PUBLIC SCHOOL DISTRICTS

6A:30-3.1 General requirements

- (a) The Commissioner shall conduct a comprehensive review of each public school district every three years. In the intervening years between each public school district's three year review, the Commissioner shall assess the public school district's performance to determine whether conditions exist in the school district that significantly and negatively impact the educational program or operations of the school district. Upon a determination that such conditions exist in a public school district, the Commissioner may direct that the Department immediately conduct a comprehensive review of the public school district as set forth in this section.
- (b) The comprehensive review shall be based on the weighted quality performance indicators developed by the Department. Unless N.J.A.C. 6A:30-3.1(d) applies, the comprehensive review shall commence with the completion of the District Performance Review by each

public school district, followed by verification of that report and review of other relevant data and information by the Department. It may also include one or more on-site visits to public school district facilities by Department staff.

- (c) The Commissioner shall direct the Executive County Superintendent and other appropriate Department staff to provide timely notification to each public school district of the procedures for the comprehensive review.
- (d) The Commissioner may determine that a public school district need not provide a District Performance Review as part of the comprehensive review with respect to those components of school district effectiveness for which the public school district is implementing a school district improvement plan pursuant to N.J.A.C. 6A:30-5.4 to 5.5 and is subject to Department monitoring pursuant to N.J.A.C. 6A:30-5.6.
- (e) Annually, the Chief School Administrator with a team of his or her choice will complete the Statement of Assurance (Appendix C, incorporated herein by reference). The CSA and district board president will sign the declaration page of the Statement of Assurance attesting the accuracy of the responses in the document to the best of their knowledge, and the district board of education will pass a resolution, annually, affirming the information in the document. The Statement of Assurance will be used for reference by the Executive County Superintendent or Department staff at any time during the intervening years and during the NJQSAC review process for accountability and technical assistance purposes. All five areas of district effectiveness will be included in the Statement of Assurance.
 - 1. The Statement of Assurance must be submitted to the County Office of Education by November 15 of each year. The Executive County Superintendent will review the Statement of Assurance for opportunities to provide technical assistance to the district in areas identified as deficient by the school district.

2. The Statement of Assurance will be a weighted quality indicator in the District Performance Review. The district must satisfy between 80 to 100 percent of the Statement of Assurances to receive credit in the District Performance Review in each area of effectiveness, for the year during which the district's review is being conducted.

6A:30-3.2 District Performance Review

- (a) As part of the comprehensive review, unless N.J.A.C. 6A:30-3.1(d) applies, each public school district shall complete a District Performance Review, which consists of a self-assessment tool developed by the Department that measures the public school district's compliance with the weighted quality performance indicators in all five areas of school district effectiveness. The District Performance Review is incorporated in this chapter as the chapter Appendices (Appendix A and Appendix B) and is the form that public school districts shall use in completing the self-assessment. All public school districts, with the exception of county special services school districts, shall use Appendix A to complete the self-assessment. All county specials services school districts shall use Appendix B to complete the self-assessment.
- (b) In order to complete the District Performance Review, the Chief School Administrator shall take the following steps:
 1. Convene a committee to assist in completing the District Performance Review. The CSA shall determine the total number of people that will serve on the committee. The CSA shall appoint the following persons to the committee, and, in his or her discretion, may include other persons on the committee with the approval of the district board of education:

- i. The Chief School Administrator;
 - ii. One or more members of the administrative staff in the public school district;
 - iii. One or more teaching personnel, representative of different grade levels and/or schools in the public school district;
 - iv. The business administrator and assistant superintendent for curriculum and instruction, as well as other appropriate public school district level personnel as determined by the Chief School Administrator;
 - v. One or more member representatives of the local collective bargaining unit of the educational staff selected by the local collective bargaining unit; which may include the teaching personnel required under 3.2(b)1iii above; and
 - vi. One or more members of the district board of education selected by the district board of education.
2. Ensure that the process used by the committee in completing the District Performance Review provides for participation and input by all committee members;
 3. Consult with the committee in formulating a response to all weighted quality performance indicators of each component of school district effectiveness;
 4. Ensure that the responses in the public school district's District Performance Review encompass and reflect the circumstances that exist in the school district; and
 5. Ensure that all responses to the District Performance Review can be verified by data and supporting documentation or otherwise and provide this verification to the Department upon request.

- (c) The Executive County Superintendent shall provide technical assistance as needed to the Chief School Administrator and the committee utilized by the public school district to complete the District Performance Review.
- (d) The district board of education may establish a subcommittee of the district board of education to consult with the committee formed to complete the District Performance Review. The district board of education may also monitor the progress of the committee completing the District Performance Review by requiring periodic reporting to the school board at public meetings.
- (e) Upon completion of the District Performance Review, the CSA shall sign a declaration page attesting to the accuracy of the responses in the report to the best of his or her knowledge. Each member of the committee shall be given the opportunity to sign the declaration page to attest to his or her participation in completion of the District Performance Review. If a member of the committee refuses to sign the declaration page, the name of such member shall be written on the form, with the notation “refused to sign.”
- (f) Upon completion of the proposed responses to the District Performance Review, the district board of education shall fix a date, place and time for the holding of a public meeting, which may be a regularly scheduled meeting of the district board of education, at which time the proposed responses to the District Performance Review, and declaration page shall be presented to the district board of education for approval by resolution. The district board of education shall comply with the following procedures with respect to this meeting:
 - 1. The district board of education shall post the proposed responses to the District Performance Review and declaration page on its Internet site, if one exists, at least five working days prior to the date fixed for the meeting, and shall make it

available for examination by the public at the district board offices or another reasonable location;

2. The district board of education shall cause notice of the meeting to be published as required by the Open Public Meetings Act, N.J.S.A. 10:4-6 et seq., and this notice shall inform the public that the District Performance Review and declaration page will be discussed at the meeting and the times and manner in which members of the public may view the proposed responses to the District Performance Review; and
 3. At the public meeting, the district board of education shall provide the public with the opportunity to comment and be heard with respect to the proposed responses to the District Performance Review. The district board of education shall also provide the public with the opportunity to submit written comments prior to the meeting.
- (g) The District Performance Review, as approved by the district board of education, the declaration page and the minutes of all district board of education meetings at which the District Performance Review was discussed shall be submitted to the appropriate Executive County Superintendent's office by November 15 of that year or at such other time as the Commissioner may designate where the Commissioner has directed a district to undergo an immediate comprehensive review pursuant to N.J.S.A. 18A:7A-11 and N.J.A.C. 6A:30-3.1(a). In the event that the district board of education does not approve all sections of the District Performance Review as submitted by the CSA, the district board of education may adopt a resolution indicating those sections of the District Performance Review of which it approves, and those with which it takes exception.
- (h) Upon a showing of good cause, the district board of education may request that the Department grant a reasonable extension of time for submission of the District

Performance Review. Failure by a public school district to conduct or submit a District Performance Review including a declaration page approved by the district board of education in accordance with the requirements set forth at N.J.A.C. 6A:30-3.2 may result in the withholding of State aid pursuant to N.J.S.A. 18A:55-2, or, in appropriate circumstances, the initiation of intervention activities as set forth at N.J.A.C. 6A:30-6.2.

6A:30-3.3 Review and evaluation of District Performance Reviews

- (a) Upon receipt of a public school district's District Performance Review and declaration page, the Executive County Superintendent shall confirm the receipt of the documents and conduct a review, which shall include:
1. Reviewing the District Performance Review and declaration page for completeness;
 2. Confirming the use of a committee, composed of representatives as required by N.J.A.C. 6A:30-3.2(b)1, to complete the District Performance Review, as demonstrated by the declaration page; and
 3. Verifying the responses of the District Performance Review using relevant data, reports, facts, audit results, documents and/or other information. In connection with the review of the District Performance Review, the Executive County Superintendent's staff may require that the public school district submit documentation substantiating its responses or other information.
- (b) Upon completion of the initial review, the Executive County Superintendent shall notify the Chief School Administrator of any areas of the District Performance Review that require additional clarification. When such a notification is warranted, the Department shall:

1. Issue a written request for any additional information, documentation or materials from the Chief School Administrator; and/or
 2. Initiate one or more on-site visits to schools and/or other facilities, as needed to verify the accuracy of responses in the District Performance Review.
- (c) Appropriate Executive County Superintendent staff shall compile and analyze the results of each public school district's District Performance Review and any additional review conducted by Department staff and shall develop a recommendation for the public school district's placement on the performance continuum. This recommendation shall be submitted to the Commissioner for a final decision. The Commissioner shall review this recommendation as well as any other data, facts, reports, audit results, documents and/or other information that may inform a well-reasoned final decision in determining the public school district's placement on the performance continuum.

SUBCHAPTER 4. PERFORMANCE CONTINUUM

6A:30-4.1 General requirements

- (a) On or before June 30 of the school year in which the public school district's comprehensive review occurs, or at such other time as the Commissioner may designate where the Commissioner has directed a public school district to undergo an immediate comprehensive review pursuant to N.J.S.A. 18A:7A-11 and N.J.A.C. 6A:30-3.1(a), the Commissioner shall issue a final determination of each public school district's performance and placement on the performance continuum, based on the comprehensive review. The Commissioner shall promptly notify public school districts of that determination and shall notify the State Board at its next public meeting.

- (b) For each public school district, the Commissioner's determination regarding placement on the performance continuum shall be in the form of a school district profile consisting of the reporting of the percentage of weighted quality performance indicators satisfied by the public school district in each of the five key components of school district effectiveness.
- (c) At the time of issuing his or her determination regarding each public school district's placement on the performance continuum, the Commissioner shall also issue to each public school district that has complied with the requirements of the comprehensive review set forth at N.J.A.C. 6A:30-3 a letter certifying the public school district's continued operation as a public school district in the State of New Jersey for a period of three years, or until the public school district's next comprehensive review, whichever is sooner.
- (d) Each public school district that satisfies between 80 and 100 percent of the weighted quality performance indicators in each of the five key components of school district effectiveness shall receive a letter from the Commissioner designating it as a "high performing" school district.
- (e) Each public school district shall be required to report its placement on the performance continuum, as determined by the Commissioner, at the next public meeting of the district board of education.
- (f) The public school district may, within seven days of the date of receipt of the Commissioner's report, seek reconsideration of the initial placement decision by the Commissioner.
 - 1. In its request for reconsideration, the public school district shall specifically delineate each indicator in the District Performance Review that it believes was scored incorrectly by the Commissioner, and the basis for such claim. During the

reconsideration review, the Commissioner shall provide the public school district with the opportunity to present evidence to support its claim that its score on one or more indicators of the District Performance Review are erroneous and should be changed.

2. After considering the evidence and arguments presented by the public school district, the Commissioner may, if warranted by the evidence and arguments presented, amend the public school district's placement on the performance continuum. At the conclusion of the reconsideration, the Commissioner shall notify the public school district's Chief School Administrator and board of education, and the State Board in writing of his or her determination.

SUBCHAPTER 5. IMPROVEMENT ACTIVITIES TO SUPPORT STUDENT ACHIEVEMENT IN PUBLIC SCHOOL DISTRICTS

6A:30-5.1 Public school district obligations for continual improvement

Each public school district shall continuously strive for improvement in all areas of school district functioning in order to enhance student achievement and to ensure that it provides a thorough and efficient education to all students.

6A:30-5.2 Improvement activities for public school districts that satisfy less than 80 percent of the weighted quality performance indicators in one or more components of school district effectiveness

- (a) Public school districts that satisfy less than 80 percent of the weighted quality performance indicators in one or more of the key components of school district effectiveness shall be required to commence improvement activities as set forth at N.J.A.C. 6A:30-5.3 through 5.7. These improvement activities shall include development and implementation of a NJQSAC district improvement plan, approved by the Commissioner. Other improvement activities may include:
1. An in-depth evaluation conducted by the Department, pursuant to N.J.A.C. 6A:30-5.3; and
 2. Receipt of technical assistance, provided by Department staff or by one or more highly skilled professionals, pursuant to N.J.A.C. 6A:30-5.7.

6A:30-5.3 In-depth evaluation

- (a) The Commissioner shall determine whether to conduct an in-depth evaluation of a public school district pursuant to the following criteria:
1. The Department shall conduct an in-depth evaluation of public school districts that satisfy less than 50 percent of the weighted quality performance indicators in one or more of the five key components of school district effectiveness as determined by the comprehensive review, unless the Commissioner determines that a comprehensive evaluation of the public school district by or directed by the Department has occurred within the last year;
 2. The Department may conduct an in-depth evaluation for public school districts that satisfy between 50 and 79 percent of the weighted quality performance indicators in one or more of the five key components of school district

effectiveness as determined by the comprehensive review. In making this determination, the Commissioner shall consider:

- i. Whether other evaluations of the public school district exist that address the areas of deficiency or limited capacity identified through this comprehensive review process, and that may obviate the need for an additional in-depth evaluation; or
 - ii. Whether the public school district can demonstrate through documentation or other data that it is engaged in efforts to address the areas of deficiency or limited capacity identified through the comprehensive review process; and
3. Notwithstanding the provisions of (a)1 and 2 above, the Commissioner, in his or her discretion, may decide not to conduct an in-depth evaluation of a public school district where the Department conducted an in-depth evaluation in a prior year and that in-depth evaluation was the basis for a NJQSAC district improvement plan currently in operation in the public school district.
- (b) The Commissioner will notify the public school district upon completion of the comprehensive review as to whether the Department will conduct an in-depth evaluation of the public school district.
- (c) The Commissioner shall designate, secure or appoint appropriate persons or entities to conduct the in-depth evaluation and shall appoint a team leader. The evaluation team may consist of Department personnel, highly skilled professionals or other appropriate persons as determined by the Commissioner. In all instances, the members of the evaluation team shall be qualified by training and experience to examine the specific conditions within the public school district identified through the comprehensive review.

- (d) The evaluation team, in consultation with Department staff, shall determine the scope of the in-depth evaluation. The evaluation may include, but need not be limited to:
1. The deficiencies or areas of limited capacity within the public school district identified by the comprehensive review as those components of school district effectiveness of which the public school district satisfied less than 80 percent of the weighted quality performance indicators;
 2. Other deficiencies or areas of limited capacity in school district effectiveness related to those identified in (d)1 above; and/or
 3. Conditions in the community that may adversely affect the ability of students to learn.
- (e) The evaluation team leader, in consultation with the Commissioner and upon notice to the public school district, may amend the scope of the evaluation during the course of the evaluation if warranted based on preliminary findings of the evaluation team.
- (f) The in-depth evaluation shall include, but need not be limited to, the following:
1. A pre-evaluation conference by the evaluation team with the Chief School Administrator to discuss the scope of the review and the procedures to be followed;
 2. On-site visits to the public school district's central office, and, at the discretion of the evaluation team, on-site visits to one or more of the public school district's schools. The dates for such on-site visits shall be established by the team leader in advance, in consultation with the Chief School Administrator of the public school district;
 3. A review of any documents, data or other written materials deemed relevant by the evaluation team. The Chief School Administrator shall make such materials available to the evaluation team upon the team's request.

4. Interviews with appropriate individuals as determined by the evaluation team, which may include members of the public school district committee responsible for completing the public school district's District Performance Review, in order to obtain their perspectives regarding the circumstances that contributed to the areas of deficiency or limited capacity in the public school district and to receive input and suggestions; and
 5. Provision by the evaluation team for public input into the evaluation process.
- (g) The review of public school district practices conducted by the in-depth evaluation team shall be completed within 30 business days. In his or her discretion, the Commissioner may grant reasonable extensions of time for completion of the in-depth evaluation.
 - (h) Within 45 days after conclusion of its review, the evaluation team shall submit a report to the Commissioner. The report shall include findings, conclusions and recommendations for the public school district to use in developing and implementing a NJQSAC district improvement plan.
 - (i) The Commissioner shall review the findings, conclusions and recommendations of the evaluation team and shall prepare a final report that shall be transmitted to the Chief School Administrator and the district board of education. The final report as adopted by the Commissioner may be used by the Commissioner to re-evaluate the public school district's placement on the performance continuum and shall be used by the public school district and the Department in developing the public school district's NJQSAC district improvement plan pursuant to N.J.A.C. 6A:30-5.4.
 - (j) Within 30 days of the issuance of the final report by the Commissioner, the district board of education shall report the findings at a regular or special meeting.

6A:30-5.4 New Jersey Quality Single Accountability Continuum district improvement plan

- (a) Each school district that satisfies less than 80 percent of the weighted quality performance indicators in one or more of the five components of school district effectiveness shall be required to develop and submit a NJQSAC district improvement plan to address those areas of deficiency and limited capacity identified through the comprehensive review and in-depth evaluation, if applicable.
- (b) The NJQSAC district improvement plan shall be data driven, results oriented, and shall outline strategies for building capacity of the public school district and its schools to improve learning and teaching. The improvement plan shall identify specific areas of strength and weakness in addressing all methods employed by the public school district to improve student achievement, and increase school district capacity and improve performance in each applicable component of school district effectiveness, and shall incorporate the content and requirements of improvement or corrective action plans required by other State or Federal programs. The improvement plan shall be informed by data generated by the Department, the public school district and any individual school improvement planning processes that may have occurred.
- (c) A NJQSAC district improvement plan shall consist of district-wide goals and measurable objectives that describe the structural, policy, programmatic or organizational changes to be implemented. It shall identify the individual(s) responsible for addressing each area and shall specify timelines for completion of each goal. The NJQSAC district improvement plan shall include, but not be limited to the following elements:
 - 1. School-level planning objectives toward ensuring a thorough and efficient education;

2. Evidence-based strategies for improvement to address all critical areas of need for the public school district identified by the findings of the in-depth evaluation report, if applicable and the comprehensive review; and
 3. Identification of the assistance required to implement improvement strategies with budgetary considerations identified.
- (d) When developing the NJQSAC district improvement plan, the public school district shall also ensure the plan is aligned with and incorporates or references the relevant provisions of all applicable State and Federal plans.
- (e) The NJQSAC district improvement plan shall be developed by an in-district team established by the Chief School Administrator. This in-district team shall, at a minimum, consist of public school district administrators, public school district or school personnel with experience in one or more of the areas of school district effectiveness, school administrative personnel from a representative sample of the schools in the public school district, instructional staff, member representatives of the local collective bargaining unit of the educational staff selected by the local collective bargaining unit, and one or more representatives of the district board of education selected by the district board of education.
- (f) When requested by the Chief School Administrator, the Department may provide the team with technical assistance needed to develop the NJQSAC district improvement plan.
- (g) The Department, in collaboration with the public school district, shall determine the type of technical assistance to be provided to the public school district through the NJQSAC district improvement plan.

6A:30 5.5 Review and approval process for the NJQSAC district improvement plan

- (a) Within 60 days of the public school district's receipt of the in-depth evaluation report, the Chief School Administrator shall obtain the approval of the district's board of education for the proposed NJQSAC district improvement plan and shall submit the proposed NJQSAC district improvement plan, as approved by the district board of education, to the Department. If the Department did not conduct an in-depth evaluation of the public school district, the Chief School Administrator shall obtain the approval of the district board of education for the proposed NJQSAC district improvement plan and shall submit the proposed NJQSAC district improvement plan, as approved by the district board of education, to the Department within 60 days of the final determination of the public school district's placement on the performance continuum as set forth at N.J.A.C. 6A:30-4.1(f). In the event that the district board of education does not approve the NJQSAC district improvement plan, the district board of education may require that the CSA and the in-district team reevaluate and/or revise the plan. In his or her discretion, the Commissioner may grant reasonable extensions of time for the submission of the school board-approved NJQSAC district improvement plan.
- (b) Failure by a public school district to submit a school board-approved NJQSAC district improvement plan in accordance with the requirements set forth at N.J.A.C. 6A:30-5.4 and (a) above may result in the withholding of State aid pursuant to N.J.S.A. 18A:55-2, or, in appropriate circumstances, the initiation of intervention activities as set forth at N.J.A.C. 6A:30-6.2.
- (c) The Department staff shall review the proposed NJQSAC district improvement plan to ensure that it addresses all areas identified in the comprehensive review and the in-depth evaluation, if applicable. The Department shall ensure that the plan contains measurable and attainable evidence-based objectives and strategies for achieving improvement, developing local capacity and improving public school district effectiveness in each of

the identified areas of deficiency. The Department staff shall make a recommendation to the Commissioner proposing revisions to or approval of the proposed plan.

- (d) The Commissioner shall review the proposed NJQSAC district improvement plan and recommendation of Department staff within 30 days.
 - 1. Upon approval of the NJQSAC district improvement plan, the Commissioner shall provide the public school district with written notification and shall ensure that sufficient resources are allocated within the public school district budget to implement the plan.
 - 2. If the Commissioner determines that the proposed NJQSAC district improvement plan needs revision, the Commissioner shall notify the public school district, and the public school district shall revise the plan in the manner and within the time specified by the Commissioner.

6A:30-5.6 Implementation and monitoring of an approved NJQSAC district improvement plan

- (a) A public school district shall implement its NJQSAC district improvement plan promptly upon approval of the plan by the Commissioner.
- (b) Every six months, the Department shall review the progress of the public school district in implementing the NJQSAC district improvement plan. As part of this review, the public school district shall submit a report of its progress in implementing each of the items in the NJQSAC district improvement plan and in satisfying the weighted performance indicators of the component(s) of school district effectiveness that are the subject of the NJQSAC district improvement plan in a format to be determined by the Department. Each six-month review shall also include an on-site visit at which time the

Department may receive input from members of the in-district team responsible for developing the NJQSAC district improvement plan and others as determined appropriate by Department staff. Based on these six-month reviews:

1. If the Commissioner determines that the public school district satisfies 80 to 100 percent of the weighted quality performance indicators in each of the five components of school district effectiveness:
 - i. The Commissioner shall issue a letter of recognition designating the district as high performing;
 - ii. The six month reviews of the public school district pursuant to this subchapter shall cease; and
 - iii. Payment for any technical assistance provided by highly skilled professionals shall become the sole responsibility of the public school district.
 2. If the Commissioner determines that the public school district does not satisfy at least 80 percent of the weighted quality performance indicators in each of the five components of school district effectiveness:
 - i. The Commissioner shall issue a letter detailing the areas in which the district continues to need improvement;
 - ii. The Commissioner shall ensure that the public school district continues to receive appropriate technical assistance, if applicable; and
 - iii. The Commissioner shall continue to monitor the progress of the public school district.
- (c) Subject to the approval of the Commissioner, a public school district's NJQSAC district improvement plan may be amended by the public school district as circumstances warrant. Two years after the implementation of the initial NJQSAC district improvement

plan and every two years thereafter, the Department shall specifically assess whether the public school district's NJQSAC improvement plan should be amended to address insufficient progress by the public school district in satisfying the weighted performance indicators in one or more areas of school district effectiveness.

1. If the Commissioner determines that the NJQSAC improvement plan should be amended, the Department shall work collaboratively with the in-district team comprised of members as set forth at N.J.A.C. 6A:30-5.4(e) to develop amendments to the plan, which shall be subject to approval as set forth at N.J.A.C. 6A:30-5.5.
2. If the Commissioner determines that the public school district is making sufficient progress in all areas, the public school district shall continue to implement the current NJQSAC district improvement plan without amendments.

6A:30-5.7 Assistance provided to public school districts through the NJQSAC district improvement plan

- (a) The Department may provide public school districts with technical assistance to improve performance and increase local capacity in areas of need as identified in the comprehensive review and/or the in-depth evaluation. This technical assistance may be provided by Department personnel and/or by one or more other highly skilled professionals.
 1. The type of assistance shall be delineated in the NJQSAC district improvement plan developed by the public school district in collaboration with the Department.

2. The Commissioner shall select and appoint appropriate Department personnel to provide the assistance set forth in the NJQSAC district improvement plan, which may be coordinated and provided on a regional or Statewide basis.
 3. In consultation with the public school district, the Commissioner may select and appoint other appropriate highly skilled professionals who are not Department personnel to provide the assistance set forth in the NJQSAC district improvement plan, which may be coordinated and provided on a regional or Statewide basis.
- (b) The Commissioner shall determine the eligibility of persons, to be designated as “highly skilled professionals” to perform specific functions in public school districts. Highly skilled professionals may be Department employees and shall be selected considering the needs of the particular public school district with consideration given to the following criteria:
1. Relevant education and training;
 2. Relevant professional experience;
 3. Expertise in the field in which technical assistance is needed; and
 4. Experience working with public school districts.
- (c) Highly skilled professionals may be assigned to public school districts by the Commissioner to perform designated functions, including, but not limited to:
1. Participating as a member of the in-depth evaluation team pursuant to N.J.A.C. 6A:30-5.3;
 2. Providing technical assistance as delineated in the NJQSAC district improvement plan approved by the Commissioner; and
 3. Providing direct oversight of public school district functions during a period of partial or full State intervention pursuant to N.J.A.C. 6A:30-6.

- (d) The Commissioner shall not appoint highly skilled professionals to a public school district in any capacity that would create an actual or potential conflict of interest within the public school district.
- (e) The compensation of highly skilled professionals appointed by the Commissioner pursuant to (c)2 and 3 above shall be a shared expense of the public school district and the Department, with each assuming one-half of the costs, except where technical assistance pursuant to (c)2 above is provided by Department employees, in which case the Department shall assume the total cost of the compensation.

SUBCHAPTER 6. INTERVENTION ACTIVITIES

6A:30-6.1 Forms of State intervention

- (a) Where appropriate pursuant to N.J.A.C. 6A:30-6.2, the Commissioner, may seek partial or full State intervention in a public school district.
- (b) Under partial State intervention, the Department will intervene in one or more areas of public school district functioning. Partial State intervention may include:
 - 1. Appointment by the State Board, upon the recommendation of the Commissioner, of a district superintendent if the position is vacant;
 - 2. Appointment,s pursuant to N.J.S.A. 18A:7A-14, of one or more highly skilled professionals to provide direct oversight in the public school district; and/or
 - 3. Appointment by the Commissioner, with the approval of the State Board, of up to three additional members to the district board of education.
- (c) Under full State intervention, the Department will intervene in each of the five areas of school district functioning. Full State intervention may include:

1. Appointment by the State Board, upon recommendation of the Commissioner, of a State district superintendent;
2. Appointment pursuant to N.J.S.A. 18A:7A-15, of one or more highly skilled professionals to provide direct oversight in the public school district; and/or
3. Appointment by the Commissioner, with the approval of the State Board, of up to three additional members to the district board of education.

6A:30-6.2 Factors for initiating State intervention

- (a) The Commissioner may seek to initiate partial State intervention in a public school district when the public school district satisfies less than 50 percent of the weighted quality performance indicators in one to four of the five components of school district effectiveness, and at least one of the following factors is present:
1. The public school district has failed to submit its District Performance Review and Statement of Assurance and/or failed to provide other documentation in connection with the comprehensive review as requested by the Department within the established timeframe, pursuant to N.J.A.C. 6A:30-3;
 2. The public school district has failed to develop a NJQSAC district improvement plan that can be approved by the Commissioner, pursuant to N.J.A.C. 6A:30-5.4;
 3. The public school district has failed to implement the NJQSAC district improvement plan approved by the Commissioner, pursuant to N.J.A.C. 6A:30-5.6;
 4. Other circumstances exist that warrant immediate action by the Commissioner to ensure that the public school district will provide a thorough and efficient education to the students in the public school district; or

5. Other circumstances indicate insufficient local capacity to ensure that the public school district will provide a thorough and efficient education to its students and an unwillingness or inability on the part of the public school district to develop such local capacity without State intervention.
- (b) The Commissioner may seek to initiate full State intervention in a public school district when the public school district satisfies less than 50 percent of the weighted quality performance indicators in each of the five components of school district effectiveness or in a public school district which is under the direct oversight of a State fiscal monitor appointed by the Commissioner pursuant to N.J.S.A. 18:7A-55 et al. and which satisfies less than 50 percent of the weighted quality performance indicators in the instruction and program, operations, personnel, and governance components of school district effectiveness and at least one of the following factors is present:
1. The public school district has failed to submit its District Performance Review and Statement of Assurance and/or failed to provide other documentation in connection with the comprehensive review as requested by the Department within the established timeframe, pursuant to N.J.A.C. 6A:30-3;
 2. The public school district has failed to develop a NJQSAC district improvement plan that can be approved by the Commissioner, pursuant to N.J.A.C. 6A:30-5.4;
 3. The public school district has failed to implement the NJQSAC district improvement plan approved by the Commissioner, pursuant to N.J.A.C. 6A:30-5.6;
 4. Other circumstances exist that warrant immediate action by the Department to ensure that the public school district will provide a thorough and efficient education to the students in the public school district; or

5. Other circumstances indicate insufficient local capacity to ensure that the public school district will provide a thorough and efficient education to its students and an unwillingness or inability on the part of the public school district to develop such local capacity without State intervention.

6A:30-6.3 Procedure for initiating partial State intervention

- (a) When a public school district fails to satisfy at least 50 percent of the weighted quality performance indicators in one to four of the five components of school district effectiveness and one of the factors set forth at N.J.A.C. 6A:30-6.2(a) is present, the Commissioner may seek partial State intervention in the public school district by issuing an Order to Show Cause why an administrative order to place the identified components under partial State intervention should not be implemented.
- (b) At the time of service of the Order to Show Cause, the Commissioner shall also serve upon the public school district a proposed administrative order for partial intervention which shall contain and incorporate a partial intervention plan, developed by Department staff, as set forth more fully at N.J.A.C. 6A:30-6.4.
- (c) The Order to Show Cause shall be referred to the Office of Administrative Law, pursuant to N.J.S.A. 52:14B-1 et seq., for a plenary hearing conducted on an expedited basis. In this proceeding, the Department shall have the burden of showing that the recommended administrative order is not arbitrary, unreasonable or capricious.
- (d) If at the conclusion of the hearing process, the Commissioner determines that the public school district has failed to show cause why the actions proposed should not occur, the Commissioner shall recommend to the State Board of Education that it issue an order placing the public school district under partial State intervention.

- (e) The State Board may place the public school district under partial intervention. The decision by the State Board shall be considered final and may be appealed to the Superior Court, Appellate Division.

6A:30-6.4 Partial State intervention plan

- (a) The partial State intervention plan shall incorporate and amend the NJQSAC district improvement plan and will be presented by the Commissioner as part of the proposed administrative order when the Department brings an Order to Show Cause seeking partial intervention in a public school district. The intervention plan must address, but need not be limited to, the following:
 - 1. Whether the State Board, upon the recommendation of the Commissioner, will appoint a district superintendent in the event that a vacancy occurs during the period of partial intervention. If a district superintendent is appointed during the period of partial intervention, the intervention plan shall indicate that the person shall be appointed for an initial term not to exceed two years, and that the costs of his or her salary shall be an expense of the public school district.
 - 2. Whether highly skilled professionals will be appointed pursuant to N.J.S.A. 18A:7A-14(c)(5) to provide direct oversight in the public school district. If so, the intervention plan will state the key components in which the highly skilled professionals will have authority, and will set forth in detail the powers, authority and duties of such individuals. The plan shall also establish a decision-making hierarchy in the event that conflicts arise between persons appointed by the Commissioner and public school district personnel. The plan shall state that the

costs of the highly skilled professional(s) will be divided equally between the State and the public school district; and

3. Whether the Commissioner intends to exercise his or her authority to appoint, with the State Board's approval, up to three additional members to the district board of education. If the additional board members are appointed, they shall be subject to the requirements of N.J.A.C. 6A:30-6.5.

6A:30-6.5 Structure of the district board of education under partial State intervention

- (a) If the partial intervention plan incorporated into the administrative order for partial intervention provides for the Commissioner, with the approval of the State Board, to appoint up to three additional members to the district board of education, the following shall apply:
 1. The Commissioner shall appoint at least one of these additional members from a list of three candidates provided by the local governing body of the municipality in which the public school district is located. If the public school district is a regional school district, one of these additional members shall be selected by the Commissioner from a list containing three candidates from each constituent municipality provided by the governing bodies of the respective municipalities. If the public school district is a county vocational-technical school district or a special services district, the list of three candidates shall be provided by the governing body of the county in which the public school district is located;
 2. The Commissioner shall make every effort to appoint residents of the public school district; and

3. The appointed district board members shall meet all the requirements of N.J.S.A. 18A:12-1 et seq., and must be registered voters in the State of New Jersey, except that they shall not be required to be residents of the public school district or be registered to vote in the public school district.
- (b) The appointed district board members shall comply with the School Ethics Act, N.J.S.A. 18A:12-21 et seq.
- (c) The appointed district board members shall be non-voting members of the district board and shall have all other rights, obligations, powers and privileges of board members.
 1. Six months following the initial order for partial State intervention, the Commissioner shall determine whether or not the appointed district board members shall become voting members of the district board of education.
 2. If the Commissioner determines that the appointed district board members shall become voting members, the district board of education may appeal that determination to the Superior Court, Appellate Division.
- (d) The appointed district board members shall report to the Commissioner on the activities of the district board of education and shall provide assistance to the district board of education on such matters as deemed appropriate by the Commissioner, including, but not limited to, the applicable laws and rules governing specific school board action.
- (e) The appointed district board members shall be appointed for a term of two years.
 1. The Commissioner shall obtain approval of the State Board for any extension of the two-year term.
 2. Any vacancy in the membership appointed by the Commissioner shall be filled in the same manner as the original appointment.

6A:30-6.6 Procedure for initiating full State intervention

- (a) When a public school district fails to satisfy at least 50 percent of the weighted performance indicators in each of the five components of school district effectiveness or in a public school district which is under the direct oversight of a State fiscal monitor appointed by the Commissioner pursuant to N.J.S.A. 18:7A-55 et al. and which satisfies less than 50 percent of the weighted quality performance indicators in the instruction and program, operations, personnel, and governance components of school district effectiveness and one of the factors set forth at N.J.A.C. 6A:30-6.2(b) is present, the Commissioner may seek full State intervention in the public school district by issuing an Order to Show Cause why an administrative order to place the public school district under full State intervention should not be implemented.
- (b) At the time of service of the Order to Show Cause, the Commissioner shall also serve upon the public school district a proposed administrative order for full intervention which shall contain and incorporate a full intervention plan, developed by the Department, as set forth more fully N.J.A.C. 6A:30-6.7.
- (c) The Order to Show Cause shall be referred to the Office of Administrative Law, pursuant to N.J.S.A. 52:14B-1 et seq., for a plenary hearing conducted on an expedited basis. In this proceeding, the Department shall have the burden of showing that the recommended administrative order is not arbitrary, unreasonable or capricious.
- (d) If at the conclusion of the hearing process, the Commissioner determines that the public school district has failed to show cause why the actions proposed by the Department should not occur, the Commissioner shall recommend to the State Board of Education that it issue an order placing the public school district under full State intervention.

- (e) The State Board may place the public school district under full State intervention. The decision by the State Board shall be considered final and may be appealed to the Superior Court, Appellate Division.

6A:30-6.7 Full State intervention plan

- (a) The full State intervention plan shall incorporate and amend the NJQSAC district improvement plan and will be presented by the Commissioner as part of the proposed administrative order at the time the Department brings an Order to Show Cause seeking full State intervention in a public school district. The intervention plan must address, but need not be limited to, the following elements:
1. Whether the State Board, upon recommendation of the Commissioner, will appoint a State district superintendent.
 - i. If a State district superintendent is appointed, the intervention plan shall indicate that the person shall be appointed for an initial term not to exceed three years, and that the costs of his or her salary shall be an expense of the public school district; and
 - ii. The intervention plan shall also provide that if the State Board chooses to appoint the existing district superintendent, then he or she must agree to termination of his or her existing contract of employment with the public school district.
 2. Whether highly skilled professionals will be appointed pursuant to N.J.S.A. 18A:7A-15(c) to provide direct oversight in the public school district.
 - i. If so, the intervention plan will state the areas of school district operations the highly skilled professionals will oversee, and will set forth in detail the powers, authority and duties of such individuals;

- ii. The plan shall also establish a decision-making hierarchy in the event that conflicts arise between persons appointed by the Commissioner and public school district personnel; and
 - iii. The plan shall state that the costs of the highly skilled professional(s) will be divided equally between the State and the public school district;
3. Whether the positions of the public school district's Chief School Administrator and those executive administrators responsible for curriculum, business and finance, and personnel will be abolished. If any of those positions are abolished, the provisions of N.J.S.A. 18A:7A-44(a) with respect to notice, salary, tenure rights, etc., shall apply;
4. Whether a Capital Project Control Board shall be established in the public school district, with the functions and powers set forth in N.J.S.A. 18A:7A-46.1 et seq. If the plan does not require establishment of a Capital Project Control Board, then the plan will set forth a procedure for development and approval of capital projects in the public school district; and
5. Whether the Commissioner intends to exercise his/her authority to appoint, with the State Board's approval, up to three additional members to the district board of education of the public school district. If the additional school board members are appointed, they shall be subject to the requirements of N.J.A.C. 6A:30-6.8.

6A:30-6.8 Operations of the district board of education under full State intervention

- (a) When a public school district enters full State intervention, the district board of education currently in place shall continue in place, but it shall serve in an advisory capacity only and shall have only those rights, powers and privileges of an advisory board.

- (b) The advisory board of education shall meet at least once per month at such dates and times as determined by the State district superintendent.
- (c) Any advisory board member seat vacancies shall be filled in the same manner as the seats were initially filled.
- (d) If the full intervention plan incorporated into the administrative order for full intervention provides for the Commissioner, with the approval of the State Board, to appoint up to three additional members to the district board of education, the following shall apply:
 - 1. The Commissioner shall appoint at least one of the additional members from a list of three candidates provided by the local governing body of the municipality in which the public school district is located. If the public school district is a regional school district, one of these additional members shall be selected by the Commissioner from a list containing three candidates from each constituent municipality provided by the governing bodies of the respective municipalities. If the public school district is a county vocational-technical school district or a special services district, the list of three candidates shall be provided by the governing body of the county in which the public school district is located;
 - 2. The Commissioner shall make every effort to appoint residents of the public school district; and
 - 3. The appointed district board members shall meet all the requirements of N.J.S.A. 18A:12-1 et seq. and must be registered voters in the State of New Jersey, except that they shall not be required be residents of the public school district or registered to vote in the public school district.
- (e) The appointed district board members shall comply with the School Ethics Act, pursuant to N.J.S.A. 18A:12-21 et seq.

- (f) The appointed district board members shall be non-voting members of the district board and shall have all the other rights, obligations, powers and privileges of board members.
1. Six months following the initial order for full State intervention, the Commissioner shall determine whether or not the appointed district board members shall become voting members of the district board of education. If the members appointed by the Commissioner become voting members of the school board, they shall have the same rights and privileges with respect to voting as other members of the school board.
 2. If the Commissioner determines that the appointed district board members shall become voting members, the district board of education may appeal that determination to the Superior Court, Appellate Division.
- (g) The appointed district board members shall report to the Commissioner on the activities of the district board of education and shall provide assistance to the district board of education on such matters as deemed appropriate by the Commissioner, including, but not limited to, the applicable laws and rules governing specific school board action.
- (h) The appointed district board members shall be appointed for a term of two years.
1. The Commissioner shall obtain approval of the State Board for any extension of the two-year term.
 2. Any vacancy in the membership appointed by the Commissioner shall be filled in the same manner as the original appointment.
- (i) The district board of education shall assess the progress of the public school district on a regular basis and shall report on the progress no less than twice per year to the State district superintendent, to the public and to other persons so designated in the intervention plan. Copies of this report shall be forwarded to the Commissioner and the State Board.

6A:30-6.9 Assessment activities during the period of intervention

- (a) During the period of partial or full State intervention:
 - 1. Comprehensive reviews pursuant to N.J.A.C.6A:30-3 shall be continued; and
 - 2. Public school district monitoring at six-month intervals pursuant to N.J.A.C. 6A:30-5.6(b) shall be continued.

SUBCHAPTER 7. WITHDRAWAL FROM PARTIAL OR FULL STATE INTERVENTION

6A:30-7.1 Factors for initiating return to local control

- (a) A public school district in full intervention shall remain in that status for no less than three years before the process of withdrawal from intervention can begin.
- (b) The Commissioner will consider the following factors in determining whether to initiate a full or partial withdrawal from intervention in a public school district:
 - 1. Evidence of sustained and substantial progress by the public school district, demonstrated by the public school district having satisfied 80 to 100 percent of the weighted quality performance indicators in one or more of the components of school district effectiveness under State intervention, as shown by the comprehensive reviews, six month reviews by the Department and/or other appropriate evidence; and
 - 2. Substantial evidence that the public school district has adequate programs, policies and personnel in place and in operation to ensure that the demonstrated progress, with respect to the components of school district effectiveness under intervention, will be sustained.

6A:30-7.2 Procedure for transition to partial State intervention or to local control

- (a) When the Commissioner determines that a public school district has satisfied the factors delineated at N.J.A.C. 6A:30-7.1(b) with respect to one or more components of public school district effectiveness under State intervention, the Commissioner shall recommend to the State Board that the process for withdrawal from intervention be initiated. The State Board, based on the Commissioner's recommendation, may grant approval for the Department to initiate the transition to local control in those components of public school district effectiveness. The procedures set forth in this subchapter regarding transition to partial State intervention or to local control shall also apply to public school districts that were State-operated prior to February 22, 2007.
- (b) When approval is granted by the State Board to initiate the transition to withdrawal from State intervention, the Commissioner shall notify the public school district of this decision.
- (c) As an initial step in the transition process, the Department, in collaboration with the public school district, shall develop a transition plan which shall contain the components set forth at N.J.A.C. 6A:30-7.3 and shall address the transition to local control of the area or areas with respect to which the public school district has met the requirements of N.J.A.C. 6A:30-7.1(b).

6A:30-7.3 Components of the transition plan

- (a) The transition plan shall address, but need not be limited to, the following:

1. A timetable for the activities relating to and leading to the withdrawal from State intervention in the areas under transition;
2. Provisions regarding the continued employment status of the State district superintendent appointed during the period of intervention, provided, however, that the State district superintendent shall continue to hold that position until the public school district satisfies the factors set forth at N.J.A.C. 6A:30-7.1(b) with respect to governance and the component of governance is returned to local control;
3. Provisions regarding the continued provision of technical assistance by highly skilled professionals;
4. Provisions regarding the continued use of and any changes in the duties, authority and responsibilities of highly skilled professionals appointed to provide direct oversight in the public school district. The plan shall also establish a decision-making hierarchy in the event that conflicts arise between persons appointed and school district personnel regarding public school district operations;
5. Specific goals and benchmarks to assist the public school district in satisfying the factors set forth at N.J.A.C. 6A:30-7.1(b) with respect to the remaining areas of public school district functioning under intervention;
6. When the governance component of school district effectiveness is being returned to local control, provisions regarding the status of school board members appointed by the Commissioner;
7. Provisions regarding the receipt of technical assistance by the public school district, and the payment for such services; and
8. Provisions for discontinuance of the Capital Projects Control Board, if applicable.

6A:30-7.4 Implementation of the transition plan

- (a) Upon approval by the Commissioner, the transition plan shall be presented at a public meeting of the district board of education and officially noted in the minutes. The district board of education shall be immediately required to implement the provisions of the transition plan.
- (b) During the period of transition, the Department shall continue to monitor the public school district, pursuant to N.J.A.C. 6A:30-5.6, to ensure that progress is sustained and that the transition plan is being implemented.
- (c) The transition plan shall be updated and amended as the public school district achieves compliance with N.J.A.C. 6A:30-7.2(a) with respect to the other components or as other circumstances warrant.

6A:30-7.5 Transition process for the governance component of school district effectiveness for public school districts under full State intervention

- (a) A district board of education that is transitioning from full State intervention will continue to have the rights, powers, and duties of an advisory board notwithstanding that it may be placed in partial State intervention as part of the transition to local control, unless and until the component of governance has been returned to local control.
- (b) Despite the continuation of the district board of education as an advisory board, the State Board of Education, upon the recommendation of the Commissioner, may return some voting functions to the district board of education as part of and in furtherance of the process of transition to local control of the governance component of school district effectiveness. If some voting functions are returned to the district board of education, the

Commissioner or his or her designee shall have the authority to veto any action by the district board of education in accordance with N.J.S.A. 18A:7A-53(c).

- (c) Not more than one year following the return of the component of governance to local control, the district board of education shall call a special election for purposes of placing the question of classification status pursuant to N.J.S.A. 18A:9-1 et seq. before the voters of the public school district, which election shall be conducted in accordance with the provisions of Title 19 of the Revised Statutes concerning school elections.

6A:30-7.6 Completion of the transition process

- (a) Upon complete satisfaction of all components of a full transition plan to local control, the Commissioner shall recommend to the State Board that the withdrawal from intervention be completed and that the public school district be fully returned to local control.
- (b) Upon approval by the State Board, the Commissioner shall make a determination regarding the public school district's placement on the performance continuum, notify the public school district of this action, and issue a letter to the public school district designating it as a "high performing" school district.

SUBCHAPTER 8. (RESERVED)

SUBCHAPTER 9. OBSERVATION OF INSTRUCTIONAL PRACTICES AND EVALUATION OF PUBLIC SCHOOL DISTRICT FACILITIES

6A:30-9.1 Observation of instructional practices and evaluation of public school district facilities

Nothing in this chapter shall limit the ability of the Department to monitor public school district practices by, among other things, conducting on-site visits to observe instructional practices and school facilities, or to take other such action as in the judgment of the Commissioner or his or her designee, may be warranted to ensure the satisfaction of any statutory or constitutional obligation.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SCORING

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

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

DECLARATION PAGE

Type or print the name of the individuals in the district who were members of the QSAC Committee and who assisted in the completion of this District Performance Review.

POSITION	NAME	SIGNATURE
Chief School Administrator		
District Administrative Staff		
Teacher		
Business Administrator		
Curriculum & Instruction Representative		
Local Collective Bargaining Unit Representative		
District Board of Education Member		
Other		

Accuracy Verified by Chief School Administrator:

Print Name

Signature

Date

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

INSTRUCTION AND PROGRAM	DOCUMENTATION	POINT VALUE
<p>1. The district analyzes student achievement data by comparing each grade level across all schools within the district and against state averages. The district provides the analysis to each principal and verifies that the data analysis drives instruction and professional development.</p>	<ul style="list-style-type: none"> • District analysis • Summary of assessment results by content • Explanation of how district prepared analysis 	4
<p>2. Based on state assessment data, the achievement of all subgroup populations is analyzed at the district and school levels. For those populations not meeting AYP targets or showing a stagnant or declining trend in academic achievement, the district investigates and identifies possible causes, including but not limited to those below.</p> <p>Check all identified causes.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lack of curriculum aligned to the New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core Standards (CCS) <input type="checkbox"/> Lack of consistent focus on academic work as determined by evaluating data <input type="checkbox"/> Insufficient exposure to the NJCCCS and CCS <input type="checkbox"/> Use of unaligned instructional materials <input type="checkbox"/> Inadequate support and/or professional development for teachers for new content and materials <input type="checkbox"/> Teacher vacancy/substitute teacher <input type="checkbox"/> Student absence or mobility <input type="checkbox"/> Failure to meet the annual measurable achievement objective (AMAO) for the percentage of students making progress in learning English 	<ul style="list-style-type: none"> • District analysis by total population, subgroup, concentration • Minutes from curriculum meetings • Review of information, issues, and status • District action plan to correct areas of concern • Letter of achievement of AMAO 	4

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

INSTRUCTION AND PROGRAM	DOCUMENTATION	POINT VALUE
<input type="checkbox"/> Failure to meet the annual measurable achievement objective (AMAO) for the percentage of students attaining English proficiency <input type="checkbox"/> Other:		
<p>3. For those subgroup populations at the district and school levels that have shown improvement or growth, the district investigates and identifies factors that may have contributed to improvement, including but not limited to those below.</p> <p>Check all identified factors.</p> <input type="checkbox"/> Curriculum aligned to the NJCCCS and CCS <input type="checkbox"/> Consistent focus on academic work using data <input type="checkbox"/> Appropriate use of aligned assessments, both formative and summative <input type="checkbox"/> Increased exposure to the NJCCCS and CCS <input type="checkbox"/> Adoption and implementation of aligned instructional materials <input type="checkbox"/> Targeted professional development for teachers based on needs assessment and data analysis <input type="checkbox"/> Employment of full-time, highly qualified teachers <input type="checkbox"/> Improved student attendance <input type="checkbox"/> Additional learning support (tutoring, after-school, summer school, etc.) <input type="checkbox"/> Increased parent involvement <input type="checkbox"/> Met the annual measurable achievement objective (AMAO) for the percentage of students making progress in learning English <input type="checkbox"/> Met the annual measurable achievement objective (AMAO) for the percentage of students attaining English proficiency <input type="checkbox"/> Other:	<ul style="list-style-type: none"> • District analysis by total population and subgroup(s) • Minutes from curriculum meetings • Review of information, issues, and status • District/school action plan to correct areas of concern • New/revised curriculum New/revised assessments 	4

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

INSTRUCTION AND PROGRAM	DOCUMENTATION	POINT VALUE
<p>4. The district implements strategies to support progress or to address deficiencies identified in indicators 1 through 3. The strategies must explicitly link changes in instruction, curriculum, materials, staffing, professional development and support, or other areas to address any and all hypothesized causes through the use of data. The strategies also specify a timeline for implementation with expected outcomes and target dates for resolution must be specified.</p>	<ul style="list-style-type: none"> • Analysis and related plan • New/revised curriculum, teacher hires or other changes identified in the analysis • District/school improvement plans 	4
<p>5. The district assesses the progress of each student in mastering the New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core Standards (CCS) at least two times each year including content areas not included on statewide assessments. Data from rigorous assessments at the district, school and classroom level is used to evaluate, adjust and improve instruction.</p>	<ul style="list-style-type: none"> • Assessment schedule for district, schools, and classroom • Samples of tests • Assessment reports • Meeting agendas that show review of test scores • Test contracts 	4
<p>6. The district annually reports to the district board of education and the public on the progress of all students at key grade levels in mastering the NJCCCS.</p>	<ul style="list-style-type: none"> • Board minutes • District's report of progress 	5
<p>7. The district uses a monitoring process to continually improve curriculum implementation for each NJCCS and CCS area.</p>	<ul style="list-style-type: none"> • Class Schedules • Lesson Plans • Assessment data • Data analysis reports 	3

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

INSTRUCTION AND PROGRAM	DOCUMENTATION	POINT VALUE
8.The curriculum specifies the content to be mastered for each grade and includes clear grade level benchmarks and interim assessments.	<ul style="list-style-type: none"> • Curriculum in each area • Curriculum audit or map 	3
9.The curriculum and information about student strengths and needs are horizontally and vertically articulated among all grades, content areas, schools, and at all specific transition points.	<ul style="list-style-type: none"> • Curriculum in each area • Curriculum audit or map 	3
10.The high school graduation requirements have been implemented for all students in accordance with <i>N.J.A.C. 6A:8-5.1</i> .	<ul style="list-style-type: none"> • Board of education resolution, minutes, district/student policy manual • Meeting schedules, agendas, curriculum • Education Proficiency Plan (EPP) 	2
11.For each content area:		
a. supervisory practices are implemented to ensure that the curriculum is taught in every classroom; practices focus on classroom instruction as evidenced by teacher-principal/supervisor discussions and meetings, teacher evaluations and observations, lesson planning, student performance data and walk-throughs.	<ul style="list-style-type: none"> • District policies and procedures • Teacher evaluation schedules • Lesson plans • Professional improvement plans • Assessment data 	6
b. lesson plans are aligned with the curriculum, the NJCCCS and the CCS, integrate technology and are reviewed at least monthly by principals/supervisors. Each teacher is provided with feedback on lesson planning and implementation.	<ul style="list-style-type: none"> • Teacher observations and evaluation schedules • Lesson plans and feedback loop • Meeting agendas 	6

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

INSTRUCTION AND PROGRAM	DOCUMENTATION	POINT VALUE
<p>12.The district requires and verifies that instruction for all students is based on the district’s curriculum, instructional materials, [and technology and] media and school library resources and includes instructional strategies, activities, and content that meet individual student needs and is consistent with a student’s Individual Education Plan (IEP). All students include those students with disabilities, English language learners, and students in alternative education programs.</p>	<ul style="list-style-type: none"> • Library Skills/Information Literacy/Library Media Curriculum • Lesson plans • Assessment data and analysis • Assessment action plan for subgroups • Classroom visits • Test contracts • Recommendation forms • Program description • Student roster • District technology plans 	6
<p>13.The district implements activities to prepare students with disabilities to transition to a less restrictive environment.</p>	<ul style="list-style-type: none"> • Lesson plans • District Technology Plan • Evidence of technology training for staff 	7
<p>14.The district utilizes positive behavioral support and other proactive strategies to maximize student learning and prevent disciplinary problems.</p>	<ul style="list-style-type: none"> • Lesson plans • District Technology Plan • Evidence of technology training for staff 	6
<p>15.The district provides a variety of experiences to promote positive post secondary outcomes.</p> <ul style="list-style-type: none"> • Career exploration • Structured learning experiences • Community based instruction 	<ul style="list-style-type: none"> • Lesson plans • District Technology Plan • Evidence of technology training for staff 	6

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

INSTRUCTION AND PROGRAM	DOCUMENTATION	POINT VALUE
16. For students ages 14 and above, the district provides a program of instruction that is consistent with the state graduation requirements as specified in the student's IEP.	<ul style="list-style-type: none"> • Lesson plans • District Technology Plan • Evidence of technology training for staff 	7
17. The district provides a system for promoting parent involvement to support student progress.	<ul style="list-style-type: none"> • Lesson plans • District Technology Plan • Evidence of technology training for staff 	6
18. The district promotes regular attendance of students by adopting and implementing policies and procedures that include expectations and consequences regarding timely arrival and attendance and district responses to unexcused absences. (N.J.A.C. 6A:16-7.8)	<ul style="list-style-type: none"> • District policies and procedures regarding attendance and on-time arrivals (See DOE checklist <i>District Review of Checklist for Board-Approved Student Attendance Policies and Procedures.</i>) • District procedures for responding to unexcused absences and excused absences • Records indicating actions taken to prevent and intervene in the cases of absences and truancy that include contacts with parents regarding absences 	2
19. The district's average daily attendance (ADA) rate averages 90% or higher as calculated for the three years prior to completion of the DPR. (N.J.A.C. 6A:32-13.1)	<ul style="list-style-type: none"> • ADA report provided by the NJDOE 	2
20. The board has annually approved, by resolution, the district Statement of Assurance (SOA) document as reflected in the minutes.		
a. Compliance with 5 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	10

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

INSTRUCTION AND PROGRAM	DOCUMENTATION	POINT VALUE
b. Compliance with 4 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	8
c. Compliance with 3 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	6
d. Compliance with 2 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	4
e. Compliance with 1 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	2
f. Compliance with 0 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	0

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

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

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

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

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

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

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
b. spends grant funds as budgeted. Amendments and budget modifications are completed for changes that exceed the applicable threshold (entitlement grants –10% of total grant award; discretionary grants –10% of total grant award).	<ul style="list-style-type: none"> • Interim and Final Expenditure Reports • Project files • Board meeting minutes 	1
<p>c. spends federal and state grant funds as required and expends non-public allocations as required. The district shows evidence of ongoing meaningful and timely consultation with non-public school officials.</p> <p>If the district has returned funds in excess of \$1,000 to DOE: list the name of the grant and dollar amount refunded. If the returned funds were for nonpublic school services, specify the date the services began and the reason the funds were not spent.</p>	<ul style="list-style-type: none"> • CAFR • Interim and Final Expenditure Reports • Accounting system/report by capital project • Project files • Voter or other requisite approval to spend above authorized amount • Board meeting minutes 	1
d. approves salaries funded by federal grants as documented in the board minutes and maintains the required time and activity reports.	<ul style="list-style-type: none"> • CAFR • Interim and Final Expenditure Reports • Board meeting minutes 	1
7. The district provides proper oversight and accounting of capital projects Bond Referendum and other Fund 30 capital projects. Specifically the district:		
a. maintains a separate accounting by project.	<ul style="list-style-type: none"> • CAFR • AMR • Accounting system/reports by capital project • Project files 	2

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
	<ul style="list-style-type: none"> • Voter or other requisite approval to spend above authorized amount • Report of available balances • Board minutes 	
b. monitors regularly the detailed accounts and oversees change orders to ensure/certify funds are available.	<ul style="list-style-type: none"> • CAFR • AMR • Accounting system/reports by capital project • Project files • Voter or other requisite approval to spend above authorized amount • Report of available balances • Board minutes 	2
c. spends within the authorized amount, unless proper approvals have been received to raise additional funds to augment the authorized amount.	<ul style="list-style-type: none"> • CAFR • AMR • Accounting system/reports by capital project • Project files • Voter or other requisite approval to spend above authorized amount • Report of available balances • Board minutes 	2

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
d. conducts the proper fiscal close-out of completed projects. This includes proper transfer of interest earned annually to the debt service and/or general fund.	<ul style="list-style-type: none"> • CAFR • AMR • Accounting system/reports by capital project • Project files • Voter or other requisite approval to spend above authorized amount • Report of available balances • Board minutes 	2
8. The district implements, reviews and revises as needed, projects that are consistent with the approved Long Range Facilities Plan and has received county office approval for emergent projects (<i>N.J.A.C. 6A:23A-3.16</i>).	<ul style="list-style-type: none"> • Project approval • County office approval for emergent projects • Board minutes • List of participants • Revisions approved by DOE 	1
9. a. Annual health and safety reviews have been conducted in each building using the Evaluation of School Buildings Checklist Report. (<i>N.J.A.C. 6A:26-6.1 through 6.3; N.J.A.C.6A:26-12et.seq; and N.J.A.C. 6A:19-6</i>)	<ul style="list-style-type: none"> • Signed Checklist 	2
b. "100% compliance" section - all items are in compliance in all buildings.	<ul style="list-style-type: none"> • Signed Checklist 	4
c. "80% compliance" section - at least 80% of items are in compliance in all buildings.	<ul style="list-style-type: none"> • Signed Checklist 	2

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
10. The board has annually approved, by resolution, the district Statement of Assurance (SOA) document as reflected in the minutes.		
1. Compliance with 10 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	10
2. Compliance with 9 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	9
3. Compliance with 8 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	8
4. Compliance with 7 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	7
5. Compliance with 6 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	6
6. Compliance with 5 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	5
7. Compliance with 4 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	4
8. Compliance with 3 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	3

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
9. Compliance with 2 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	2
10. Compliance with 1 item	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	1
11. Compliance with 0 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	0

GOVERNANCE	DOCUMENTATION	POINT VALUE
1. At least annually, and more frequently if required by changes in law or statute, the district board of education or advisory board reviews, updates and, by resolution, adopts policies, procedures and by-laws reflective of current statutory authority (<i>N.J.S.A.18A:11-1</i>).	<ul style="list-style-type: none"> • Mandatory policies • Non-mandatory policies • Adopting resolution for each policy • District procedures manual attachments • Board agendas 	8
2. The board of education has a policy and a contract with the Chief School Administrator (CSA) to annually evaluate the CSA based on the adoption of goals and performance measurements, which reflect that highest priority is given to student achievement and attention to subgroup achievement. The board annually reviews and revises, as necessary, the evaluative is based on district goals and objectives. In	<ul style="list-style-type: none"> • Board policy • Evaluative instrument • Adopted goals • Board minutes • School district newsletters 	7

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

GOVERNANCE	DOCUMENTATION	POINT VALUE
the event that the certificate of the CSA is revoked, the contract is null and void as of the date of the revocation (<i>N.J.S.A. 18A:17-15 and 15.1 and N.J.A.C. 18A:17-20.3</i>).		
3. The district's budgeting process and its allocation of resources are aligned with instructional priorities and student needs to provide for a thorough and efficient (T&E) education (<i>N.J.A.C.6A:16-8.1</i>).		
a. The district has developed written policies and procedures for the budget and financial planning process that ensure integration and alignment with district priorities and planning objectives based on statewide assessments and applicable strategic plans such as school improvement plans, curriculum plans, a textbook replacement plan, a long-range facilities plan and maintenance plans.	<ul style="list-style-type: none"> • District policies and responsibilities and goals • Board minutes/agendas and minutes from goal setting meetings • QSAC District Improvement Plan, if applicable • Strategic plans • NCLB needs assessment • Curriculum plans • Professional Development Plans • CAPA plan, as applicable • LRFPP • Maintenance Plan • Textbook replacement plan 	6
b. The district annually aligns fiscal goals and budget objectives to ensure that instructional resources are sufficient to address the needs of students and student subgroup performance as measured under NCLB. The district develops curricula and ensures professional development for all staff.	<ul style="list-style-type: none"> • Evidence of requirement for budget calendar • Budget supporting documentation • Other budget support/tools • Budget supporting documentation • Other budget support/tools updated annually 	6

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

GOVERNANCE	DOCUMENTATION	POINT VALUE
	<ul style="list-style-type: none"> Description of how the district's planning and budgeting processes link 	
c. The school board's adopted budget includes sufficient resources to address all board-approved corrective measures, as applicable, in response to annual audits and other programmatic and fiscal monitoring reports.	<ul style="list-style-type: none"> Advertisement(s) and notices for budget hearing Minutes of budget hearing 	6
4. The board has reviewed all audit recommendations and, if required, approves and submits an acceptable corrective action plan for any audit finding and recommendation, or other compliance-related report according to <i>N.J.S.A. 18A:23-5</i> and <i>N.J.A.C.6A:23A-4.3</i> (e.g. Title I audits, special education monitoring reports).	<ul style="list-style-type: none"> Annual audit and recommendations 	7
5. The board has annually approved, by resolution, the district Statement of Assurance (SOA) document as reflected in the minutes.		
a. Compliance with 10 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	10
b. Compliance with 9 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	9
c. Compliance with 8 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	8
d. Compliance with 7 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	7

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

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

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

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

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

OPERATIONS	SUGGESTED DOCUMENTATION	POINT VALUE
1. The board has annually approved, by resolution, the district Statement of Assurance (SOA) document as reflected in the minutes		
a. Compliance with 20 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	10
b. Compliance with 19 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	9.5
c. Compliance with 18 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	9
d. Compliance with 17 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	8.5
e. Compliance with 16 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	8
f. Compliance with 15 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	7.5
g. Compliance with 14 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	7
h. Compliance with 13 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	6.5

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

i. Compliance with 12 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	6
j. Compliance with 11 item	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	5.5
k. Compliance with 10 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	5
l. Compliance with 9 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	4.5
m. Compliance with 8 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	4
n. Compliance with 7 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	3.5
o. Compliance with 6 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	3
p. Compliance with 5 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	2.5
q. Compliance with 4 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	2
r. Compliance with 3 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	1.5

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

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

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

SCORING

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

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Instructions: Annually by November 15th, the chief school administrator and the board of education must determine whether all items of the Statement of Assurance have been completed. The district must check either the yes or no box as appropriate, for each statement. If the statement is not applicable to the district, then the N/A box must be checked. If the N/A box is checked, the district must provide comments for why the requirement is not applicable. The district board of education must annually, by resolution, affirm the accuracy of the statement of assurance. This document becomes part of the district's NJQSAC monitoring documentation.

Instruction and Program:	Yes	No	N/A	COMMENTS
The district:				
1. Reports to the district board of education and the public on the performance of all students on the New Jersey standardized testing system (<i>N.J.A.C. 6A:8-3.1</i>).				
2. Communicates district graduation requirements to all high school students, their families, and the community annually (<i>N.J.A.C. 6A:8-5.1</i>).				
3. Implements board-approved new and/or revised curricula that clearly and specifically align with the most recent State Board adopted version of the New Jersey Common Core Standards (NJCCCS) and Common Core State Standards (CCSS) and with the timeline for implementation of curriculum for each content standard (<i>N.J.A.C. 6A:3-3.1</i>). Enter dates year or years of district board approval of alignment to current standards for each area below:				

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Instruction and Program:		Yes	No	N/A	COMMENTS
The district:					
	Write Date Year of Board Approval for Alignment to the Current Standards				
Language Arts Literacy					
<ul style="list-style-type: none"> • September 1, 2012 (ELA) 					
Math					
<ul style="list-style-type: none"> • September 1, 2011 (K-2) • September 1, 2012 (3-5 and High School) • September 1, 2013 (6-8) 					
Science					
<ul style="list-style-type: none"> • September 2011 CCSS (K-12) 					
Social Studies					
<ul style="list-style-type: none"> • September 1, 2012 					
World Languages					
<ul style="list-style-type: none"> • September 1, 2012 					

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Instruction and Program:		Yes	No	N/A	COMMENTS
The district:					
Technology and Career Education	<ul style="list-style-type: none"> • September 1, 2012 				
Consumer, family and Life Skills	<ul style="list-style-type: none"> • September 1, 2012 				
Arts Education	<ul style="list-style-type: none"> • September 1, 2012 				
Health and Physical Education	<ul style="list-style-type: none"> • September 1, 2012 				
4. Aligns the approved career and technical education program with the State Plan for Career and Technical Education and evaluates the program annually, including the required safety and health program (<i>N.J.A.C. 6A:19 et seq.</i>).					
5. School districts receiving State preschool education aid for preschool have a preschool program plan approved by the Department of Education, Division of Early Childhood Education, as per <i>N.J.A.C. 6A:13A-3.1</i> . For those school districts receiving full State funding under the School Funding Reform Act (SFRA) funded per pupil amount					

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Instruction and Program:	Yes	No	N/A	COMMENTS
The district: determined by the formula established in P.L. 2007, c. 260, the preschool Self-Assessment Validation System is complete, as per <i>N.J.A.C. 6A:13A-8.1</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Fiscal Management:	Yes	No	N/A	COMMENTS
The district: 1. Follows a budget calendar that was developed and shared with the board annually and that reflects all applicable legal and management requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Bases the tuition estimate on an analysis of prior year expenditures and the current year schedule of out-of-district placements from existing contracts. If there were no out-of-district placements, this indicator should be checked N/A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Bases appropriations for capital projects on the district's Long Range Facilities Plan (<i>N.J.A.C. 6A:26-2.1</i>) and the comprehensive maintenance plan (<i>N.J.A.C. 6A:26-12</i>).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Supports other budget appropriation lines by a trend analysis of historical expenditures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Fiscal Management:	Yes	No	N/A	COMMENTS
The district:				
5. Includes only line-item transfers or appropriations of surplus for new programs and initiatives contained in the original budget certified for taxes (excluding transfers for health and safety related items and awards of additional state aid or grants for new purposes).				
6. Submits initial applications, revisions and final reports for all entitlement and discretionary grants in a timely manner.				
7. Maintains separate accounts and keeps records, by grant (IDEA, Title I, IDEA-ARRA, Education Jobs Funds, etc.) and location as required (Title I, etc.), and/or consolidates accounts for approved school-wide programs as allowed in accordance with the approved budget.				
8. Expends federal funds consistent with the approved indirect cost rate.				
9. At a minimum, performs a semi-monthly review of the budget status (budget to actual) to ensure that sufficient appropriations are available.				
10. Approves purchase orders approved only by 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.				

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Governance:				
The district board of education or advisory board, as applicable:	Yes	No	N/A	COMMENTS
1. Establishes policies and procedures for the provision of educational programs and services to all students (<i>N.J.A.C. 6A:7 et seq.</i>)				
2. Establishes a nepotism policy (<i>N.J.A.C. 6A:23A-6.2</i>).				
3. Follows all requirements for the annual organization meeting (<i>N.J.S.A. 18A:10-3, et seq.</i> and <i>N.J.S.A. 18A:15-1, et seq.</i>).				
4. Drafts minutes of all meetings, including executive sessions, that reflect all board actions and makes the minutes publicly available within two weeks or by the next board meeting (<i>N.J.S.A. 18A:17-7</i>). When appropriate, the board obtains public input and provides information to district staff as it relates to community expectations. The board also implements the Open Public Records Act (OPRA) pursuant to <i>N.J.S.A. 47:1A-1 et seq.</i>				
5. Requires each board member and administrator to file a timely and properly completed financial and personal/relative disclosure statement each year (<i>N.J.S.A. 18A:12-26</i>). Annually discusses the School Ethics Act and has not been found in violation of the School Ethics Act (<i>N.J.S.A. 18A:12-22</i>).				

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Governance: The district board of education or advisory board, as applicable:	Yes	No	N/A	COMMENTS
6. Establishes a travel and related expense reimbursement policy and ensures school board members and all employees operate in accordance with that policy (<i>N.J.S.A. 18A:11-12 and N.J.A.C. 6A:23A-7</i>).				
7. Submits new, renegotiated, amended, altered or extended contracts for superintendents, deputy superintendents, assistant superintendents and school business administrators to the Executive County Superintendent (ECS) for review and approval. Takes no formal action to approve or implement such contracts prior to ECS review and approval (<i>N.J.S.A. 18A:7-8, N.J.A.C. 6A:23A-3.1</i>).				
8. Approves appointments and transfers, and removes or renews certificated and non-certificated officers and employees only by a roll call majority vote of the full membership of the board upon the recommendation of the Chief School Administrator and acts within 60 days of the CSA's recommendation (<i>N.J.S.A.18A:27-4.1, N.J.A.C.6A:32-4.1 and 4.7</i>).				
9. Approves the monthly board secretary's and treasurer's reports within 60 days of month's end and certifies in the minutes that the major funds (general fund, special revenue and capital projects fund) have not been over - expended (<i>N.J.A.C. 6A:23A-16.10</i>).				

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Governance:				
The district board of education or advisory board, as applicable:	Yes	No	N/A	COMMENTS
10. Conducts a public hearing on the proposed budget and formally adopts the budget at a public meeting (<i>N.J.S.A.18A:22-7, et seq.</i> and <i>N.J.A.C 23A:8.1</i>).				

Personnel:				
The district:	Yes	No	N/A	COMMENTS
1. Utilizes board-approved job descriptions and standards for appointment of each teaching staff member, substitute teacher and other staff including paraprofessional positions. Ensures that all staff are appropriately certified and credentialed for their assignment (<i>N.J.A.C. 6A:32-4</i> and <i>N.J.A.C. 6A:9-6.5</i>).				
2. Confirms that new employees have a successful criminal history record check within three months of employment and that they have not been disqualified for employment (<i>N.J.S.A. 18A:6-7.1 et. seq.</i> , <i>18A:39-19.1</i> and <i>18A:6-4.13 et. seq.</i>).				
3. Adopts written policies and procedures for the physical examination of new and existing employees and maintains personnel health records in a secure separate location from personnel files (<i>N.J.A.C. 6A:32-6.2</i> and <i>6.3</i>).				

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Personnel: The district:	Yes	No	N/A	COMMENTS
4. Adopts policies and procedures for the annual evaluation of all tenured and non-tenured teaching staff members by appropriately certified personnel. Distributes the policies to all tenured teaching staff members, including administrators and supervisor, by October 1 (N.J.A.C. 6A:32-4.4 and 4.5).				
5. Uses multiple data sources, (e.g., test scores, needs assessments, attendance data, violence reports) to address current and projected needs and priorities for all school/district staff when providing professional development opportunities. Uses the data sources to analyze the alignment of the district's Professional Development Plan with teaching staff needs (N.J.A.C.6A:9-15 et.seq. and N.J.A.C.6A:32-4.3 and 4.4).				

Operations: The district:	Yes	No	N/A	COMMENTS
1. Conducts all required trainings for school district employees (N.J.S.A 18A and N.J.A.C.6A).				
2. Submits all required NJSMART files by the due dates and has an error rate of less than 2% for each file.				
3. Adopts and distributes to all school staff, students and parents a code of student conduct that contains all				

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Operations:				
The district:	Yes	No	N/A	COMMENTS
required elements (<i>N.J.A.C. 6A:16-7.1</i>).				
4. Collects and reports annually, incidents of violence, vandalism, substance abuse and disruptive behavior to the NJDOE on the Electronic Violence and Vandalism Reporting System. Reports to the board all incidents from the previous year, annually at a public hearing. Analyzes these incidents and identifies activities to address them (<i>N.J.A.C. 6A:16-5.3</i> and <i>N.J.A.C. 6A:16-7</i>).				
5. Develops and implements policies and procedures prohibiting harassment, intimidation and bullying (HIB); distributes them to students, parents and staff; and posts the policies and procedures on the district's website (<i>N.J.S.A. 18A:37-14</i> through <i>18</i> and <i>N.J.A.C. 6A:16-7.1(a)4</i> and (c)7 and <i>N.J.A.C. 6A:16-7.9</i>).				
6. Satisfies all requirements of the <i>Gun-Free Schools Act, 20 USC 7151</i> and Title IV Section 4141 of <i>NCLB (N.J.S.A. 18A: 37-7</i> through <i>12</i> , and <i>N.J.A.C. 6A:16-5.5</i>).				
7. Provides for the safety and protection of students through the annual review, development and implementation of a memorandum of agreement (MOA) with law enforcement and implementation of board-approved policies to facilitate cooperation between school staff and law enforcement (<i>N.J.A.C. 6A:16-6.1</i>).				

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Operations:				
The district:	Yes	No	N/A	COMMENTS
8. Implements procedures to review and resolve transportation incidents to avoid safety violations and ensures the safety of children including but not limited to meeting Motor Vehicle Commission requirements for bus driver inspections before loading and after drop-off and evacuation drills (<i>N.J.A.C. 6A:27-11 and -12.1(g)</i>).				
9. Adopts and implements policies and procedures designed to report missing and abused children to law enforcement and child welfare authorities. Appoints a school district liaison and provides training to district employees, volunteers and interns working in the school district (<i>N.J.A.C. 6A:16-11</i>).				
10. Provides school health services, screenings and examinations to identify the need for medical services for public and nonpublic students. Maintains student health records (<i>N.J.A.C. 6A:16-2.1 et seq.</i>).				
11. The district has implemented the DOE-approved school health nursing services plan. (<i>N.J.A.C. 6A:16-2.1(b)</i>)				
12. Implements a board-approved comprehensive guidance and academic counseling program for all students (<i>N.J.A.C. 6A:8-3.2</i>).				

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Operations: The district:	Yes	No	N/A	COMMENTS
13. Coordinates a comprehensive career education and counseling program with transition services for students with disabilities beginning at age 14 or younger as determined by the Individualized Education Program team (N.J.A.C. 6A:14-3.7(e)11 through 13).				
14. Ensures that each school building has a multidisciplinary team (such as Intervention and Referral Services Team, Pupil Assistance Team and School Resource Committee) as part of its coordinated system for the planning and delivery of intervention and referral services (N.J.A.C. 6A:16-8).				
15. Provides educational services, either in school or out of school, within five days of the student's removal for disciplinary reasons or absence due to chronic or temporary illness, (N.J.A.C. 6A:16-7.2; 7.3 and 10). If the district is a County Special Services School District, it develops and implements procedures for notifying resident district of disciplinary removals or absences due to chronic or temporary illness.				
16. Forwards all student records, including disciplinary records, to the school district to which the student has transferred within 10 school days after the transfer has been verified by the requesting school district. Forwards disciplinary records, with respect to suspensions and				

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Operations:				
The district:	Yes	No	N/A	COMMENTS
expulsions, to nonpublic schools (<i>N.J.A.C. 6A:32-7.5(f)10iii and 6A:16-7.10</i>).				
17. Provides services and programs to nonpublic school students in accordance with Chapter 192 Auxiliary Services (<i>N.J.S.A. 18A:46A-1 et seq. and N.J.A.C. 6A:14-6.1 et seq.</i>) and Chapter 193 Remedial Services for the Handicapped (<i>N.J.S.A. 18A:46-19.1 et seq. and N.J.A.C. 6A:14-6.1 et seq.</i>).				
18. Disseminates information about and implements a comprehensive alcohol, tobacco and other drug abuse program. Adopts and disseminates to all school staff, students and parents 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 (<i>N.J.S.A. 18A:40A-8 et seq. and N.J.A.C. 6A:16-1.4 (a)18; 6A:16-3 and 6A:16-4</i>)				
19. The district annually has Reviewed, revised or developed, and implemented safety and security plans, procedures and mechanisms in consultation with law enforcement, health, social service and emergency management agencies and other community members, including parents. (<i>N.J.A.C. 6A:16-5.1 et seq.</i>).				

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Operations:				
The district:	Yes	No	N/A	COMMENTS
20. The district has Implemented the DOE-approved Comprehensive Equity Plan (CEP) designed to eliminate discrimination according to race, age, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender, religion, disability, socioeconomic status, pregnancy or parenthood. (N.J.A.C. 6A:7-1.9)				

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
STATEMENT OF ASSURANCE**

District: _____ County: _____ Date Completed: _____

DECLARATION PAGE

By signing below, the Chief School Administrator and Board President are affirming the accuracy of this document.

POSITION	NAME	SIGNATURE
Chief School Administrator		
District Board of Education President		
Board Resolution Date:		