

New Jersey Quality Single Accountability Continuum (NJQSAC) User Manual

**New Jersey Department of Education
Division of Field Support and Services**



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New Jersey Quality Single Accountability Continuum User Manual

Introduction

Across New Jersey, there is a common vision shared by all educators that all students should have access to a high-quality education. This is achieved when students have the opportunity to thrive as they advance through each grade and develop the skills and knowledge needed to choose a successful path following high school.

In order to assist school districts in achieving this vision, the New Jersey Department of Education (NJDOE) is clarifying, aligning and simplifying the state's systems of accountability, including the federal requirements of the Every Student Succeeds Act (ESSA), New Jersey Quality Single Accountability Continuum (NJQSAC) and school and district performance reports. With clarity, alignment and simplicity in federal and state oversight, New Jersey's schools and districts will spend less time, energy and resources on providing evidence of compliance, and more time, energy and resources on teaching and learning. The NJDOE has conducted comprehensive feedback sessions aimed at engaging various stakeholder groups in shaping the ESSA State Plan and the NJQSAC state evaluation model. A number of important innovations have been incorporated into our systems of accountability due to this feedback.

While measuring student proficiency in English language arts, math, and science continues to be an important requirement for federal accountability, the NJDOE believes that student progress should also be measured and reported as continuous growth toward proficiency for all students. The NJDOE developed its tiered systems of support to provide assistance to schools and districts based on their unique needs.

Additionally, required data for NJQSAC, ESSA and the school performance reports have been aligned, to the greatest extent possible, to reduce overly burdensome data collection practices.

Background

In 2005, the New Jersey Legislature enacted the education law ([N.J.S.A. 18A:7A-10](#)) that established NJQSAC to ensure that school districts are providing a thorough and efficient education for all students. The NJDOE created regulations at [N.J.A.C. 6A:30](#) to implement the law. NJQSAC is initiated by a self-evaluation process of various stakeholders in each school community. Once this self-evaluation is completed in the five District Performance Review (DPR) areas of the model, the Department's county offices of education, led by executive county superintendents (ECS), conduct a verification process using the minimum Documentation for Verification to be provided by the district for each of the quality performance indicators in the following DPR areas:

- 1) Instruction and Program;
- 2) Fiscal Management;
- 3) Governance;
- 4) Operations; and,
- 5) Personnel.

The administrative code for NJQSAC, [N.J.A.C. 6A:30](#), is reviewed every five years. The most recent re-adoption in the fall of 2017 placed emphasis on the following areas:

- A focus on teaching and learning including an accountability balance for student proficiency and student progress as measured by the median student growth percentile (mSGP)
- Continual teacher and school leader professional development;
- A tiered approach to supporting student achievement;
- A district budgeting process aligned to improving student achievement and teacher practice; and,
- An improvement to the learning environment, culture and governance that is collaborative, consistent, and predictable.

NJQSAC User Manual

The purpose of the NJQSAC User Manual is to ensure that there is clarity in the requirements of the DPR, simplification in the process, and alignment in expectations to provide reliable and valid implementation of NJQSAC across all counties. The user manual is intended to increase transparency in expectations and mutual accountability among districts and the offices in the NJDOE that support them.

The changes outlined and represented in [N.J.A.C. 6A:30](#) and in the NJQSAC User Manual are the NJDOE's continued effort to improve the NJDOE's support to New Jersey school districts. These changes do not reinvent the ways we support student learning, nor do they dismiss the incredible work our districts already do to support student learning. Rather, the NJDOE is building upon those efforts in the spirit of continuous improvement in meeting the demands of our local communities, state, and nation to provide an excellent education for all students.

Disclaimer

The information provided in the following NJQSAC User Manual is designed to assist school districts and county offices in the implementation of the NJQSAC evaluation process. This manual is not intended to provide, and should not be relied upon, for legal advice regarding any specific issue or factual circumstance. This manual references [NJQSAC Statute 18A:7A-10](#), which is subject to change. Feedback including comments, corrections or suggestions should be emailed to QSAC@doe.nj.gov.

The New Jersey Quality Single Accountability Continuum Process

The New Jersey Quality Single Accountability Continuum (NJQSAC) is a single, comprehensive accountability system that consolidates state and federal monitoring requirements (e.g., the federal mandate for reporting chronic absenteeism from *ESSA* and the state mandate for reporting HIB incidents from the *Anti-Bullying Bill of Rights Act*). Through the NJQSAC process, each district completes a District Performance Review (DPR), commencing with a self-assessment. The self-assessment tool has been developed by the NJDOE to measure the district's strengths and weaknesses by the weighted quality performance indicators in all five areas of school district effectiveness. County offices review and verify the district's self-assessment and then calculate the district's NJQSAC scores. Some quality performance indicator scores, particularly in the Instruction and Program DPR area, are provided by the NJDOE.

The New Jersey State Board of Education most recently re-adopted, with revisions, the DPRs which are incorporated in [N.J.A.C. 6A:30-1.1](#), *et seq.*, as the chapter appendices (*Appendix A* and *Appendix B*), on November 1, 2017. The NJDOE revised the DPRs, particularly in Instruction and Program and Personnel, to better align with New Jersey's federally approved *ESSA* plan and to better identify areas where the NJDOE can provide more support to districts. The revised DPR will result in a more comprehensive assessment of districts, a more accurate placement of districts on the school performance continuum, and a more targeted system of supports provided by the NJDOE to promote achievement for every student in the state.

Each of the five DPR areas have quality performance indicators, which utilize specific, objective criteria in

measuring each school district's performance, capacity and need for state support, assistance or intervention.

5 DPR Areas

These are the five DPR areas with a summary of performance indicators for each area:

Instruction and Program

16 DPR Indicators that measure, in summary:

- Meeting the state's measure for student performance and progress on state standardized assessments;
 - In calculating the state's measure for student performance and progress the NJDOE is emphasizing sub-group performance by averaging the aggregate sub- group scores with the total population score on a 50/50 basis. Additionally, for those districts that have grade levels reporting student progress via mSGPs, the same 50/50 reporting will include student growth scores.
- Meeting the state and federal requirements for graduation rate;
- Measuring a district's chronic absenteeism;
- Aligning of board approved curriculum to state standards; and,
- Providing a multi-tiered system of support.

Fiscal Management

15 DPR Indicators that measure, in summary:

- Maintenance of standard operating procedures and monthly reports;
- Satisfaction of annual audits;
- Management of grants and capital funds;
- Implementation of a facilities plan;
- Completion of annual safety reviews;
- Preparation and analysis of fiscal year cash flow; and,
- Employment of a certified facilities manager.

Governance

14 DPR Indicators that measure, in summary:

- Development of an aligned curriculum;
- The overseeing of the budget process that targets student achievement;
- The review, update and adoption of policies for consistency with statutes, regulations and case law;
- Evaluation of the superintendent; and,
- Review of administrator contracts.

Operations

18 DPR Indicators that measure, in summary:

- Implementing policies on student conduct, attendance, Alcohol, Tobacco and Other Drug Use and Harassment Intimidation and Bullying;
- Reporting data to NJ SMART and the Electronic Violence and Vandalism Reporting System (now known as, the Student Safety Data System); and,
- Providing transportation, health, counseling and guidance services.

Personnel

6 DPR Indicators that measure, in summary:

- Provision of high-quality professional development;
- Alignment of staff evaluations to TEACHNJ;
- Support of novice teachers;
- Promotion of quality supervision;
- Tracking of staffing information; and,
- Implementation of important compliance activities (e.g., criminal history background checks).

Scoring

A district may receive a maximum of 100 points in each of the DPR areas. A district must score at least 80 points (80%) in each DPR area to be recommended for certification as a high-performing district to the State Board of Education. If a district scores below 80% in any of the DPR areas, it will be marked as in “interim status.” The NJDOE will then work collaboratively with the district in the identified area(s) to help increase performance through a District Improvement Plan and subsequent interim reviews. By analyzing the district’s scores in the DPR areas, the NJDOE is able to determine the following:

- Which districts are providing a thorough and efficient education to all students in all areas?
- Which districts need state support, assistance, or intervention in order to provide a thorough and efficient education?
 - Of those districts needing state support, to what area(s) or subgroup(s) of students should the additional support be targeted?

Because of NJQSAC, districts must continuously strive for improvement in all areas of functioning to enhance student achievement and to ensure the provision of a thorough and efficient education to all students.

Mandates, Statutes, Regulations

[N.J.S.A 18A:7A-10](#), *et seq.*, *Public School Education Act of 1975*, as amended., L. 2007, c.260 (effective January 13, 2008)

The statutes above are codified in [N.J.A.C. 6A:30-1.1](#), *et seq.*, with *Appendices A and B* (revisions adopted by the State Board on November 1, 2017; effective July 1, 2018).

Implementation Schedule

September 2022
Districts are compliant if using board adopted curricula aligned to the 2020 NJSLs : <ul style="list-style-type: none">• Comprehensive Health and Physical Education• Social Studies• Computer Science and Design Thinking• Visual and Performing Arts• Science• World Languages• Career Readiness, Life Literacies, and Key Skills

The Five DPR Areas NJQSAC Overview

Instruction and Program

The Instruction and Program indicators are used to assess a school district's performance and capacity in instruction and student performance. The components of instruction and program include:

- A school district meeting the state's measure of academic progress and graduation rate;
- State assessment results and the analysis of the results to improve teaching and learning;
- Curriculum alignment with the New Jersey Student Learning Standards (NJSLS);
- Instruction in the NJSLS;
- Continuous improvement of curriculum and instruction;
- Equitable access to the NJSLS; and,
- Tiered supports for all students.

Instruction and Program contains indicators that establish student performance metrics as well as student growth and graduation rate criteria aligned with the Every Student Succeeds Act (ESSA). The points for Instruction and Program Indicators 1 through 7 vary based on a school district's grade configuration. A school district will receive points for each item up to the maximum points listed for each indicator, which varies by school district and grade configuration (i.e., kindergarten through grade eight (K–8) or any span within K–8; kindergarten through grade 12 (K–12) or any span within K–12 that is not K–8 or grades nine through 12 (9–12); and grades 9–12 or any span within the high school grades). This grade configuration variation accounts for school districts that contain only high schools and, therefore, do not have student growth measures, and school districts that do not have high schools and, thus, lack graduation data.

General Introductory Information for Indicators 1 through 7 in Appendix A

Minimum *n*-size (i.e., number of students)

Minimum *n*-size required for calculations of ELA and math proficiency is 20. The minimum *n*-size for science proficiency is 10. The minimum *n*-size applies to calculations at both the district and student group levels.

Student Groups

- Economically Disadvantaged Students are those eligible for free or reduced lunch program participation;
- Students with Disabilities are those currently receiving special education services;
- English Language Learners (ELL) are those currently receiving English Language Learner services and former English Language Learners four years after exiting the program; and,
- Racial and ethnic student groups:
 - American Indian or Alaska Native
 - Asian/Native Hawaiian/ Other Pacific Islander

- Black or African American
- Hispanic/Latino
- White
- Two or more races.

These racial and ethnic student groups are consistent with the requirements for federal reporting according to the most recent federal guidance published in the Federal Register ([72 Fed. Reg. 59267](#)).

Scoring

For Instruction and Program Indicators 1 through 7 in *Appendix A*, the district will receive points based on the performance on the indicator to the nearest tenth. The overall Instruction and Program score will be rounded up or down depending upon the final score.

Example of Scoring Rounding Up

If a school district receives 38.6 total points for Indicators 1 through 7 and receives 41 total points for the remaining Instruction and Program indicators, then the total Instruction and Program point allocation for that school district is 79.6 and will be rounded up to 80 points.

Example of Scoring Rounding Down

If a school district receives 38.2 total points for Indicators 1 through 7 and receives 41 total points for the remaining Instruction and Program indicators, then the total Instruction and Program point allocation for that school district is 79.2 and will be rounded down to 79 points, or 79 percent of the Instruction and Program points.

Instruction and Program—Indicators 1 through 3

Calculating Proficiency

Indicator	If the school district is comprised of any composition of K–8, maximum points are:	If the school district is comprised of any composition of K–12, maximum points are:	If the school district is comprised of any composition of 9–12, maximum points are:
<p>1. The school district’s ELA achievement score. The score is comprised of the following:</p> <ul style="list-style-type: none"> • Overall performance: The proficiency rate of all students in a school district; • Student group performance: The proficiency rate of all student groups; 	10	7.5	15
<p>2. The school district’s mathematics achievement score. The score is comprised of the following:</p> <ul style="list-style-type: none"> • Overall performance: The proficiency rate of all students in a school district; • Student group performance: The proficiency rate of all student groups. 	10	7.5	15
<p>3. The school district’s science achievement score: The score is comprised of the following:</p> <ul style="list-style-type: none"> • Overall performance: The proficiency rate of all students in a school district; • Student group performance: The proficiency rate of all student groups. 	10	5	0

Purpose

These indicators illustrate school districts' successful implementation of appropriate strategies and interventions to continuously improve ELA, mathematics and science proficiency.

Clarifying Proficiency

These indicators are monitored remotely.

- Scoring is based on the percentage of students in grades 3 through 10 who demonstrate proficiency by meeting or exceeding expectations on statewide assessments, including alternative assessments for students with disabilities;
- Proficiency rates must include the performance of 95% of students, consistent with the federal requirement for calculating proficiency established in ESSA (i.e., proficiency rates are adjusted for participation);
- Students demonstrate proficiency by scoring at levels 4 or 5 on NJSLA or levels 3 or 4 on the Dynamic Learning Maps; and
- Rates are calculated for each district and each student group in each district (.

Calculating Proficiency

Proficiency calculations are based on students who are required to participate in statewide assessments. Students who are not required to participate (e.g., first-year English Language Learners who are exempt from ELA tests) are excluded from calculations.

Proficiency calculations also take into consideration a student's time in school. In order for a student's statewide assessment scores to be included in the calculations, the student must have been in school for at least half of the school year (this is referred to as the "time in school" criterion). The scores of students who were in school for less than half of the school year are excluded from the calculations.

The first step in calculating proficiency is to determine whether a district has met the minimum participation rate (i.e., the percentage of students in the district/student group who received valid scores on the statewide assessments) at the district and student group levels. The minimum participation rate for districts and student groups is 95%. Participation is calculated in two ways. The first is based on all students in the district/student groups and the second is based on students in the district/student groups who are required to participate based on their time-in-district status. If a district fails to meet the 95% threshold in both of these calculations, the district will require an adjustment to the denominator in order to ensure that the proficiency rates reflect the performance of 95% of the students. The next step for calculating proficiency depends on whether the participation rate is 95% or below.

The following examples reflect district-level scenarios, but the same rules apply for each student group's proficiency calculation. Thus, a district may meet the participation requirement for all students and not require an adjustment to the denominator, while some student groups within the district may not meet the participation requirement and will require an adjustment to the denominator and vice versa.

95% or More of all Students or all Students Meeting the Time-In-District Criterion

If 95% or more of all students or all students meeting the time-in-district criterion in a district or student group receive valid scores (i.e., participation rate is above 95%), proficiency is calculated by dividing the number of proficient scores by the number of valid scores.

Example 1

District A has 1,000 students registered to take statewide assessments, all of whom meet the “time-in-school” criterion. District A has valid scores for 960 students and 700 are proficient. The district’s participation rate is 96% or $(960 / 1,000 = 0.96)$. Since the participation rate is above 95%, its proficiency is calculated by dividing the number of proficient students by the number of valid scores $(700 / 960 = .729 \times 100)$. District A’s proficiency rate is 72.9%.

Less than 95% of all Students and Less than 95% of all Students Meeting the Time-In-School Criterion

If less than 95% of all students and less than 95% of all students meeting the time-in-school criterion in a district or student group receive valid scores (i.e., participation rate is below 95%), proficiency is calculated based on the scores of the students who meet the “time-in-school” criterion. This is achieved by adjusting the denominator in the proficiency calculation to reflect 95% of students meeting the “time-in-school” criterion.

Example 2a

District B has 1,000 students registered to take statewide assessments, all of whom meet the “time-in-school” criterion. District B has valid scores for 800 students and 600 are proficient. The district’s participation rate is 80% or $(800 / 1,000 = 0.80 \times 100)$. Since the participation rate is below 95%, District B’s proficiency is calculated by dividing the number of proficient students (600) by the number of students who meet the “time-in-school” criterion multiplied by 95% $(1,000 \times 0.95 = 950) \rightarrow (600 / 950 = 0.632 \times 100)$. District B’s proficiency rate is 63.2%.

Example 2b

District C has 1,000 students registered to take statewide assessments, 820 of whom meet the “time-in-school” criterion. District C has valid scores for 800 students and 600 are proficient. The district’s participation rate is 80% or $(800 / 1,000 = 0.80 \times 100)$. Since the participation rate is below 95%, District C’s proficiency is calculated by dividing the number of proficient students (600) by the number of students who meet the “time-in-school” criterion multiplied by 95% $(820 \times 0.95 = 779) \rightarrow (600 / 779 = 0.770 \times 100)$. District C’s proficiency rate is 77%.

NJQSAC Proficiency Rate and NJQSAC Point Calculation

- Once a district calculates its proficiency rates for all students and for each of its student groups, the district can calculate the number of points earned by calculating the district’s NJQSAC Proficiency Rate.
- 50% of the NJQSAC Proficiency Rate is derived from the district proficiency rate for all students.
- The other 50% of the NJQSAC Proficiency Rate is derived from the average student group rate.
- These two numbers (the district proficiency rate for all students and the average student group proficiency rate) are then averaged to find the NJQSAC Proficiency Rate, which is multiplied by the

points available.

Example

After making the necessary participation rate adjustments, District D has a district proficiency rate of 74.0%. District D has four student groups with proficiency rates of 80.0%, 36.0%, 76.0% and 82.0%. The average student group proficiency rate is 68.5% or $(.800+.360+.760+.820=2.740; 2.740/4=.685 \times 100)$.

The district proficiency rate of 74.0% is averaged with the average student group rate of 68.5% to arrive at the NJQSAC Proficiency Rate of 71.3% or $(.740+.685=1.425; 1.425/2=.713 \times 100)$. The NJQSAC Proficiency Rate is then multiplied by the maximum points available to determine the points earned.

- If District D is a K to 8 district, it would earn 7.1 out of 10 points $(.713 \times 10 = 7.1)$
- If District D is a K to 12 district, it would earn 5.3 out of 7.5 points $(.713 \times 7.5 = 5.3)$
- If District D is a 9 to 12 district, it would earn 10.7 out of 15 points $(.713 \times 15 = 10.7)$

Note: The minimum *n-size* for science proficiency must be 10 or greater in total student population for a school district to receive points for Indicator 3. If the minimum *n-size* is less than 10 the school district will receive all science indicator eligible points.

Instruction and Program—Indicators 4 and 5

Calculating Academic Progress

Indicator	If the school district is comprised of any composition of K–8, maximum points are:	If the school district is comprised of any composition of K–12, maximum points are:	If the school district is comprised of any composition of 9–12, maximum points are:
<p>4. The school district’s ELA academic progress.</p> <p>Academic progress is calculated to include student group performance by averaging the mSGP of all students with the average of all student groups’ mSGPs.</p>	10	7.5	0
<p>5. The school district’s mathematics academic progress.</p> <p>Academic progress is calculated to include student group performance by averaging the mSGP of all students with the average of all student groups’ mSGPs.</p>	10	7.5	0

Note: Currently regional high schools (9 to 12) do not measure student progress with mSGPs.

Purpose

These indicators are designed to measure school districts’ successful implementation of strategies and interventions that foster an individual student’s academic growth, as measured by performance on statewide assessments relative to their performance on the prior year’s statewide assessment (i.e., student growth percentiles).

Clarifying Academic Progress

These indicators are monitored remotely.

The median student growth percentile (mSGP) consists of students in grades 4 through 7 in math and grades 4 through 8 in ELA and are calculated for all students and for each student group in the district.

NJQSAC Academic Progress Score and NJQSAC Point Calculation

- Once a district calculates its mSGP for all students and for each of its student groups, the district can calculate the number of points earned by calculating the district’s NJQSAC Academic Progress Score.
- 50% of the NJQSAC Academic Progress Score is derived from the district’s mSGP rate for all students.

- The other 50% of the NJQSAC Academic Progress Score is derived from the average student group's mSGP.
- These two numbers (the district mSGP for all students and the average student group's mSGP) are then averaged to find the NJQSAC Academic Progress Score, which is converted to a multiplier using the NJQSAC mSGP Conversion Table.
- The multiplier is applied to the maximum available points to determine points earned.

Example 1

District A has an mSGP of 62 for all students. District A has four student groups and its mSGPs are 50, 35, 65 and 58. The average student group's mSGP is 52 or $(50+35+65+58=208; 208/4=52)$. The indicator score is determined by averaging the mSGP for all students (62) with the average the student group's mSGP (52), giving District A a NJQSAC Academic Progress Score of 57 or $(62+52=114; 114/2=57)$.

The district would then refer to the NJQSAC Academic Progress Score Conversion Chart and see that a NJQSAC Academic Progress Score of 57 equates to a NJQSAC Points Multiplier of .86.

- If District A is a K to 8 district, it would earn 8.6 out of 10 available points $(10 \times .86 = 8.6)$.
- If District A is a K to 12 district, it would earn 6.5 out of 7.5 available points $(7.5 \times .86 = 6.5)$.

Example 2

District A has an mSGP of 50 for all students. District A has four student groups and their mSGPs are 60, 53, 48, and 30. The average student group's mSGP is 47.8 or $(60+53+48+30=191; 191/4=47.8)$. The indicator score is determined by averaging the mSGP for all students (50) with the average student group's mSGP (47.8), giving District A a NJQSAC Academic Progress Score of 48.9 or $(50+47.8=97.8; 97.8/2=48.9)$.

The district would then refer to the NJQSAC Academic Progress Score Conversion Chart and see that NJQSAC Academic Progress Score of 48.9 equates to a NJQSAC Points Multiplier of .76.

- If District A is a K to 8 district, it would earn 7.6 out of 10 available points $(10 \times .76=7.6)$.
- If District A is a K to 12 district, it would earn 5.7 out of 7.5 available points $(7.5 \times .76=5.7)$.

Instruction and Program—Indicator 6

Calculating Graduation Rate

Indicator	If the school district is comprised of any composition of K–8, maximum points are:	If the school district is comprised of any composition of K–12, maximum points are:	If the school district is comprised of any composition of 9–12, maximum points are:
<p>6. The school district’s graduation rate (average of four-year and five-year adjusted cohort graduation rates).</p> <p>Graduation rate is calculated to include student group performance by averaging the combined graduation rate (i.e., the average of the four-year and five-year graduation rates) of all students with the average of all student groups’ combined graduation rates.</p>	0	15	20

Purpose

To ensure that school districts are monitoring student progress toward graduation and implementing best practices to facilitate students’ successful completion of high school within four and five years.

Clarifying Graduation Rate

This indicator is monitored remotely using:

- The four-year and five-year graduation rates are based on the adjusted cohort graduation rate calculation methodology.
- Graduation rates are calculated for each district and each student group in each district, using the most recent available data at the time of monitoring.
- For example, in November 2022, school districts will be scored using data for this indicator based on the 2020-2021 school year’s graduation rates because it will be the only available data. However, the NJDOE will adjust the score for this indicator if, at the time of monitoring, the graduation rate data for the previous school year (20 –21-2022) is available.

NJQSAC Graduation Rate and NJQSAC Point Calculation

- District four-year and five-year graduation rates are calculated similarly to the other indicators.
 - The four-year graduation rate for all students is averaged with the average student group’s four-year graduation rate.
 - The five-year graduation rate for all students is averaged with the average student group’s five-year graduation rate.

- These two numbers are then averaged to generate the NJQSAC Graduation Rate, which is multiplied by the maximum points available to determine the NJQSAC points earned.
- NJQSAC Graduation Rates will always comprise the district’s four-year graduation rate (50%) and five-year graduation rate (50%).
- In most cases, the district graduation rate indicator score will reflect all students’ four-year graduation rate at 25%, the average student group’s four-year graduation rate at 25%, all students’ five-year graduation rate at 25%, and the average student group’s five-year graduation rate at 25%.
- However, if, due to minimum n-size requirements, a small district has student group data for one year and not the other, the three available rates would not be averaged. Instead, the year for which the district has student group data would be calculated based on the described methods, and the total district rate would represent the entire 50% for the year for which the student groups’ data is unavailable (see Example 2, below).

Example 1

- District A has a four-year graduation rate of 90.0% for all students. Its student groups have four-year graduation rates of 78.0%, 96.0% and 82.0%. The average student group’s four-year graduation rate is 85.3%. Thus, its four-year graduation rate for NJQSAC is 87.7 % or $(.900 + .853 = 1.753; 1.753/2 = .877 \times 100)$.
- District A has a five-year graduation rate of 98.0% for all students. Its student groups have five-year graduation rates of 95.0%, 94.0%, and 90.0%. The average student groups’ five-year graduation rate is 93.0%. Thus, the five-year graduation rate for NJQSAC is 95.5% or $(.980 + .930 = 1.910; 1.910/2 = .955)$.

The NJQSAC Graduation Rate is determined by averaging the four-year graduation rate for NJQSAC (.877) with the five-year graduation rate for NJQSAC (.955), which is 91.6%.

- If District A is a 9 to 12 district, it would earn 18.3 out of 20 available points $(20 \times .916 = 18.3)$;
- If District A is a K to 12 district, it would earn 13.7 out of 15 available points $(15 \times .916 = 13.74)$

Example 2

- District B has a four-year graduation rate of 95.3% for all students. Its student groups have four-year graduation rates of 80.0%, 98.0%, and 84.0%. The average student groups’ four-year graduation rate is 87.3%. Thus, the four-year graduation rate for NJQSAC is 91.3% or $(.953 + .873 = 1.826; 1.826/2 = .913 \times 100)$.
- District B has a five-year graduation rate of 97.0% for all students. However, the cohort for whom the five-year graduation rate is calculated is small, and no student group meets the minimum n-size requirement. Thus, its five-year graduation rate for NJQSAC is 97.0%.

The NJQSAC Graduation Rate is determined by averaging the four-year graduation rate for NJQSAC (.913) with the five-year graduation rate for NJQSAC (.970), which is 94.2%.

- If District B is a 9 to 12 district, it would earn 18.8 out of 20 available points $(20 \times .942 = 18.8)$;
- If District B is a K to 12 district, it would earn 14.1 out of 15 available points $(15 \times .942 = 14.1)$

Instruction and Program—Indicator 7

Calculating Chronic Absenteeism

Indicator	If the school district is comprised of any composition of K–8, maximum points are:	If the school district is comprised of any composition of K–12, maximum points are:	If the school district is comprised of any composition of 9–12, maximum points are:
7. The school district’s measure(s) for school quality and student success is calculated to account for student group performance by averaging the rates for all students with the average of all student groups’ rates.	10	10	10

Purpose

To ensure that school districts are implementing strategies that encourage student attendance and interventions to help students overcome barriers to attendance.

Calculating Chronic Absenteeism

This indicator is monitored remotely.

- The measure for school quality and student success is chronic absenteeism, which is aligned with the state’s ESSA Plan.
- Chronic Absenteeism rates are calculated based on the percentage of students in grades kindergarten through 12 who:
 - are enrolled in the district for 45 or more days during the school year; and,
 - are chronically absent which means they have missed more than 10% of the school days for which they are in membership.

NJSAC Chronic Absenteeism and NJSAC Point Calculation

- The NJSAC Chronic Absenteeism Score is calculated by averaging the district’s chronic absenteeism rate for all students and the average student groups’ chronic absenteeism rate and then subtracting this number from 1 (See Example, below).
- This number reflects the percentage of students who are not chronically absent.
- The NJSAC Chronic Absenteeism Score is then multiplied by the maximum points available to determine the points earned.
- Since chronic absenteeism points are based on the percentage of students who are not chronically absent, as the chronic absenteeism rate increases, the number of NJSAC points a district receives decreases.

Example

- District A has a chronic absenteeism rate of 8.0% for all students. Its four student groups have chronic absenteeism rates of 5.0%, 10.0%, 12.0%, and 7.0%. The average student group chronic absenteeism rate is 8.5% or $(.050 + .100 + .120 + .070) = 3.4$; $3.4/4 = .085 \times 100$.
- The chronic absenteeism rate for all students (.080) is averaged with the average student groups' chronic absenteeism rate (.085) to find the district's chronic absenteeism rate for NJQSAC or 8.3% (.083). Next, this value is subtracted from 1 ($1 - .083 = .917$), resulting in a NJQSAC Chronic Absenteeism Score of .917 (i.e., the district earned 91.7% of the available points).
- The maximum points available for all district configurations is ten points, and District A would earn 9.2 points ($10 \times .917 = 9.2$).

Appendix A Indicators 1 through 7 Information

Available on the NJDOE website are the following:

- More [information about mSGP](#) ;
- More information about the [adjusted cohort graduation rate calculation](#); and
- Detailed information in the New Jersey Department of Education [Guidance for Reporting Student Absences and Calculating Chronic Absenteeism \(PDF\)](#)

Instruction and Program—Indicator 8

The chief school administrator (CSA) reports participation and performance results of annual Statewide assessments to the district board of education within 60 days of receipt of the finalized information from the Department. The reports include aggregated and disaggregated subgroup data, as well as trend and comparative analyses and appropriate intervention strategies. ([N.J.A.C. 6A:8-4.3](#))

Points: 6

Purpose

To ensure school districts are transparent and held accountable to the district board of education regarding the proficiency and growth of students on statewide assessments by presenting analyses that include subgroups, comparison data and intervention strategies that correspond to the data.

Documentation for Verification

This indicator is monitored remotely or in person.

- The CSA's report imbeds statewide assessments data that includes the following:
 - NJSLA (ELA, mathematics and science);
 - ACCESS;
 - DLM;
 - Trend and comparative analyses;
 - Performance and growth data (if applicable); and
 - Intervention strategies aligned to the analyses of the data.
- Evidence that the report was provided to the district board of education within 60 days of the receipt of the finalized assessment information provided by the NJDOE for each assessment report.
- Evidence that the district board of education provides students, parents and the community with the results of annual State assessments for those assessments with a minimum n-size of 10 or more students.

Department Review Process

- Verify that the superintendent/CSA has reported to the district board of education final participation and performance results of annual statewide assessments within 60 days of final receipt of information from the NJDOE.
- Verify that the report includes:
 - Aggregated and disaggregated subgroup data for subgroups as reported on their ESSA Accountability Profile;
 - Performance and growth data (if applicable);
 - Trend and comparative analyses; and,
 - Responses to the data with appropriate interventions.
- Verify dissemination of Statewide assessment results to the public within 60 days of the release of the results.

Verification of Indicator Compliance

If there is evidence that the CSA reports participation and performance results of the annual statewide assessments and local district assessments, including trend and comparative analyses and intervention strategies corresponding to the data, to the district board of education within 60 days of the final and last assessment information for each assessment from the NJDOE, and statewide assessment results are made publicly available, then points will be awarded.

Instruction and Program—Indicators 9 through 15

Content areas (English language arts, mathematics, science, social studies*, world language, comprehensive health and physical education, and visual and performing arts) curriculum and instruction are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the Department’s curriculum implementation timeline and include the following: ([N.J.A.C. 6A:8](#))

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

Points: 4 for each content area

*See Indicator 12 for additional requirements in Social Studies.

Purpose

To ensure that the school district’s curricula for all content areas contains all the required elements from the New Jersey Student Learning Standards and N.J.A.C. 6A:8-1.1, et seq.

Documentation for Verification

Indicators will be reviewed remotely with in-person follow-up as needed.

The county office will determine a random sampling of curricula and assessments for selected grade levels across all content areas at the time of verification review.

Evidence will include the most recent date of revision for each curriculum.

- The district will provide curriculum documents/guides in electronic or paper format that includes:
 - All grade level appropriate NJSLS for all students;
 - Pacing guide consistent with the actual days of instruction;
 - Formative, summative, benchmark and alternative assessments;
 - Evidence of at least one interdisciplinary connection across grades and content areas. (excluding Technology and 21st Century Skills, Career Readiness, Life Literacies and Key Skills, and Reading and Writing Companion Standards because they are a separate part of the indicator)

- Evidence of effective educational technology practices, strategies, and tools infused throughout all curricular areas and grade levels identified in Standard 9.4 (Digital Citizenship; Information and Media Literacy and Technology Literacy)
- Content specific accommodations and modifications for the subgroups listed above must be embedded into the curriculum and/or the district must provide a guide that functions as an appendix, addressing accommodations and modifications for all subgroups through multiple means of engagement;
- Standards-based evidence that the Reading and Writing and Companion standards for Social Studies, Science and Technical Subjects are addressed in at least one content area in grade band (grades K–2, 3–5, 6–8, and 9–12). If the citations are not explicit, the district must show the county office how the companion standards are addressed in the curriculum;
- The curricula must also demonstrate the use of a variety of instructional, supplemental, and intervention materials that support student learners at all levels.
- Career Readiness, [Life Literacies and Key Skills](#) identified in Standard 9 may be evidenced in at least one of the following ways, in accordance with [N.J.A.C. 6A:8-3.2\(e\)3i and 3ii](#):
 - Integrated into the curriculum, providing students the opportunity to acquire information about career interests and/or advanced courses linked to their career interests; or,
 - Specialized programs that reflect the needs of students and the community.
 - Curriculum demonstrates evidence of Twenty-first century themes and skills as described in [N.J.A.C. 6A:8-1.3](#) (see Definitions) integrated in all content areas.*
 - Evidence that Life Literacies and Key Skills Standard 9.4 are infused throughout the K to 12 curriculum as appropriate for all students.*

Documentation for Verification by Indicator and Content Area

Indicator 9: English Language Arts

Points:4

The curriculum includes:

- [NJSLS for English Language Arts](#) (NJSLS-ELA) are grade-specific for grades K through 8, and banded in grades 9 through 10, and 11 through 12.
- NJSLS-ELA standards in the areas of Reading Literature Text, Reading Informational Text, Writing, Speaking and Listening and Language must be addressed at each grade level or grade band.
- Writing must address a variety of purposes outlined in the anchor standards and progress indicators at each grade level.

Indicator 10: Mathematics**Points:** 4

The curriculum includes:

- [NJSLs for Mathematics](#) (NJSLs-M) are grade specific for grades K through 8.
- NJSLs-M are course specific for grades 9 through 12.

Indicator 11: Science**Points:** 4

The curriculum includes:

- [NJSLs for Science](#) (NJSLs-S) are grade specific for grades K through 5 and banded for grades 6 through 8 and grades 9 through 12. In the banded grade levels, the standards are organized by Earth and Space Science (ESS), Life Science (LS) and Physical Science (PS). Science courses in grades 6 through 12 may include standards from one or more of the three disciplines, for example Earth Science and Space Science or Life Science and Physical Science.
- The incorporation of elements of the science and engineering practices (SEP), disciplinary core ideas (DCI) and crosscutting concepts (CCC).

Indicator 12: Social Studies**Points:** 4

The curriculum includes:

- [NJSLs for Social Studies](#) (NJSLs-SS)) are delineated according to proficiency-level benchmarks based on grade bands when instruction begins (e.g., grades K–2; 3–5; 6–8; and 9–12). In the banded grade levels, there should be evidence of the use of primary and secondary sources.
- American Asian and Pacific Islander history and contributions is incorporated in an appropriate place in kindergarten through grade 12 as part of the social studies curriculum.
- Middle School Civics instruction **does not** need to be scheduled as standalone civics classes, but the civics content must be addressed within the social studies scheduled instructional classes.
 - The law is supported by the [New Jersey Student Learning Standards for Social Studies](#). Coordinating civics-related core ideas and performance expectations can be found in standards 6.1 U.S. History and 6.3 Active Citizenship in the 21st Century.
 - Scheduling configuration that provides at least two **consecutive** quarters (or one semester, if equivalent in a system of four quarters/academic year) of civics instruction across the social studies curriculum in grades 6 through 8.
 - Examples of scheduling configurations can include, but is not limited to:
 - Any two consecutive quarters or one semester, if equivalent in a system of four quarters/academic year in any grade 6 through 8.
 - Consecutive quarters may also mean the fourth quarter of one grade and the first quarter of the next grade.
- Amistad Commission mandates* that curricula in kindergarten through grade 12 include the teaching

of the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country; and

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

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

Indicator 13: World Language

Points: 4

The curriculum includes:

- [NJSLs for World Languages](#) (NJSLs-WL) are delineated according to proficiency-level benchmarks based on grade bands when instruction begins (e.g., grades K–2; 3–5; 6–8; and 9–12).
- All three modes of communication must be evident within the curriculum:
 - A. Interpretive;
 - B. Interpersonal; and,
 - C. Presentational.
- Notes:
 - Culture and language must be completely embedded into 7.1.
 - Culture courses taught in English do not meet the expectations of NJSLs for World Languages. Points can only be awarded for curriculum that reflect instruction of a language other than English.
 - If a computer software program (e.g., Rosetta Stone) is used to deliver instruction, the district must demonstrate that there is sufficient evidence of face-to-face interaction (interpersonal mode) with a certified teacher who has demonstrated linguistic proficiency in the language of instruction (see [N.J.A.C. 6A:9B-10.5\(b\)](#)).

Indicator 14: Comprehensive Health and Physical Education

Points: 4

Physical Education Specific

Physical education curriculum for grades K through 12 must show alignment with NJSLs standards and disciplinary concepts, which can be viewed at [CHPE: nj.gov/education/standards/chp/index.shtml](http://nj.gov/education/standards/chp/index.shtml)

Health Specific

Curriculum must include health education standards and disciplinary concepts for grades K through 12, which can be viewed at: nj.gov/education/standards/chp/index.shtml

Indicator 15: Visual and Performing Arts**Points: 4**

The curriculum includes:

- [NJSLs for Visual and Performing Arts](#) (NJSLs-VPA) is banded for grades K–2, 3–5, 6–8, and 9–12.
- Curricula reflect that all students in grades K–5 are given exposure to all five arts disciplines.
 - Dance
 - Media Arts (can be combined with other arts disciplines and not necessarily a standalone class)
 - Music
 - Theater
 - Visual Art
- Curricula reflect that there is a choice of arts disciplines offered in grades 6 through 8 and 9 through 12.

Indicators 9–15 Department Review Process

- Review a sample size of curriculum in each content area.
- Evaluate to determine if all components are included in accordance with general evidence and content-specific evidence.

Indicators 9–15 Verification of Indicator Compliance

If the general evidence and content-specific documentation for verification of each content area is prevalent for English Language Arts, Mathematics, Science, Social Studies, World Language, Comprehensive Health and Physical Education and Visual and Performing Arts, then points will be awarded for each content area.

Instruction and Program—Indicator 16

Policies and procedures exist to ensure a coordinated system for planning, delivering, measurement and modification of intervention and referral services is implemented in each school by a multidisciplinary team to address the learning, behavior and health needs of all students. ([N.J.A.C. 6A:16-8](#)) This requirement may be fulfilled through implementation of the New Jersey Tiered System of Support (NJTSS) or other models such as Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS). The system includes:

- a. A continuum of supports and interventions available in each school to support learning, behavior and health needs;
- b. Action plans for interventions based on student data and desired outcomes;
- c. Professional development for multidisciplinary teams and staff who provide interventions; and
- d. Review and assessment of effectiveness of interventions (e.g., progress monitoring).

Points: 6

Purpose

To ensure that there is a systematic process within each school to:

- Identify student needs;
- Deliver supports to all students; and,
- As necessary, remove barriers to learning.

Documentation for Verification

This indicator is monitored remotely using:

Policies and procedures showing:

- Continuum of supports;
- Progress monitoring;
- Action plans; and,
- Professional development for multidisciplinary teams.

Department Review Process

Review policies and procedures showing the continuum of supports, action plans, professional development for multidisciplinary teams and methods for progress monitoring.

Verification of Indicator Compliance

If policies and procedures exist to ensure a coordinated system for planning, delivering, measuring and modifying intervention and referral services, which are implemented in each school by a multidisciplinary team(s) to address the learning, behavior and health needs of all students, then points are awarded.

The Five DPR Areas of NJQSAC Overview

Fiscal

The Fiscal indicators are used to assess a school district's performance and capacity in the area of finance. Districts will be assessed in the areas of finance for which the district board of education has direct oversight, including:

- Produce financial reports monthly;
- Maintain and update the standard operating procedures manual for business functions;
- File an Annual Comprehensive Financial Report (ACFR) audit and other supporting forms and collections;
- Satisfy the elements of the annual audit;
- Manage and oversee entitlement and discretionary grants, as required;
- Properly oversee the accounting for capital projects in Fund 30;
- Implement, review and revise projects to ensure consistency with the approved long-range facilities plan;
- Secure county office approval for emergent projects;
- Conduct annual health and safety reviews according to regulations;
- Create and follow a budget calendar;
- Employ a buildings and grounds supervisor who possesses a valid NJDOE authorization to serve as a certified educational facilities manager;
- Transfer funds during the budget year in accordance with statute and budgetary control provisions;
- Prepare and analyze fiscal-year cash flow management for all funds;
- Submit reimbursement requests for federal grant awards for the actual amount of incurred expenditures; and,
- Approve only purchase orders permitted by the purchasing agent.

General Monitoring Notes

- The review process will begin with a district self-assessment.
- The verification process will begin remotely by the county office requesting the required evidence, unless stated otherwise within the verification process for the indicator.
- If questions, clarifications or additional information is needed, a site visit may be scheduled at the discretion of the executive county superintendent (ECS).
- A site visit may also be scheduled if the executive county business official (ECBO) deems that producing documents for remote review places an undue burden on the district.
- It is ideal for districts to make the district board of education minutes available through the district website or another online platform, since much of the required evidence is found in the minutes

Fiscal—Indicator 1

Monthly district board of education secretary's reports are completed and reconciled without exceptions and submitted to the district board of education within 60 days of the month's end for approval, pursuant to [N.J.S.A. 18A:17-9](#) and [N.J.A.C. 6A:23 A-16.10](#)

Points: 6

Purpose

To ensure the monthly district board of education secretary and treasurer/cash reconciliation reports are completed and reconciled without exceptions and submitted to the district board of education within 60 days of the month's end for approval and that the district board of education is updated on the district's financial status.

Documentation for Verification

This indicator is monitored remotely using:

- District board of education secretary's report—12 months immediately prior to New Jersey Quality Single Accountability Continuum (NJQSAC) review.
- District board of education treasurer's report—12 months immediately prior to NJQSAC review.
- Annual Comprehensive Financial Report (ACFR) available at the county.
- Auditor's Management Report (AMR)—available at the county.

Department Review Process

- Review the district board of education's meeting minutes to verify both the timeliness and accuracy of the reconciliation of the district board of education secretary and treasurer reports.
- Review ACFR and AMR for potential recommendations.

Verification of Indicator Compliance

The secretary and treasurer reports have all been completed and reconciled without exception. The reports were submitted for district board of education approval within 60 days of the end of the month. For example, reports for the end of September would have to be approved not later than the meeting held in November (to comply with the December 1 deadline).

Fiscal—Indicator 2

A standard operating procedures (SOP) manual for business functions is maintained, updated and implemented pursuant to [N.J.A.C. 6A:23A-6.6](#). The SOP manual includes a system of internal controls in accordance with [N.J.A.C. 6A:23A-6.4](#) to prevent the over-expenditure of line item accounts and to safeguard assets from theft and fraud and includes a section that details purchasing procedures.

Points: 8

Purpose

To ensure the district's fiscal operations are consistent with statutory and regulatory requirements.

Documentation for Verification

This indicator is monitored remotely using:

- District SOP manual contains the following areas and task or function in the following areas as identified in 6A:23A-6.6(b) Standard operating procedures for business functions:
 1. Accounting, including general ledger, accounts payable, accounts receivable, payroll and fixed assets, and year-end procedures for each;
 2. Cash management;
 3. Budget development and administration, including tasks such as authorization of transfers and overtime;
 4. Position control;
 5. Purchasing, including tasks such as preparation of requisitions, approval of purchase orders and encumbering of funds, bid and quote requirements, and verification of receipt of goods and services;
 6. Facilities, including administration of work, and health and safety;
 7. Security;
 8. Emergency preparedness;
 9. Risk management;
 10. Transportation;
 11. Food service;
 12. Technology systems; and
 13. Information management
- ACFR and AMR for any comments or recommendations for SOP manual (available at the county)

Department Review Process

- Review the SOP manual to ensure it is current and to confirm the inclusion of procedures for the routine tasks or functions demonstrating a system of internal controls that safeguards assets from theft and fraud.
- Conduct interviews with administrative staff including, but not limited to, the business administrator (BA) and other business office staff, regarding identified SOP manual components related to their individual job functions. The interviews are a tool to help determine whether standard procedures relative to purchasing are being effectively communicated to the relevant district staff and effectively implemented.
- In order to receive points, there should be no repeat findings of the SOP in the ACFR or AMR.

Verification of Indicator Compliance

An SOP manual for business functions is maintained, updated and implemented, and includes a section that details purchasing procedures and a system of internal controls to prevent the over-expenditure of line item accounts and to safeguard assets from theft and fraud.

Fiscal—Indicator 3

The annual audit of its Annual Comprehensive Financial Report (ACFR) and other supporting forms and collections, Auditor's Management Report (AMR), Federal Data Collection Form, and Audit Summary) have been filed by the due date set forth in [N.J.S.A. 18A:23-1](#).

Points: 4

Purpose

To ensure that the district completes and files its ACFR and related subsidiary reports annually and by the required due date (which is currently not later than five months after the end of the fiscal school year).

Documentation for Verification

This indicator is monitored remotely using:

Office of Fiscal Accountability and Compliance (OFAC) verification showing the ACFR, other supporting documentation and the AMR are uploaded to the system maintained by the NJDOE.

Department Review Process

Review the online OFAC verification system to determine whether the district's ACFR and supporting documents have been filed by the statutory deadline.

Verification of Indicator Compliance

The ACFR has been filed with the OFAC by the due date (not later than five months after the end of the school fiscal year).

Fiscal—Indicator 4a

The school district implements a corrective action plan (CAP) that addresses all audit recommendations and is acceptable to the Department (as required).

Points: 4

Purpose

To ensure that a district has an approved CAP that addresses all audit recommendations and is compliant with the NJDOE's audit program.

Documentation for Verification

This indicator is monitored remotely using:

- Previous two years ACFR and AMR;
- District board of education minutes;
- District CAP; and,
- Certification of Implementation (COI) (a document filed with OFAC).

Department Review Process

- Review the ACFR and AMR to identify any specific findings and recommendations.
- Review the CAP to ensure the audit findings and recommendations are addressed.
- Review the district board of education meeting minutes to confirm that the district board of education has approved each line of the CAP and the ACFR was reviewed and discussed with the district board of education.
- Verify with OFAC that COI has been filed by June 30.

Verification of Indicator Compliance

- The district board of education has approved a CAP which addresses each audit recommendation recorded in the minutes of the district board of education meeting.
- The approved CAP and the COI have been submitted to OFAC and the CAP is in an acceptable format.
- Evidence of the CAP implementation is supported by district documentation.
- If there have been no audit recommendations, a district will not have a CAP, and the school district will receive credit for this indicator.

Fiscal—Indicator 4b

The school district reports no repeat audit findings of a substantive nature in the CAFR or AMR.

Points: 5

Purpose

To ensure prior audit findings of a substantive nature are not repeated.

Documentation for Verification

This indicator is monitored remotely using:

- Previous two years ACFR and AMR documents
- CAP and COI

Department Review Process

The ECBO will review the ACFR and AMR to determine if repeat audit findings of a substantive nature have been noted.

Verification of Indicator Compliance

The district must have no repeat substantive audit findings.

Fiscal—Indicator 4c

The school district reports no material weaknesses or significant deficiencies in the CAFR or AMR.

Points: 4

Purpose

To ensure that no material weaknesses or significant deficiencies are found in ACFR/AMR.

Documentation for Verification

This indicator is monitored remotely using:

The previous two years ACFR and AMR.

Department Review Process

Review the ACFR and AMR for auditor's determination of material weaknesses or significant deficiencies noted in the ACFR K6 (Schedule of Findings and Questioned Costs).

Verification of Indicator Compliance

The district has no material weaknesses or significant deficiencies noted.

Fiscal—Indicator 4d

The school district ends the year with no deficit balances and no line item over-expenditures in the general fund, (on the budgetary basis of accounting) special revenue fund, capital projects fund, or debt service fund (other than permitted under State law and Generally Accepted Accounting Principles [GAAP]).

Points: 4

Purpose

To ensure the district has not over-expended, except in ways permitted under State law and GAAP.

Documentation for Verification

This indicator is monitored remotely using:

- ACFR “(specifically section K- Schedule of Findings and Questioned Costs)” and AMR; and,
- Budgetary Comparison Schedule, including schedule C-1 and the excess surplus calculation.

Department Review Process

Review section K-Schedule of Findings and Schedule C-1 (in the ACFR specifically Budgetary Comparison Schedule) to determine if any line items have been over expended and to analyze the excess surplus calculation in the AMR to determine if the district is in deficit.

Verification of Indicator Compliance

The district must have a positive fund balance and no negative variances in the Budget Comparison Schedule.

Fiscal—Indicator 5a

Entitlement and discretionary grants are managed and overseen as required. Specifically, the school district:

Submits initial applications, revisions, and final reports for all entitlement and discretionary grants by published due dates and expends federal funds consistent with the approved indirect cost rate and grant application.

Points: 2

Purpose

To ensure all grants, both entitlement and discretionary, have been submitted and, if necessary, revisions completed by the required due dates and funds are expended consistently with the indirect cost rate and grant application.

Documentation for Verification

This indicator is monitored remotely using:

- Electronic Web-Enabled Grant (EWEG) application;
- Correspondence: Office of Grants Management (OGM) or the county office of education;
- OGM website and reports;
- ACFR and AMR;
- Budget Summary Report for Fund 20;
- Evidence for discretionary grants from Program Office for Risk Assessment, timelines and appropriate spending;
- Monitoring reports; and,
- Published Notice of Grant Opportunity (NGO).

Department Review Process

- The OGM will provide a summary report to the county office indicating the district's compliance with on time submission of grants.
- Review of the evidence provided to verify the district expends federal funds consistent with the approved indirect cost rate and grant application.

Verification of Indicator Compliance

The district submitted all grant applications, amendments, expense reports and final reports by the published due dates, in accordance with the indirect cost rate and grant application.

Fiscal—Indicator 5b

Entitlement and discretionary grants are managed and overseen as required. Specifically, the school district: Budgets grant funds according to the approved application and spends grant funds as budgeted. Amendments and budget modifications are completed for charges that exceed the applicable threshold of 10 percent or for modifications that require opening new budget lines.

Points: 2

Purpose

To ensure grant funds are spent as originally budgeted and that any budget modifications greater than 10% or requiring a new budget line had an approved amendment within grant guidelines by the due date.

Documentation for Verification

This indicator is monitored remotely using:

- EWEG;
- Budget Modification Request Worksheet;
- NJDOENonpublic Office or OGM approval (via EWEG or letter) of amendment/budget modification;
- Correspondence from OGM or the county office of education;
- ACFR and AMR; and,
- Budget Summary Report for Fund 20.

Department Review Process

Use the ACFR, AMR and the Budget Summary Report for Fund 20 budget to determine if the budget application matches the budget report. County office personnel and Grants Management will verify that any 10% line item amendments, or any amendments opening new line items, received appropriate approval.

Verification of Indicator Compliance

The district's Fund 20 budget lines agree with approved grants and all district line item transfers exceeding the 10% limit or requiring a new budget line have an approved amendment.

Fiscal—Indicator 5c

Entitlement and discretionary grants are managed and overseen as required. Specifically, the school district:
Shows evidence of required consultations with nonpublic schools for each required State and federally funded program and expends nonpublic school allocations as required. If funds are not expended for nonpublic school services, the school district specifies the reason the funds were not spent and provides evidence of consulting with nonpublic schools regarding the use of unexpended funds.

Points: 2

Purpose

To provide assurance that nonpublic schools are advised of all grant opportunities. When a non-public refuses non-public entitlements, the public district provides a rationale and evidence of consultation.

Documentation for Verification

This indicator is monitored remotely using:

- Confirmation of district meeting(s) held with the nonpublic school representatives, including correspondence regarding the meeting(s), agendas, and sign-in sheets.
- Copy of nonpublic consultation forms and, when appropriate, nonpublic refusal forms.

Department Review Process

- Confirm that the required consultations were held and that appropriate rationale for non-public refusal of funds is provided.
- Ensure unexpended non-public funds are managed according to guidelines.

Verification of Indicator Compliance

The required non-public consultations were held. Spending plans were agreed to and funds were expended accordingly. If a non-public refused the funds, a non-public fund refusal form is on file.

Fiscal—Indicator 5d

Entitlement and discretionary grants are managed and overseen as required. Specifically, the school district:
Approves salaries funded by federal grants as documented in district board of education minutes and maintains the required time and activity reports.

Points: 2

Purpose

To provide assurance that salaries funded by federal grants are approved by the district board of education and that the district maintains the time and activity documents required by grants.

Documentation for Verification

This indicator is monitored remotely using:

- District board of education meeting minutes; and,
- Accurately completed time and activity records (federal forms or the local equivalent) pursuant to the grant requirements.

Department Review Process

Review time and activity reports for alignment with the grant expenditure.

Verification of Indicator Compliance

- Time and activity reports are properly completed and on file in a district office.
- All federally funded staff salaries are approved by the district board of education and recorded in the minutes.

Fiscal—Indicator 6a

Proper oversight and accounting of capital projects accounted for in Fund 30 are provided. Specifically, the school district:

Maintains separate accounting by project.

Points: 4

Purpose

To confirm that each capital project in Fund 30 (Capital Project Fund) is accounted for separately.

Documentation for Verification

This indicator is monitored remotely using:

- District Fund 30 budget summary; and,
- ACFR and AMR (reviewed by county remotely).

Department Review Process

- Review District Fund 30 budget summary to ensure it delineates each project separately.
- Use the ACFR and AMR to confirm that the Fund 30 allocations are properly advanced and to determine if any of the funds available after the project can be transferred to the General Fund.

Verification of Indicator Compliance

The district has accounted for each capital project in Fund 30 separately.

Fiscal—Indicator 6b

Proper oversight and accounting of capital projects accounted for in Fund 30 are provided. Specifically, the school district:

Monitors the detailed accounts regularly and oversees change orders to ensure/certify funds are available.

Points: 4

Purpose

To ensure that there are sufficient funds available to complete each capital project and to fund change order(s) if the need arises. District's Fund 30 budget lines agree with approved budget and/or 10% transfers and new budget lines have approved amendment.

Documentation for Verification

This indicator is monitored remotely using:

- District board of education minutes;
- District board of education approved change orders;
- Monthly financial status of all projects; and,
- ACFR and AMR (reviewed by county remotely).

Department Review Process

- Review the district board of education minutes for district board of education-approved change orders and monthly financial status reports of all projects.
- Review ACFR and AMR for annual capital project summary.

Verification of Indicator Compliance

- The district has recorded and has on file all change orders, as well as monthly reports for capital projects in Fund 30.
- Change orders do not reflect over-expenditure.
- There are no negative line items on the district's monthly reports.

Fiscal—Indicator 6c

Proper oversight and accounting of capital projects accounted for in Fund 30 are provided. Specifically, the school district:

Spends within the authorized amount unless proper approvals have been received to raise additional funds to augment the authorized amount.

Points: 4

Purpose

To ensure that the amount of funds spent for a capital project are equal to or less than the funds raised, unless proper approvals were received to raise additional funds.

Documentation for Verification

This indicator is monitored remotely using:

- Fund 30 budget detail;
- ACFR and AMR (no deficit balances); and,
- District board of education minutes.

Department Review Process

- Review spending for each project to ensure that it is within the authorized amount.
- Review any change orders to determine the impact on the project's budget.
- Review all approvals for spending over the authorized amount.

Verification of Indicator Compliance

District spending is within the authorized amount or has proper approvals on file for raising funds to augment the authorized amount.

Fiscal—Indicator 6d

Proper oversight and accounting of capital projects accounted for in Fund 30 are provided. Specifically, the school district:

Conducts the proper fiscal close-out of completed projects, including proper transfer of interest earned annually to the debt service and/or general fund.

Points: 4

Purpose

To ensure that completed projects are closed out and that any interest earned has been transferred to debt service and/or general fund.

Documentation for Verification

This indicator is monitored remotely using:

- District board of education minutes;
- ACFR and AMR ;
- Fund 30 Budget Detail;
- Accounting reports by capital projects; and,
- Status of litigation claims (if applicable).

Department Review Process

- Review required evidence, such as board minutes, to determine which projects the district closed out.
- Review the final balance, open encumbrances and transfer of earned interest in the financial reports detailed in Documentation for Verification.

Verification of Indicator Compliance

The district closed-out all completed projects and the interest earned has been transferred to the debt service and/or general fund.

Fiscal—Indicator 7

Projects consistent with the approved long-range facilities plan are implemented, reviewed, and revised, pursuant to [N.J.A.C. 6A:26-2](#).

Points: 2

Purpose

Provide assurance that capital projects are done in agreement with the district's Long-Range Facility Plans (LRFP).

Documentation for Verification

This indicator is monitored remotely using:

- Annual budget;
- Long Range Facility Plan;
- Bond Referendum questions if applicable;
- District Board of Education minutes and resolution;
- Approved withdrawal from Capital Reserve (if applicable); and
- All projects are aligned with Long Range Facility Plan.

Department Review Process

- Review the district board of education minutes for district board of education-approved change orders and monthly financial status reports of all projects.
- Review ACFR and AMR for annual capital project summary.

Verification of Indicator Compliance

- The district has recorded and has on file all change orders, as well as monthly reports for capital projects in Fund 30.
- Change orders do not reflect over-expenditure.
- There are no negative line items on the district's monthly reports.

Fiscal—Indicator 8

County office approval has been granted for emergent projects, pursuant to [N.J.A.C. 6A:26-3.14](#).

Points: 2

Purpose

To ensure the district receives proper approvals for any project(s) described as emergent.

Documentation for Verification

This indicator is monitored remotely using:

- County office of education approval letter(s), and
- District board of education minutes.

Department Review Process

Verify that the county office of education approved emergent project(s) and that district board of education minutes identify the project as emergent. Review the ACFR and AMR for any citations of non-compliance.

Verification of Indicator Compliance

There is an approval letter for each emergent project and the district board of education minutes identify the project as emergent.

Fiscal—Indicator 9a

Annual health and safety reviews:

Have been conducted once per year in each building using the Annual Facilities Checklist—Health and Safety Evaluation of School Buildings. ([N.J.A.C. 6A:26-6.1, 6.2, 6.3, and 12](#) and [6A:19-6](#))

Points: 5

Purpose

To promote a safe and healthy environment for teaching and student learning.

Documentation for Verification

This indicator is monitored remotely using the Signed Annual Facilities Checklist – [Health and Safety Evaluation of School Buildings](#) (for each building in the district).

Department Review Process

Review the Annual Facilities Checklists – Health and Safety Evaluation of School Buildings to ensure that an annual health and safety review of each school building has been completed and signed.

Verification of Indicator Compliance

The district has an Annual Facilities Checklist – Health and Safety Evaluation of School Buildings for each school that has been completed and signed.

Fiscal—Indicator 9b

Annual health and safety reviews:

Meet the "100% item" section in the Annual Facilities Checklist—Health and Safety Evaluation of School Buildings, which means all items are in compliance in all buildings.

Points: 5

Purpose

To promote a safe and healthy environment for teaching and student learning.

Documentation for Verification

This indicator is monitored onsite using the Signed Annual Facilities Checklist [– Health and Safety Evaluation of School Buildings](#) (for each building in the district)

Department Review Process

- Review the Annual Facilities Checklist— Health and Safety Evaluation of School Buildings to ensure that annual health and safety review of school buildings meet the Section A "100% items" compliance.
- School site visits (one building per grade level configuration, at a minimum).

Verification of Indicator Compliance

- District meets the Section A "100% items" in the Annual Facilities Checklist [– Health and Safety Evaluation of School Buildings](#).
- There are no significant disparities between the information reported on the Annual Facilities Checklist – Health and Safety Evaluation of School Buildings and the observations noted by the county office on the site visit.

Fiscal—Indicator 9c

Annual health and safety reviews:

Meet the "80% item" section Annual Facilities Checklist -- Health and Safety Evaluation of School Buildings, which means at least 80 percent of items are in compliance in all buildings.

Points: 2

Purpose

To promote a safe and healthy environment for teaching and student learning.

Documentation for Verification

This indicator is monitored onsite.

- Signed Annual Facilities Checklist [– Health and Safety Evaluation of School Buildings](#)
- Walk through of buildings for verification

Department Review Process

- Review the Annual Facilities Checklist [– Health and Safety Evaluation of School Buildings](#) to ensure that annual health and safety review of school buildings meet the Section B "80% items" compliance.
- Perform school site visits (one building per grade level configuration at a minimum).

Verification of Indicator Compliance

- The district demonstrates at least 80 percent of items are in compliance in all buildings in the Annual Facilities Checklist Section B.
- There are no significant disparities between the information reported on the Annual Facilities Checklist [– Health and Safety Evaluation School of Buildings](#) and the observances noted by the county office on the site visit.

Fiscal—Indicator 10

A budget calendar that is developed and shared with the district board of education annually and that reflects all applicable legal and management requirements, pursuant to [N.J.S.A 18A:22-7](#), is followed. This development timeline includes input from all relevant programmatic staff for requirements and materials needed for teaching and student learning.

Points: 6

Purpose

To ensure that the development of a budget calendar includes input from relevant staff regarding resource allocation for teaching and student learning and is shared with the district board of education.

Documentation for Verification

This indicator is monitored remotely using:

- Budget calendar and district board of education minutes to demonstrate that the calendar was shared with the district board of education, and
- Evidence of input from all relevant programmatic staff.

Department Review Process

- Perform site visits to interview district staff for evidence of solicitation of input for the budget calendar.
- Review the budget calendar to ensure that it has been prepared for the entire budget process, reflects all applicable legal and regulatory requirements, and includes time for relevant staff input on resource allocation for teaching and student learning.

Verification of Indicator Compliance

The district has a budget calendar that meets legal and regulatory requirements and provides time for relevant staff input on resource allocation for teaching and student learning.

Fiscal—Indicator 11

All persons employed as a buildings and grounds supervisor, as defined in [N.J.S.A. 18A:17-49](#), possess a valid authorization from the Department to serve as a certified educational facilities manager.

Points: 4

Purpose

To ensure all individuals performing the building and grounds supervisory role has certification as an Educational Facility Manager.

Documentation for Verification

This indicator is monitored remotely using evidence of current required certification and the job description.

Department Review Process

Confirm that the person employed in the role of Supervisor of Buildings and Grounds has the required certification.

Verification of Indicator Compliance

The Supervisor of Buildings and Grounds has a valid certificate or is working towards obtaining certification within guidelines specified in 6A:26-16.1.

Fiscal—Indicator 12

The transfer of funds during the budget year is made in accordance with [N.J.S.A 18A:22-8.1](#) and [8.2](#) and complies with all budgetary control provisions, pursuant to [N.J.A.C. 6A:23A-16.10](#).

Points: 4

Purpose

To ensure that the transfer of funds complies with statute and code.

Documentation for Verification

This indicator is monitored remotely using:

County office of education transfer approvals;

- ACFR and AMR; and,
- District board of education minutes.

Department Review Process

- Review district board of education minutes to ensure that all transfers were approved by the district board of education.
- Review the ACFR and AMR for any citations of non-compliance.

Verification of Indicator Compliance

- All transfers exceeding 10% have been approved by the ECS.
- All budgetary transfers are approved by the district board of education.
- There are no findings or recommendations of non-compliance.

Fiscal—Indicator 13

Fiscal-year cash flow management for all funds is prepared and analyzed on a regular basis to ensure payments can be made on a prompt basis.

Points: 4

Purpose

To ensure that the district has sufficient cash flow to meet financial obligations.

Documentation for Verification

This indicator is monitored onsite examining the fiscal year cash flow plan and the SOP Manual for cash flow management procedures.

Department Review Process

- Review the cash flow plan to establish that the district prepares and analyzes fiscal year cash flow projections for all funds, at least monthly, to ensure that payments are processed in a timely manner.
- Ensure that SOP contains reference to cash flow management.

Verification of Indicator Compliance

The fiscal year cash flow has been prepared monthly, it follows the standard operating procedures, and ensures all payments can be made in a timely manner.

Fiscal—Indicator 14

Reimbursement requests for federal grant awards are submitted in a timely manner for the actual amount of incurred expenditures.

Points: 4

Purpose

To ensure reimbursement requests for federal grants are submitted in a timely manner and reflect incurred expenses.

Documentation for Verification

This indicator is monitored remotely using:

- Reports from OGM or program office;
- ACFR and AMR; and,
- SOP Manual for reimbursement request procedures.

Department Review Process

- Review the submitted grant request, payments, and OGM reports to ascertain whether submissions were timely and for incurred expenses. Districts must have at least one monthly drawdown of federal funds.
- Review the ACFR and AMR for any citations of non-compliance.
- Ensure SOP contains a process for submitting grant expenditures.

Verification of Indicator Compliance

- All grant reimbursement requests are timely and are only for incurred expenses.
- Fund 20 is not over-expended due to district failure to draw funds in time to meet grant expenditures.
- There are no findings or recommendations of non-compliance and standard operating procedures are followed.

Fiscal—Indicator 15

The district board of education approves purchase orders approved by only the purchasing agent and issued in advance of goods received or services rendered and encumbered for the full contractual amount. There are no confirming orders.

Points: 4

Purpose

Goods and services are procured in accordance with purchasing guidelines. To ensure purchases are approved by the purchasing agent in advance of goods received or services rendered.

Documentation for Verification

Reviewed onsite using:

- SOP manual: procurement procedures;
- District board of education minutes: bill and claims list;
- Random sample review of purchase orders; and,
- ACFR and AMR.

Department Review Process

- Site visit to randomly review a sample of purchase orders to ensure that the purchasing agent signed them and that there are no confirming orders.
- Review the SOP manual to ensure it includes a section about Purchasing Procedures, with discussion about confirming orders.
- Review district board of education minutes for the bill and claims list.
- The ACFR and AMR may contain a finding of confirming orders.

Verification of Indicator Compliance

The purchasing agent signed all purchase orders and there are no confirming purchase orders, in accordance with standard operating procedures.

The Five DPR Areas of NJQSAC Overview

Governance

The Governance indicators are used to assess a school district's performance and capacity in the areas the district board of education has direct oversight, including:

- The development of curriculum that is aligned with State standards;
- The budgeting process;
- Developing and implementing all district board of education-approved policies;
- Evaluating the Chief School Administrator (CSA);
- Reviewing and approving all new, renewed, amended, altered, or extended contracts for CSAs, deputy superintendents, assistant superintendents, and school business administrators; and,
- Ensuring transparency and ethical conduct of each member of the board of education.

General Monitoring Notes

- The review process will begin with a district self-assessment.
- The verification process will begin remotely by the county office requesting the required evidence, unless stated otherwise within the verification process for the indicator.
- If there are questions, clarifications, or additional information needed, a site visit may be scheduled at the discretion of the executive county superintendent (ECS).

Governance—Indicator 1

At least annually, and more frequently if required by changes in case law, regulation, or statute, the district board of education or the advisory board, reviews, updates, and adopts, by resolution, policies, procedures, and by-laws reflective of current statutory and regulatory authority. ([N.J.S.A. 18A:11](#))

Points: 8

Purpose

To ensure that the district board of education has the required board policies, procedures and bylaws, reviews them annually, and continues to update them as needed.

Documentation for Verification

This indicator is monitored remotely using:

- District policy manual (electronic or hard copy);
- Districts should highlight all new and amended approved policies; N.J.A.C 6A:8-5.1 requires district boards of education to submit graduation requirements to the county office each NJQSAC year.
- District board of education minutes and resolutions approving the new/amended policies; and,
- District board of education minutes and resolutions noting an annual review and adoption of all policies.

Department Review Process

- Audit the policy manual according to the audit sample size parameters.
- Review board of education minutes corresponding to newly adopted and amended policies.
- Review board of education minutes for demonstration of annual review and adoption of all policies.
- Confirmation of submission of graduation requirements to the county office.

Verification of Indicator Compliance

If the board of education minutes reflect an annual review of the policies, revisions required by law to the policies, and adoption by the district board of education, then points are awarded.

Governance—Indicator 2a

The district board of education:

Establishes a policy and a contract with the CSA to annually evaluate him or her based on the adoption of goals and performance measurements that reflect the highest priority is given to student achievement and attention is given to subgroup achievement and each new member has received training on CSA evaluation. [N.J.S.A. 18A:17-20.3.](#)

Points: 7

Purpose

To ensure that the district board of education has established CSA evaluations that prioritize student achievement, including subgroup performance, and that each new board member has been trained in the evaluation of a CSA.

Documentation for Verification

This indicator is monitored remotely using:

- Most recent CSA evaluation, completed by July 1, which includes a focus on student achievement;
- Copy of CSA evaluation policy; and,
- List of new board of education members and evidence of required training.

Department Review Process

- Review CSA evaluation that includes a focus on student achievement, with attention given to subgroup performance.
- Confirm that there is a CSA evaluation policy.
- Examine evidence of required training for each new board member in evaluation of a CSA.

Verification of Indicator Compliance

If the district has identified a priority in the CSA evaluation regarding total student achievement, as well as subgroup achievement, and the new district board members have been trained in the CSA evaluation instrument, then points are awarded.

Governance—Indicator 2b

The district board of education:

Completes the CSA evaluation by July 1 in accordance with [N.J.A.C. 6A:10-8.1\(g\)](#).

Points: 6

Purpose

To ensure the CSA evaluation is completed by the required date of July 1.

Documentation for Verification

This indicator is monitored remotely using: indicator is monitored remotely using: using:.

- District board of education minutes indicating the evaluation was conducted by July 1.
- Dated and signed copy of the CSA evaluation by July 1.

Department Review Process

- Verify evaluation of the CSA was conducted by July 1 in the board of education minutes.
- Review copy of the CSA evaluation dated and signed by July 1.

Verification of Indicator Compliance

If the district has completed the CSA evaluation and the evaluation is signed, dated and verified in the board minutes by July 1, then points are awarded.

Governance—Indicator 3

All new, renegotiated, amended, altered, or extended contracts for CSAs, deputy superintendents, assistant superintendents, and school business administrators are submitted to the executive county superintendent (ECS) for review and approval. The district board of education takes no formal action to approve or implement such contracts prior to ECS review and approval. ([N.J.S.A. 18A:7-8](#) and [N.J.A.C. 6A:23A-3.1](#))

Points: 6

Purpose

To ensure the district board of education gains ECS approval prior to taking formal action on contracts for CSAs, deputy superintendents, assistant superintendents, and school business administrators.

Documentation for Verification

This indicator is monitored remotely using: indicator is monitored remotely using: using:.

- ECS approval letter dated prior to any required public notice and hearing, as well as prior to the approval and execution of contracts by the district's board of education.
- Minutes for the district board of education meeting approving the contracts for CSAs, deputy superintendents, assistant superintendents and school business administrators.

Department Review Process

- Review the date of the ECS approval letter of the contracts.
- Review the date of approval of contracts in the board minutes.

Verification of Indicator Compliance

If the district board of education has approved the contract following ECS review and approval, then points are awarded.

Governance—Indicator 4

The district board of education approves appointments and transfers, and removes or renews certificated and non-certificated officers and employees, only by a roll call majority vote of the district board of education's full membership upon the CSA's recommendation. ([N.J.S.A. 18A:27-4.1](#) and [N.J.A.C. 6A:32-4.1](#) and 4.7)

Points: 6

Purpose

To ensure no district board of education action is taken regarding personnel without CSA recommendation.

Documentation for Verification

This indicator is monitored remotely using:

Board of education minutes demonstrating that, upon the CSA's recommendation, there was a roll call majority vote of the district board of education's full membership for the following personnel matters:

- Approved appointments;
- Transfers; and,
- Removal/renewal of certified and non-certified officers and employees.

Department Review Process

Review board of education minutes indicating a roll call majority vote of the district board of education's full membership for approved appointments, transfers and removal/renewal of certified and non-certified officers and employees upon the recommendation of the CSA.

Verification of Indicator Compliance

If board of education minutes indicate that the board has acted upon the recommendation of the CSA, by roll call majority of the district board of education's full membership for approved appointments, transfers and removal/renewal of certified and non-certified officers and employees, points will be awarded.

Governance—Indicator 5

The district board of education-approved corrective action plans are submitted for any finding or recommendation for all compliance-related reports, consolidated monitoring reports, financial audits, special education reports, etc. The school district has no outstanding monitoring or complaint investigation findings that exceed the required timelines for correction. There is no evidence of the school district not implementing the plan.

Points: 7

Purpose

To ensure that the school district is in compliance with corrective action plans and complaint investigation findings.

Documentation for Verification

This indicator is monitored remotely using:

- CAP, if applicable.
- Certification of Implementation (COI) of CAP Board of Education minutes.
- Compliance letters from the New Jersey Department of Education’s individual program offices.

Department Review Process

- Review compliance letters from the New Jersey Department of Education.
- Review CAPs, reports and audits.
- Determine that all timelines for corrective actions have been met and that there are no outstanding monitoring or complaint investigations or findings.

Verification of Indicator Compliance

If all elements of the CAP, reports and audits have occurred within the required timeframe for the CAP, points will be awarded.

Governance—Indicator 6a

The budgeting process and allocation of resources, including grant funding, are aligned with instructional priorities and student needs to provide for a thorough and efficient education ([N.J.S.A.18A:7F-6](#) and [46 and N.J.A.C. 6A:23A-8.1](#)) as demonstrated by:

Adoption and implementation of written policies and procedures for the budget and financial planning process that are integrated and aligned with school district priorities and planning objectives based on Statewide assessments and applicable strategic plans.

Points: 8

Purpose

To ensure that district board of education policies and regulations are adopted and aligned with district priorities and objectives for the budget-planning process based on Statewide assessments, district graduation summary report, and applicable strategic plans.

Documentation for Verification

This indicator is monitored remotely using:

Board approved policies and procedures demonstrating that the budget and financial planning processes are:

- Integrated and aligned with school district priorities and planning objectives;
- Based on statewide assessments;
- In accordance with strategic plans; and,
- Support district graduation report:
 - The district graduation report, as required by [N.J.A.C. 6A:8-5.2](#) (*pursuant to [N.J.S.A. 18A:7C-7](#) and [18A:7E-3](#)*) should be presented to the district school board at a public meeting no later than September 30, and submitted to the Commissioner via the county office. The graduation report must identify the following:
 - The total number of students graduated;
 - The number of students graduated under the substitute competency test process;
 - The number of students graduated under the portfolio appeals process;
 - The number of students receiving State-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their IEPs;
 - The total number of students denied graduation from the 12th grade class; and
 - The number of students denied graduation from the 12th grade class solely because of failure to pass the high school end-of-course New Jersey Student Learning Assessment , substitute competency tests, or portfolio appeals process based on the provisions of this chapter.

Department Review Process

Evaluate the policies and procedures demonstrating the integration and alignment with school district priorities based on statewide assessments, graduation report, and applicable strategic plans.

Verification of Indicator Compliance

If there is evidence of the adoption of written policies and procedures for the district’s budget and financial planning that is aligned with district priorities based on Statewide assessments, graduation report and applicable strategic plans, points will be awarded.

Governance—Indicator 6b

The budgeting process and allocation of resources, including grant funding, are aligned with instructional priorities and student needs to provide for a thorough and efficient education ([N.J.S.A.18A:7F-6](#) and [46](#) and [N.J.A.C. 6A:23A-8.1](#)) as demonstrated by:

Annually align fiscal goals and budget objectives with curricula that comply with the NJSLS.

Points: 8

Purpose

The budget process verifies that the board-adopted curricula conforms to New Jersey Student Learning Standards (NJSLS), and that fiscal goals and budget objectives align with instructional, and professional development priorities includes, but is not limited to the following new requirements:

- Diversity, Equity and Inclusion is evidenced in the following ways, in accordance with N.J.S.A. 18A:35-4.36a
 - Evidence of integration within appropriate place(s) in the K-12 curriculum, providing instruction on diversity and inclusion that highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance([N.J.S.A. 18A:35-4.36a](#)); and
- History of disabled and LGBT persons included in middle and high school curriculum N.J.S.A. 18A:35-4.35-6
 - Evidence of integration within appropriate place(s) in the middle and high school curricula, providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. ([N.J.S.A. 18A:35-4.35-6](#)).

Documentation for Verification

This indicator is monitored remotely using:

- Evidence that instructional priorities and student needs are aligned to annual fiscal goals and budget objectives
- Mid-year budget review documentation.
- Minutes of stakeholder meetings for budget development.

Department Review Process

- Review mid-year budget review documentation.
- Check minutes from stakeholder meetings for budget development.
- Verify stakeholder involvement in the process.

Verification of Indicator Compliance

If documentation shows that fiscal goals and budget objectives align with student achievement goals and objectives and curricula that comply with New Jersey Student Learning Standards, points will be awarded.

Governance—Indicator 7

The district board of education follows the budget process by:

- a. Conducting a public hearing on the proposed budget;
- b. Adopting the budget at a public meeting;
- c. Providing ongoing information on the budget's status and any revision(s) or emergent conditions; and
- d. Making the budget available for public notice and inspection. ([N.J.S.A. 18A:22-7](#) and [N.J.A.C. 6A:23A-8.1 and 8.2](#))

Points: 8

Purpose

To ensure that a transparent budget process is in place.

Documentation for Verification

This indicator is monitored remotely using:

- Public notice of the public hearing on the proposed budget.
- Public availability of the budget (i.e., budget information has separate section on district website).
- Minutes/agendas/resolutions regarding the proposed and adopted budget.

Department Review Process

- Check evidence of public meeting notices.
- Verify the public hearing of the proposed budget and the adoption of the budget at a public meeting in the district board of education minutes.
- Verify availability of the budget for public review (separate section on the district website).
- Review sample size of board minutes, agendas and resolutions regarding the budget status.

Verification of Indicator Compliance

If the school district provides evidence of the public notice and budget availability to the public and minutes/agendas/resolutions regarding the proposed and adopted budget, points will be awarded.

Governance—Indicator 8

The district board of education ensures compliance with all stakeholder engagement requirements pursuant to the Federal grant programs for which the school district receives funds, which shall include but not be limited to grant programs under the Elementary and Secondary Schools Act, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act.

Points: 6

Purpose

To ensure that the district administration communicates with appropriate stakeholders as defined by each grant.

Documentation for Verification

This indicator is monitored remotely using:

- A list of Federal grants awarded (entitlement and discretionary).
- A list of invited stakeholders.
- The notification to stakeholders.
- Sign-in sheets, agendas, and minutes of stakeholder meetings.
- Stakeholder engagement activities, identified in grant applications for ESSA, IDEA, and Perkins through EWEG.

Note: Lists of stakeholder engagement requirements by federal funding source can be found in the [“Local Stakeholder Engagement under the Every Student Succeeds Act” PDF](https://state.nj.us/education/ESSA/guidance/njdoe/StakeholderGuidance.pdf) (pp. 9–22):
state.nj.us/education/ESSA/guidance/njdoe/StakeholderGuidance.pdf.

Department Review Process

- Review the stakeholder engagement activities identified in the grant application.
- Cross-reference the evidence provided by the district to verify that there are lists of invited stakeholders, notifications, sign in sheets, agendas, minutes as well as stakeholder engagement activities identified in the grant applications.

Verification of Indicator Compliance

If all information is compliant with all stakeholder engagement requirements pursuant to the Federal grant programs for which the school district receives funds, points will be awarded.

Governance—Indicator 9

The district board of education has established programs and services for all English language learners (ELLs), pursuant to [N.J.A.C. 6A:15](#)

Points: 7

Purpose

To ensure the educational needs of English Language Learners are met through bilingual, English as a Second Language (ESL) or English Language Services (ELS) programs.

Documentation for Verification

This indicator is monitored remotely using:

- NJDOE approval letter for board-approved bilingual/ESL/ELS three-year plan.
- NJDOE approval letter for the annual bilingual waiver, if applicable.
- Board of education minutes approving three-year plan.

Department Review Process

- Verify the approval letter for the board-approved bilingual/ESL/ELS three-year plan.
- Verify the approval of the annual bilingual waiver, if applicable.
- Verify board of education approval of the three-year plan in board minutes.

Verification of Indicator Compliance

If the school district has demonstrated that programs and services for all ELLs, pursuant to N.J.A.C. 6A:15, have been developed, points will be awarded.

Governance—Indicator 10

The district board of education implements the Open Public Meetings Act and there have been no findings of noncompliance since the last NJQSAC monitoring. ([N.J.S.A. 10:4-6](#) et seq.)

Points: 3

Purpose

To ensure that the board of education conducts business in an open and transparent manner.

Documentation for Verification

This indicator is monitored remotely using:

- Public postings of meeting times, dates, and locations and whether formal action may or may not be taken (legal advertisements showing this information);
 - Additionally, if technology is utilized to convene a public meeting, the board should provide guidance to the public regarding remote access and how to make a public comment at the meeting.
- Statements of adequate notice are in the board minutes, confirming that the board provided the public with at least 48 hours of written notice of the meetings;
- Adoption of resolutions to go into executive session, which meet the approved Open Public Meeting Act (OPMA) criteria for executive session; and,
- Any court orders of violations of OPMA.

Department Review Process

- Verify that there are public postings of meeting dates, times, and locations, and whether formal action may or may not be taken (legal advertisements showing this information).
- Verify that there are statements of adequate notice in the board minutes, confirming that the board provided the public with 48 hours of written notice of the meetings.
- Review resolutions to go into executive session, which meet the approved OPMA criteria for executive session.
- Determine if there are any court orders of violations of OPMA.

Verification of Indicator Compliance

If the school district has not violated OPMA (i.e., there are no court orders demonstrating OPMA violations) and the school district has complied with OPMA by publicly posting its meeting dates, times, locations, and whether formal action will be taken, provided the public with at least 48 hours of written notice of its meetings, and has adopted resolutions, which meet the approved OPMA criteria for executive session, then points will be awarded.

Governance—Indicator 11

The district board of education approves the monthly district board of education secretary's and treasurer's reports within 60 days of month's end and, in its minutes, certifies that major funds (general fund, special revenue, and capital projects fund) have not been over-expended. ([N.J.A.C. 6A:23A-16.10\(c\)](#))

Points: 6

Purpose

To ensure transparency of the fiscal conditions of the district.

Documentation for Verification

This indicator is monitored remotely using:

- Board of education minutes reflecting approval of the board secretary's and treasurer's reports for the month, within 60 days of the month's end.
- Certification that major funds (general fund, special revenue and capital projects) have not been over-expended.

Department Review Process

- Review district board of education minutes to verify that the board approved the board's secretary and treasurer's reports for the month within 60 days of the month's end.
- Verify that the board has certified that major funds (general fund, special revenue and capital projects) have not been over-expended.

Verification of Indicator Compliance

If the school district's board of education minutes show that the secretary's and treasurer's reports for the month have been approved within 60 days of the month's end and that funds have not been over-expended, points will be awarded.

Governance—Indicator 12

Minutes of all meetings, including executive sessions, reflect all district board of education actions and are publicly available within two weeks or by the next district board of education meeting ([N.J.S.A.18A:17-7](#))

Points: 6

Purpose

To ensure the transparency of official district board of education actions.

Documentation for Verification

This indicator is monitored remotely using:

District board of education minutes, including special meetings, must be made publicly available within two weeks or by the next district board of education meeting.

Department Review Process

Review the district board of education minutes to verify that district board of education minutes are publicly available within two weeks or by the next district board of education meeting.

Verification of Indicator Compliance

If the school district board of education minutes, including special meetings, are publicly available within two weeks or by the next district board of education meeting, points are awarded.

Governance—Indicator 13

District board of education members and school administrators annually file a timely and properly completed financial and personal/relative disclosure statement. The district board of education annually discusses the School Ethics Act and no district board of education member or administrator has been found in violation of the School Ethics Act. ([N.J.S.A. 18A:12-22](#) and [26](#))

Points: 5

Purpose

To ensure transparency and ethical conduct of board of education members and school administrators.

Documentation for Verification

This indicator is monitored remotely using:

- Annual online completion of required disclosure statements for board of education members and school administrators.
- Annual discussion of the School Ethics Act as demonstrated in the board of education minutes.
- List of any board of education member or administrator in the district who has been in violation of the School Ethics Act from the School Ethics Commission.

Department Review Process

- Verify annual online completion of required disclosure statements for board members and school administrators.
- Review board of education minutes indicating annual discussion of the School Ethics Act
- Verify that no board of education members or administrators have been in violation of the School Ethics Act from the School Ethics Commission.

Verification of Indicator Compliance

If, annually, the school district demonstrates completion of the required disclosure statements for board members and school administrators, discussion of the School Ethics Act, and there have been no violations of the School Ethics Act, then points will be awarded.

Governance—Indicator 14

The district board of education ensures that all students have access to library media services that are connected to classroom studies in each school building including access to computers; school district-approved instructional software; appropriate books, including novels, anthologies, and other reference materials; and supplemental materials that motivate students to read in and out of school and to conduct research. ([N.J.A.C. 6A:13-2.1\(h\)](#))

Points: 3

Purpose

To ensure that districts provide students with the diverse materials and resources needed to access information and conduct research.

Documentation for Verification

This indicator is monitored onsite.

- Name and certification of the district library media specialist;
- Evidence of compliance with N.J.A.C. 6A:13-2.1(h) in the provision of library media services, which includes providing library media services under the direction of a certified school library media specialist;
- Provide evidence that students have access to appropriate books, novels, anthologies, reference materials, and supplemental materials for research; and
- Evidence of compliance with N.J.A.C. 6A:13-2.1(h) in the provision of library media services, includes providing library media services under the direction of a certified school library media specialist.

Department Review Process

- Review evidence that students have access to library media service under the direction of a certified school library media specialist, that are connected to classroom studies in each building.
- Determine that all students have access to computers and district approved software that is connected to classroom studies in each school building.
- Check that all students have access to appropriate books, novels, anthologies, reference materials and supplemental materials to conduct research.

Verification of Indicator Compliance

If the school district provides all students with access to library media services, connected to their classroom study in each school building, then points are awarded.

The Five DPR Areas of NJQSAC Overview

Operations

The Operations indicators are used to assess a school district's performance and capacity in:

- Implementing school district policies related to code of student conduct, attendance, alcohol, tobacco, as well as other drugs, and harassment, intimidation and bullying (HIB);
- Submitting accurate, complete data for Standards Measurement and Resource for Teaching (NJ SMART) and the Department's web application portfolio, accessed through Homeroom, ensuring a safe school environment;
- Developing and maintaining a positive school climate;
- Implementing the education and law enforcement memorandum of agreement;
- Providing school health services;
- Reporting potentially missing and abused children; and,
- Providing transportation services.

General Monitoring Notes

- The review process will begin with a district self-assessment.
- The verification process will begin remotely by the county office requesting the required evidence, unless stated otherwise within the verification process for the indicator.
- If questions, clarifications or additional information is needed, a site visit may be scheduled at the discretion of the executive county superintendent (ECS).

Operations—Indicator 1a

The school district's NJ SMART and educator evaluation data files:
Have been certified by established deadlines and provide complete data.

Points: 2

Purpose

To ensure data is complete and submitted in a timely manner for all NJ SMART and Evaluation Information System (EIS).

Documentation for Verification

This indicator is monitored remotely using:

The NJDOE will provide this indicator score based on the NJ SMART and EIS reports.

Department Review Process

The NJDOE will provide this indicator score based on the NJ SMART and EIS reports.

Verification of Indicator Compliance

If the district's NJ SMART submissions and their EIS submissions are both certified by the established deadlines and are complete data, then points are awarded.

Operations—Indicator 1b

The school district's NJ SMART and educator evaluation data files:

Have an error rate of less than 1.5 percent for each file—inclusive of student sync errors.

Points: 3

Purpose

To ensure accuracy of data submitted by districts through NJ SMART.

Documentation for Verification

This indicator is monitored remotely. The district does not have to submit any documentation.

The NJDOE will provide this indicator score based on the NJ SMART report.

Department Review Process

The NJDOE will provide this indicator score based on the NJ SMART report.

Verification of Indicator Compliance

If the district has an error rate of less than 1.5 percent for each NJ SMART file, inclusive of student sync errors, then the district will receive credit for this indicator.

Operations—Indicator 2a

The school district's County District School (CDS) Information System data:

Have been submitted by established deadlines and no evidence of changes not approved by the Department was reported since the last NJQSAC monitoring.

Points: 1

Purpose

To ensure that districts maintain accurate data within the county district school (CDS), make appropriate changes during the established deadlines of CDS's open collection period and follow proper approval by the county office if emergency changes occur outside of the established open collection period.

Documentation for Verification

This indicator is monitored remotely. The district does not have to submit any documentation.

- The CDS accessed through [Homeroom](#) on the NJDOE's website.
- The CDS change forms located in the county office.

Department Review Process

- Review information entered into the CDS to confirm alignment with the district's current known information.
- Confirm all data has been submitted to the CDS within the established guidelines. Any change forms sent after the close of the established time period that the county office did not deem emergent or unforeseen will result in loss of points.
- Review change forms and the CDS to confirm that all changes, except contact information, were submitted to the county office for review and approval prior to the change going into effect at the school district.

Verification of Indicator Compliance

If the CDS data have been submitted by established deadlines, and there is no evidence of changes not approved by the NJDOE since the last NJQSAC monitoring, then points are awarded.

Operations—Indicator 2b

The school district's County District School (CDS) Information System data:

Have accurately maintained the required school contacts throughout the year and the school district has submitted to the Department for approval any change requiring district board of education action within five business days of the action.

Points: 3

Purpose

To ensure the availability and accuracy of current district and school contact information, as well as school configurations.

Documentation for Verification

This indicator is monitored remotely. The district does not have to submit any documentation.

- The CDS accessed through [Homeroom](#) on NJDOE's website.
 - If school grade configurations were changed, the district had to provide minutes of the district board of education approval for the reconfiguration. The proposed change was submitted on the CDS change form, within five days of the board's approval of the school configuration change.
- Any incidents reported to the county office.

Department Review Process

- Review the district board of education minutes and, if applicable, the change form for grade reconfiguration.
- Review any incidents reported for incorrect contact information.

Verification of Indicator Compliance

If the district maintained accurate school contacts, there is consistency between the grade configurations posted in the CDS and the grade configurations that the district has, and the district submitted changes to the county office for review and approval within five business days of the board of education action, then points are awarded.

Operations—Indicator 3a

The school district has a data management process that includes:

Identification of a school district data coordinator, school district contacts for all Department data submission applications, and an internal communication/information dissemination procedure.

Points: 2

Purpose

To ensure that data is submitted accurately and shared throughout the school district.

Documentation for Verification

This indicator is monitored remotely.

- The name of the data coordinator (this person may have the function but not the exact title).
- The names of all district contacts for active NJDOE application submissions, with their assignments specified.
- The district's written procedures for communication and dissemination of data submitted through the applications.

Department Review Process

- Confirm the district has a data coordinator (this person may have the function but not the exact title).
- Confirm all applications have an assigned district staff member.
- Review the procedures for communication and dissemination of data submitted through the applications.

Verification of Indicator Compliance

If staff members have been assigned (one for the function of a data coordinator and others for all NJDOE data submission applications) and the policies reflect an internal communication procedure for data, then points are awarded.

Operations—Indicator 3b

The school district has a data management process that includes:

Submission of data collection applications via the Department’s website by the established deadlines.

Points: 3

Purpose

To ensure the district submits all applications by the due dates ([Data Submissions Calendar](#)).

Documentation for Verification

This indicator is monitored remotely. The district does not have to submit any documentation.

The NJDOE will provide this indicator score based on the report generated by the NJDOE. A district may obtain points for late submission if it can produce evidence of NJDOE program office approval. The NJDOE has identified the following applications for accountability with Indicator 3b:

- Annual School Plan (ASP)
- Application for Special Education Extraordinary Aid
- Applications for State School Aid
- Audit Summary Online
- Bilingual Waiver Request Submission
- Career and Technical Education Data Management System
- Ch 192-193 Funding Statement and Additional Funding Request
- Charter School Enrollment System
- County District School Information System
- District Report of Transported Resident Students
- Gifted and Talented Services Report
- New Jersey Quality Single Accountability Continuum
- Nonpublic Enrollment and Approved Private Schools for Students with Disabilities Program Enrollment
- Nonpublic Project Completion Reports (Nursing, Textbook and Technology Included)
- Report of Nonpublic Auxiliary and Handicapped Services
- School Self-Assessment for Determining Harassment, Intimidation and Bullying
- Tuition Reimbursement for State-Responsible Homeless Children and Youth

Department Review Process

The NJDOE will provide this indicator score based on the report generated by the NJDOE.

Verification of Indicator Compliance

If there were no late submissions in Department applications, or the district provided evidence of NJDOE program office approval for a late submission, then points are awarded.

Operations—Indicator 4

The school district has policies and procedures that require the use of multiple sources of data to monitor student achievement and progress and to evaluate the effectiveness of programs, initiatives, and strategies.

Points: 3

Purpose

To ensure that decision making is data driven and that a variety of data is used to analyze and monitor student achievement and progress, as well as to evaluate school programs.

Documentation for Verification

This indicator is monitored remotely.

District policies and procedures requiring multiple sources of data (more than two) are utilized to:

- Monitor progress of students; and,
- Measure the effectiveness of programs, initiatives and strategies.

Department Review Process

Review district policies and procedures, checking for multiple data sources.

Verification of Indicator Compliance

If a district has a policy indicating the use of multiple (more than two) sources of data to monitor progress of students and measure the effectiveness of programs, initiatives and strategies.

Operations—Indicator 5

The district board of education adopts and annually distributes to staff, parents, and students, policies and procedures to address the equitable application of a code of student conduct that establishes expectations for academic achievement, behavior, and attendance. The policy provides comprehensive tiered behavioral supports and responses to violations that include positive disciplinary practices that minimize exclusionary practices, such as suspension and expulsion; and details students' due process rights. ([N.J.A.C. 6A:16-7.1](#))

Points: 5

Purpose

To ensure the policies and procedures for the code of student conduct (CSC) are communicated to all stakeholders and are inclusive of both disciplinary measures and supportive measures.

Documentation for Verification

This indicator is monitored remotely.

- Board of education approved CSC policies and procedures that meet the requirements in N.J.A.C. 6A:16-7.1.
- District's easily identifiable process for distribution of the CSC (e.g., student handbooks contain CSC, parents receive through mail, email or online from school district website).

Department Review Process

- Review the CSC policies and procedures using NJDOE compliance checklist to ensure it contains all requirements as listed under N.J.A.C. 6A:16-7.
- Verify how the information is distributed to all stakeholders.
 - **Note:** If evidence provided is distribution of an abridged version of the CSC only, this is not acceptable. Minimally, the recipient of the policy must be directed to where a complete copy of the policy may be viewed or obtained. For example, the abridged version of the policy in a student handbook must also include the location to view or obtain a complete copy.

Verification of Indicator Compliance

If the CSC meets the checklist requirements, and it was distributed to all stakeholders, as well as adopted by the district board of education, then points are awarded.

Operations—Indicator 6

Twice per year, the Chief School Administrator (CSA) presents to the district board of education a summary of violence, vandalism, substance abuse, and harassment, intimidation and bullying (HIB) incidents submitted on the Department’s incident reporting system. The CSA or designee submits the final data verification to the Department by July 15. ([N.J.A.C. 6A:16-5.3](#))

Points: 5

Purpose

To ensure that accurate information on violence, vandalism, substance abuse and HIB incidents submitted to the NJDOE are publicly reported to the district board of education and shared with stakeholders.

Documentation for Verification

This indicator is monitored remotely.

- District board of education minutes indicating that the summary of incidents for Report Period 1, September 1 through December 31, and Report Period 2, January 1 through June 30, were presented to the district board of education by the superintendent or designee at a public meeting once between January and June and once between July and December.
- Incident data is reported in the Student Safety Data System (SSDS).

Department Review Process

- Review the district board of education minutes for the two CSA presentations.
- Review the list of LEAs that verified data after the due date.

Verification of Indicator Compliance

If the district board of education minutes confirm that the CSA presented to the district board of education at the two reporting periods, the district is not on the Office of Student Support Services list of LEAs that verified data after July 15 and schools were included in the report to the district board of education, then points are awarded.

Operations—Indicator 7

The school district implements a process to ensure the school safety/school climate team in each school, with support from the CSA: (1) reviews and takes action to strengthen school climate policies; (2) educates the community, including students, teachers, staff, and parents, to prevent HIB; (3) provides professional development opportunities that address effective practices of successful school climate programs or approaches; and (4) completes the HIB self-assessment. The CSA submits to the Department the statement of assurance (SOA) and the district board of education approval date for the HIB self-assessment for each school in the school district by September 30. ([N.J.S.A. 18A:17-46](#) and [18A:37-14](#) through 18 and [N.J.A.C. 6A:16-7.7](#))

Points: 7

Purpose

To ensure the promotion of safe schools and a continual focus on improving school climate through implementation of the [N.J.S.A. 18A:17-46](#) and [18A:37-14](#) through 18 and [N.J.A.C. 6A:16-7.7](#).

Documentation for Verification

This indicator is monitored remotely using:

Each of the county selected schools, based on the established sample size, must provide all of the following from the most recent school year:

- List of members of the School Safety/School Climate Team (SS/SCT) including, at least:
 - The anti-bullying specialist (ABS);
 - Principal or designee;
 - Teacher in the school; and,
 - Parent of a student in the school.
- SS/SCT meeting agendas, sign-in sheets and notes.

Department Review Process

- Examine the following evidence to ensure that each of the selected schools from the district sample provided the following from the most recent school year:
 - Review the list of team members of the SS/SCT to ensure the school has a team with at least the following members:
 - ABS;
 - Principal or designee;
 - Teacher in the school; and,
 - Parent of a student in the school.
 - Review the SS/SCT agendas, sign-in sheets and notes to ensure that each team met at least two times during the school year.

- Confirm that the district has complied with the September 30 deadline for the submission of its statement of assurance and the district board of education’s approval of the HIB self-assessment for each school in the district.

Verification of Indicator Compliance

Points are awarded if the district has a process to ensure the school safety/school climate team in each school, with support from the CSA, which includes:

- Reviewing and taking action to strengthen school climate policies;
- Educating the community, including students, teachers, staff and parents, to prevent HIB;
- Providing professional development opportunities that address effective practices of successful school climate programs or approaches; and,
- Submitting to the NJDOE the Statement of Assurance and board of education approval of the HIB self-assessment for each school in the district by September 30.

Operations—Indicator 8

The *Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials* (MOA) has been signed within the past year. There have been no findings of noncompliance since the last NJQSAC monitoring. ([N.J.A.C. 6A:16-6.2](#))

Points: 6

Purpose

To ensure direct communication, cooperation and support between local law enforcement and the school district in order to provide the safety and protection of students.

Documentation for Verification

This indicator is monitored remotely. The district does not have to submit any documentation.

- A copy of the most recent version of the *Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials*, on file at the county office, signed by:
 - The CSA;
 - Chief of police/station commander;
 - President of the district board of education;
 - Executive county superintendent of schools; and,
 - The county prosecutor.
- Corrective action plan for NJQSAC findings from the prior year (if applicable).

Department Review Process

- Ensure MOA is signed by all applicable parties.
- Ensure a corrective action plan is implemented for NJQSAC findings from the prior year (if applicable).

Verification of Indicator Compliance

If the *Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials* has been signed by all required parties and, if applicable, the corrective action plan has been implemented for the NJQSAC findings from the prior year, then points are awarded.

Operations—Indicator 9

The comprehensive alcohol, tobacco, and other drug abuse program includes policies and procedures for the prevention, assessment, intervention, referral for evaluation, referral for treatment, discipline for students using alcohol or other drugs, and continuity of care and supports. ([N.J.S.A. 18A:40A](#) and [N.J.A.C. 6A:16-3](#) and 4)

Points: 6

Purpose

To ensure that the school district takes a comprehensive approach and appropriately addresses substance abuse.

Documentation for Verification

This indicator is monitored remotely.

District policies and procedures for comprehensive alcohol, tobacco, and other drug abuse that address:

- Prevention;
- Assessment;
- Intervention;
- Referral for evaluation and referral for treatment;
- Discipline for students using alcohol or other drugs; and,
- Continuity of care and supports.

Department Review Process

Review the district's policies and procedures to ensure they include:

- Prevention;
- Assessment;
- Intervention;
- Referral for evaluation and referral for treatment;
- Discipline for students using alcohol or other drugs; and,
- Continuity of care and supports.

Verification of Indicator Compliance

If the policy and procedures contain all required elements, then points are awarded.

Operations—Indicator 10

Policies and procedures are established to review and resolve transportation incidents and ensure the safety of students by meeting Motor Vehicle Commission requirements for inspections by bus drivers and evacuation drills. The CSA presents to the district board of education evidence of completion of emergency exit drills. ([N.J.A.C. 6A:27-11.1](#), [11.2](#) and [12](#))

Points: 6

Purpose

To ensure the safe transportation of students with a plan to review and resolve transportation incidents.

Documentation for Verification

This indicator is monitored remotely.

- District board of education approved policies and procedures that align with the administrative code (N.J.A.C 6A:27-11.1, 11.2, and 12) and Motor Vehicle requirements.
- The record for evacuation drills that are required at least two times per year* for all students who are transported to and from school on a bus.
- For all other students shall receive school bus evacuation instruction at least once within the school year.
- District board of education minutes approving the policy and illustrating the CSA presentation to the board of education meeting immediately following the completed drill.

Note: *This requirement applies to walking school districts as well.

Department Review Process

- Review all required documentation to ensure the requirements of the applicable administrative code sections are addressed.
- Review district board of education minutes, identifying schedule of drills and the CSA presentation to board of education at the meeting following the completion of the drills.

Verification of Indicator Compliance

If the district has board of education approved policies and procedures that address transportation incidents and meet Motor Vehicle Commission requirements for inspections by bus drivers and evacuation drills, and the CSA has presented evidence of the completion of emergency exit drills to the district board of education at the meeting following the completion of the drills, then points are awarded.

Operations—Indicator 11

Policies and procedures are established to report potentially missing, abused, or neglected children to law enforcement and child welfare authorities; to appoint a school district liaison to law enforcement authorities; and to provide training to school district employees, volunteers, and interns on policies and procedures. There have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.A.C. 6A:16-11)

Points: 6

Purpose

To ensure the district has established policies to report potentially missing, abused or neglected children to law enforcement and child welfare authorities expeditiously.

Documentation for Verification

This indicator is monitored remotely.

- District board of education approved policies and procedures that:
 - Require reporting potentially missing, abused, or neglected children to law enforcement and child welfare authorities;
 - Appoint a school district liaison to law enforcement authorities; and
 - Provide training to school district employees, volunteers, and interns on policies and procedures.
- Prior year NJQSAC findings and corrective action plan (if applicable).

Department Review Process

Review the district board of education approved policies and procedures for reporting potentially missing, abused or neglected children to law enforcement and child welfare authorities.

Verification of Indicator Compliance

If the district has board of education has approved policies and procedures to report potentially missing, abused or neglected children to law enforcement and child welfare authorities and there have been no findings of noncompliance since the previous monitoring, then points are awarded.

Operations—Indicator 12

Comprehensive record of immunizations, required physical examinations and health screenings are maintained to identify the need for medical services for public and nonpublic school students. Health records are kept separately from other student records. There have been no findings of noncompliance since the last NJQSAC monitoring. ([N.J.A.C. 6A:16-2.1\(a\)8](#), [2.2](#), and [2.5](#) and [6A:32-7.4\(c\)](#))

Points: 4

Purpose

To ensure the district maintains student health records and stores records in a location separate from other student records.

Documentation for Verification

This indicator will be monitored onsite.

- The comprehensive health record for public and nonpublic school students (if applicable) is maintained in an area separate from other student records and includes:
 - Immunizations;
 - Required physical examinations and health screenings [e.g., height, weight, vision, hearing and physical examinations (N.J.A.C. 6A:16-2.2(g)1-4)]; and,
 - Scoliosis report every other year for students ages 10 to 18 ([N.J.S.A. 18A:40-4.3](#)).
- Evidence that the comprehensive record of immunizations, required physical examinations and health screenings is used to identify the medical needs of public and nonpublic students.
 - Note: Evidence may be in any format the district provides.
- Prior year NJQSAC findings and corrective action plan (if applicable)

Department Review Process

- Review a sample of the student health records to ensure that they include:
 - Immunizations;
 - Required physical examinations and health screenings [e.g., height, weight, vision, hearing and physical examinations (N.J.A.C. 6A:16-2.2(g)1-4)]; and,
 - Scoliosis report every other year for students ages 10 to 18 (N.J.S.A. 18A:40-4.3).
- Onsite visit to a sampling of schools to ensure that health records are maintain separately from other student records.
- Review NJQSAC findings from the prior year and corrective action plan (if applicable).

Verification of Indicator Compliance

- Points are awarded if the health records are maintained separately from other students' records and are used to identify the needs of public and nonpublic student health needs
- The sampled records contain:
 - Immunizations;
 - Required physical examinations and health screenings [e.g., height, weight, vision, hearing and physical examinations (N.J.A.C. 6A:16-2.2(g)1-4)]; and,
 - Scoliosis report for students ages 10 to18 (N.J.S.A. 18A:40-4.3) every other year.

Operations—Indicator 13

At least one certified school nurse is employed by the school district (not through a third-party contract). For medically fragile students who require one-to-one clinical nursing services, the school district uses a provider of clinical nursing services who appears on the New Jersey Department of Human Services' directory of private-duty nursing. The district board of education annually adopts a nursing services plan for each school that addresses sufficient nursing requirements and the needs of all students, including nonpublic school students. (N.J.A.C. 6A:16-2.1(b) and 2.5(j)6)

Points: 8

Purpose

To ensure the district employs at least one certified school nurse, any one-to-one clinical nurse is properly approved and a board approved nursing services plan for the district is adopted.

Documentation for Verification

This indicator is monitored on-site.

- At least one certification of a school nurse employed by the district (not employed through a third party contract)
- Review of clinical one-to-one nurses, if applicable to ensure service providers for medically fragile students (as applicable) are hired by the district board of education using providers of clinical nursing services who appear as approved on the Department of Human Services directory of providers of private duty nursing pursuant to [N.J.S.A. 18A:40-3.3](#)
- District board of education adopted district nursing services plan that meets all requirements of [N.J.A.C. 6A:16-2.1\(b\)](#) for the district and, if applicable, the nonpublic school

Department Review Process

- Review the certifications within the employee file to confirm that at least one nurse employed by the district is a certified school nurse (CSN).
- Review documentation for contracted nursing services for one-to-one clinical nursing services for medically fragile students and ensure that they are on the approved New Jersey Department of Human Services (NJDOH) directory, if applicable.
- Review district board of education approved district-level nursing services plan and, if applicable, nursing services plan for nonpublic school(s).

Note: A provider may be chosen by the parent or guardian of a medically fragile student to render such clinical nursing services to the student, but only if the cost to the school district remains neutral. Such requests shall be submitted to the NJDOE, along with a certification from the school district stating that the cost is neutral.

Verification of Indicator Compliance

If the school district has at least one certified school nurse who is employed by the school district (not through a third-party contract), uses a provider of clinical nursing services who appears on the (NJ DHS) directory of private-duty nursing for medically fragile students who require one-to-one clinical nursing services, and the district board of education annually adopts a nursing services plan that addresses each school that addresses sufficient nursing requirements and the needs of all students, including nonpublic school students, then points are awarded.

Operations—Indicator 14

Students removed for disciplinary reasons (e.g., suspension or expulsion) or for chronic or temporary illness have received educational services from a certified instructor who has completed the Department’s criminal history record check within five days of a student’s removal for disciplinary reasons or within five days after receipt of the school physician’s verification of the need for home instruction due to chronic or temporary illness (e.g., home instruction/temporary hospital setting). ([N.J.S.A. 18A:6-4.13](#) and [7.1](#) and N.J.A.C. 6A:16-[7.2](#), [7.3](#), and [10.1](#))

Points: 6

Purpose

To ensure there is a continuation of educational services for students removed for disciplinary reasons and students absent for chronic illness within the designated time frame and to ensure that services are provided by staff with appropriate teaching certification and criminal history background checks.

Documentation for Verification

This indicator is monitored remotely.

- List of employees/third-party contractor(s) who provide home instruction (including evidence of teaching certification and criminal history check).
- Documentation (e.g., home instruction log of visitation, name of instructor, date of removal, date of re-entry) for the last five students during the previous 12 months who received home instruction
 - For the students identified above: If the school district chose to contract with a student’s medical or treatment facility to provide home instruction, and the medical treatment facility is not on the Department’s list of approved clinics and agencies, evidence must demonstrate that the instructors providing educational services are certified and have successfully completed a criminal history record check with the NJDOE.

Note: If less than five students were removed for five or more school days within the current school year, utilize documentation for all students who were removed.

Department Review Process

- Review human resources (HR) records for certification and criminal history background check for instructors/contractors providing services.
- Documentation (e.g., home instruction log of visitation, name of instructor, date of removal, date of re-entry) for the last five students during the previous 12 months who received home instruction.
 - For the students identified above: If the school district chose to contract with a student’s medical or treatment facility to provide home instruction, and the medical treatment facility is not on the Department’s list of approved clinics and agencies, evidence must demonstrate that the instructors providing educational services are certified and have successfully completed a criminal history record check with the NJDOE.

Verification of Indicator Compliance

If the district provided educational services from a certified instructor who has completed the Department’s criminal history record check, for students removed for disciplinary reasons (e.g., suspension or expulsion) or for chronic or temporary illness within five days of a student’s removal for disciplinary reasons or receipt of the school physician’s verification of the need for home instruction due to chronic or temporary illness, then points are awarded.

Operations—Indicator 15

Safety and security plans, procedures, and mechanisms are annually reviewed and revised in consultation with law enforcement, health, social service, and emergency management agencies and other community members, including parents. The CSA has verified in writing that the process has occurred.

[\(N.J.A.C. 6A:16- 5.1\)](#)

Points: 6

Purpose

To ensure that the district has reviewed and revised its Annual School Safety and Security Plan.

Documentation for Verification

This indicator is monitored remotely. The district does not have to provide documentation for this indicator.

The Annual School Safety and Security Plan Review, SOA, submitted to the county office of education annually by November 30

Department Review Process

Verification of receipt of the most current approved Annual School Safety and Security Plan Review, SOA, at the county office.

Verification of Indicator Compliance

If the district submitted the Annual School Safety and Security Plan Review, SOA, by November 30 of the year the district is monitored, then points are awarded. For example, if the district is being monitored in the 2022-23 school year, the county will verify receipt of the SOA before November 30, 2022.

Operations—Indicator 16

A security drill statement of assurance that accurately represents the monthly security drills were conducted is submitted no later June 30 each year to the Department. ([N.J.S.A. 18A:41](#))

Points: 4

Purpose

To ensure that the district submits an SOA documenting the record of monthly security drills to the NJDOE no later than June 30.

Documentation for Verification

This indicator is monitored remotely.

- School drill record using established sample size.
- County Office copy of district's SOA.

Department Review Process

- Verification that the SOA accurately reflects the school security drills and that the SOA was submitted by June 30.
- Review the drill schedule and record to confirm drill compliance with N.J.S.A. 18A:41.

Verification of Indicator Compliance

If the district submitted the SOA by June 30 and conducted all required drills, then points are awarded.

Operations—Indicator 17

The school district has a comprehensive equity plan (CEP) designed to eliminate discrimination according to age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender, religion, disability socioeconomic status, pregnancy, or parenthood that is approved by the Department. Additionally, the school district submits to the Department the annual CEP statement of assurance. ([N.J.A.C. 6A:7-1.4](#))

Points: 6

Purpose

To ensure that the district has a plan to eliminate discrimination and ensure equity in education.

Documentation for Verification

This indicator is monitored remotely. The district does not have to provide documentation for this indicator.

- The NJDOE issued letter that approved comprehensive equity plan (CEP letter).
- Annual county receipt of the CEP SOA.

Department Review Process

Verification of the approval of the CEP and the receipt of the annual SOA.

Verification of Indicator Compliance

If the district has a CEP approval letter and has annually submitted the CEP SOA, then points are awarded.

Operations—Indicator 18

The district board of education has adopted policies and procedures that require regular attendance of students, expectations of timely arrival, daily attendance when school is in session, and responses to unexcused absences and lateness, and attempt to determine the cause and to provide tiered supports in maintaining regular attendance for all students. ([N.J.A.C. 6A:16-7.6](#))

Points: 8

Purpose

To ensure that districts have board approved attendance policies and procedures.

Documentation for Verification

This indicator is monitored remotely. District board of education adopted attendance policy and procedure.

Department Review Process

Review district board of education adopted policies and procedures to ensure that all requirements under N.J.A.C. 6A:16-7.6 by using the NJDOE Attendance Policy Checklist.

Verification of Indicator Compliance

If the district policies and procedures requiring regular attendance of students contain expectations of timely arrival and daily attendance when school is in session; responses to unexcused absences and lateness; attempt to determine the cause of unexcused absences; and, provide tiered supports in maintaining regular attendance for all students, then points are awarded.

The Five DPR Areas of NJQSAC Overview

Personnel

The Personnel indicators are used to assess a district's performance and capacity in fulfilling the requirements for staffing and for staff development, including assurance that:

- Staff evaluations are aligned to the TEACHNJ Act;
- Support is provided to novice teachers;
- Professional learning is provided to staff based on the professional development plan (PDP);
- The district's PDP is aligned to the district's goals and budget;
- Staff are appropriately certified and meet the qualifications of their positions;
- Staffing attendance and budget systems are in place; and,
- Supervisory processes result in appropriate goal-setting and feedback procedures.

General Monitoring Notes

- The review process will begin remotely by the county office requesting the required evidence, unless stated otherwise within the review process for the indicator.
- If questions arise, or clarification or additional information is needed, a site visit may be scheduled at the discretion of the executive county superintendent (ECS).
- Any approved equivalencies or waivers must accompany DPR document for verification purposes.

Personnel—Indicator 1a

An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with [N.J.A.C. 6A:9C](#) and [6A:10](#) in the following categories:

Teacher evaluation processes result in complete summative scores, measures of teacher practice, and measures of student growth (SGO and mSGP) (N.J.A.C. 6A:10- 2.4, 4.1, 4.2, 4.3, and 4.4).

Total Possible Points: 8

Points for Indicator 1a

Percentage of Audited Files that Meet the Indicator	# Points Earned
100%	8
95 to 99%	4
Less than 95%	0

Purpose

To verify that the evaluation processes for teachers result in complete evaluation data, as evidenced through district submission to the Evaluation Information System (EIS) and reported in district data cards. Specifically, there are:

- A measure of teacher practice via observations;
- Multiple measures of student growth via SGO(s) and/or mSGP toward a teacher's summative rating; and,
- A summative rating.

Documentation for Verification

This indicator is monitored remotely (unless there are discrepancies)

- The NJDOE program office will note discrepancies in data that warrant a follow-up by county staff.
- Review prepared data extract from EIS showing the degree to which the district has completed evaluations of relevant staff. The EIS data extract is provided by the NJDOE.
- If there are discrepancies, the data will be reconciled through remote review of district data and documentation.

Note: Districts will not be penalized for staff who have incomplete evaluations for reasons beyond the district's control (i.e., maternity leaves, medical leaves, etc.).

Before verifying data, districts should check that their software is not rounding scores and providing inaccurate data on the data card.

Department Review Process

- The data extract from EIS shows the degree to which the district has completed evaluations of relevant staff with no discrepancies noted from the NJDOE program office that necessitate a follow-up, then points are awarded.
- The data extract from EIS has discrepancies noted from the NJDOE program office but the data is reconciled through an audit of staff personnel files and other relevant school district records demonstrate that evaluations have occurred in accordance with N.J.A.C. 6A:9C and 6A:10, whereby the teacher evaluation processes result in complete summative scores, measures of student growth (SGO and mSGP), and measures of teacher practice, then points are awarded.

Verification of Indicator Compliance

If the audit of staff personnel files and other relevant school district records demonstrate that evaluations have occurred in accordance with N.J.A.C. 6A:9C and 6A:10, whereby the teacher evaluation processes result in complete summative scores, measures of student growth (SGO and/or mSGP), and measures of teacher practice, then points are awarded.

Personnel—Indicator 1b

An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with [N.J.A.C. 6A:9C](#) and [6A:10](#) in the following categories:

School leader evaluation processes result in complete summative scores, measures of principal practice, and measures of student growth (SGO, mSGP, administrator goals) ([N.J.A.C. 6A:10- 2.4, 5.1, 5.2, 5.3, and 5.4](#)).

Total Possible Points: 6

Points for Indicator 1b

Percentage of Audited Files that Meet the Indicator	# Points Earned
100%	6
95 to 99%	3
Less than 95%	0

Purpose

To verify that the evaluation processes for all principals and vice principals result in complete evaluation data, as evidenced through district submission to the Evaluation Information System (EIS) and reported in district data cards. Specifically, there are:

- A measure of principal practice via observations;
- Multiple measures of student growth via administrator goals towards a Principal, Assistant or Vice Principal’s summative rating; and,
- A summative rating.

Documentation for Verification

This indicator is monitored remotely (unless there are discrepancies)

- The NJDOE program office will note discrepancies in data that warrant a follow-up by county staff.
- Review prepared data extract from EIS showing the degree to which the district has completed evaluations of relevant staff. The EIS data extract is provided by the NJDOE.
 - If there are discrepancies, the data will be reconciled through a remote review of district data and documentation.

Note: Districts will not be penalized for staff who have incomplete evaluations for reasons beyond the district’s control, i.e., maternity leaves, medical leaves, etc.

Before verifying data, districts should check that their software is not rounding scores and providing inaccurate data on the data card.

Department Review Process

- Review prepared data extract from EIS showing the degree to which the district has completed evaluation of relevant staff. The program office will note discrepancies in data that warrant a follow-up by county staff.
- Review the evidence provided and reconcile any data anomalies as needed through further communication with the district.

Note: Districts will not be penalized for staff who have incomplete evaluations for reasons beyond the district's control, i.e., maternity leaves, medical leaves, etc.

Verification of Indicator Compliance

- The data extract from EIS shows the degree to which the district has completed evaluations of relevant staff with no discrepancies noted from the NJDOE program office that necessitate a follow-up, then points are awarded.
- The data extract from EIS has discrepancies noted from the NJDOE program office but the data is reconciled through an audit of staff personnel files and other relevant school district records demonstrate that evaluations have occurred in accordance with N.J.A.C. 6A:9C and 6A:10, whereby the school leader evaluation processes result in complete summative scores, measures of principal practice, and measures of student growth (SGO, mSGP, administrator goals), then points are awarded.

Personnel—Indicator 1c

An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with [N.J.A.C. 6A:9C](#) and [6A:10](#) in the following categories:

Evaluations of other certificated staff according to regulations ([N.J.A.C. 6A:10-2.2, 2.4, 2.5, 6.1, and 6.2](#)).

Total Possible Points: 4

Points for Indicator 1c

Percentage of Audited Files that Meet the Indicator	# Points Earned
100%	4
95 to 99%	2
Less than 95%	0

Purpose

To verify that the evaluation processes for other certificated staff (OCS) result in complete evaluation data, as evidenced through district submission to the Evaluation Information System (EIS) and reported in district data cards. Indicator 1c Documentation for Verification

Documentation for Verification

This indicator is monitored remotely (unless there are discrepancies)

The data extract from the EIS shows the proportion of OCS whose evaluations were completed.

Department Review Process

- The NJDOE program office will note discrepancies in data that warrant a follow-up by county staff.
- Review prepared data extract from EIS showing the degree to which the district has completed evaluations of relevant staff. The EIS data extract is provided by the NJDOE.
 - If there are discrepancies, the data will be reconciled through a remote review of district data and documentation.

Note: Districts will not be penalized for staff who have incomplete evaluations for reasons beyond the district's control, i.e., maternity leaves, medical leaves, etc.

Before verifying data, districts should check that their software is not rounding scores and providing inaccurate data on the data card.

Verification of Indicator Compliance

- The data extract from EIS shows the degree to which the district has completed evaluations of relevant staff with no discrepancies noted from the NJDOE program office that necessitate a follow-up, then points are awarded.
- The data extract from EIS has discrepancies noted from the NJDOE program office but the data is reconciled through an audit of staff personnel files and other relevant school district records demonstrate that evaluations have occurred in accordance with N.J.A.C. 6A:9C and 6A:10, whereby the evaluations of other certificated staff result in a summative rating, then points are awarded.

Personnel—Indicator 1d

An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with [N.J.A.C. 6A:9C](#) and [6A:10](#) in the following categories:

Evaluation processes for all certificated staff have occurred, including evaluation training and evaluation conferences. ([N.J.A.C. 6A:10-2.2](#))

Points: 4

Purpose

To verify that training in evaluation processes occur. Specifically, there are:

- Annual trainings on evaluation rubrics for all evaluators and those being evaluated prior to evaluations occurring; and,
- At least two co-observations annually for teacher evaluators.

To verify that evaluation conferences have occurred. Specifically, there are:

- Pre-observation conferences preceding at least one announced observation for teachers; and,
- An annual summary conference prior to June 30 (and prior to April 30 for non-tenured teachers in accordance with [N.J.S.A. 18A:27-3.1](#)) for those teachers receiving summative scores.

Note: Signatures can be electronic.

Documentation for Verification

This indicator is monitored remotely using: (unless there are discrepancies). The district will provide this documentation.

- Evaluation training documentation from the current year:
 - Training agenda; and
 - Submitted sign in sheets
- Items above must be provided for the following groups:
 - Teachers;
 - Teacher evaluators;
 - School leaders; and,
 - School leader evaluators.
- Evaluation schedules from the previous year (for teachers, school leaders and other certificated staff) that clearly show:
 - Staff name;
 - Staff role;
 - Tenure status;

- Evaluator name; and
- Observation dates.

Department Review Process

- Verify that training in evaluation processes occur. Specifically, there are:
 - Annual trainings on evaluation rubrics for all evaluators and evaluatees prior to evaluations occurring; and,
 - At least two co-observations annually for teacher evaluators.
- Verify that evaluation conferences have occurred. Specifically, there are:
 - Pre-observation conferences preceding at least one announced observation for teachers; and,
 - An annual summary conference prior to June 30 (and prior to April 30 for non-tenured teachers).

Verification of Indicator Compliance

If evaluation training and evaluation conferences have been conducted as required, for all certificated staff, then points will be awarded.

Personnel—Indicator 1e

An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with [N.J.A.C. 6A:9C](#) and [6A:10](#) in the following categories:

School improvement panels have been established in each school and are functioning in accordance with the TEACHNJ Act ([N.J.S.A. 18A:6-120](#)) and regulations ([N.J.A.C. 6A:9C-5.3 and 6A:10-2.3, 2.5, 3.1, and 3.2](#)).

Points: 4

Purpose

To verify that the district convenes and utilizes school improvement panels (SciPs) in each school and that they are functioning in accordance with the TeachNJ Act. Specifically, the SciPs are meeting the following requirements:

- The SciP has a minimum of one meeting per year.
- SciP membership is at least one third teachers and includes the principal and an assistant principal/vice-principal (AP/VP) or other certified supervisor; and,
- SciPs are fulfilling at least one of the responsibilities below:
 - Oversight and support for school-wide evaluation processes;
 - Oversight and support for mentoring of teachers new to the school; and,
 - Identification of PD opportunities that support school PDPs by using aggregate evaluation data and student achievement data.

Documentation for Verification

This indicator is monitored remotely (unless there are discrepancies). The district will provide this documentation.

- SciP membership list that includes name and position
- Agenda showing that one of the required responsibilities is being met
- Minutes or meeting notes showing that one of the required responsibilities is being met

Department Review Process

- Review the SciP membership list to ascertain that it is at least one third teachers and includes the principal or designee and an AP/VP or other certified supervisor; and,
- Verify that the SciPs performed a minimum of one of the following required activities:
 - Oversight and support for school-wide evaluation processes;
 - Oversight and support for mentoring of teachers new to the school; and,
 - Identification of PD opportunities that support school PDPs by using aggregate evaluation data and student achievement data.

Verification of Indicator Compliance

If 100% of the sampled SciPs have been established in each school and have the required membership and responsibilities, then points will be awarded.

Personnel—Indicator 1f

An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with [N.J.A.C. 6A:9C](#) and [6A:10](#) in the following categories:

Other evaluation structures and processes, including tenure charge proceedings conducted according to the TEACHNJ Act ([N.J.S.A. 18A:6-11 and 17.3](#)).

Points: 2

Purpose

To ensure evaluation structures and processes, other than those delineated in Indicators 1a through e, are occurring. Specifically, there are:

- Board of education approved evaluation rubrics; and,
- Tenure charges submitted by the superintendent for staff receiving multiple years of less than effective ratings.

Documentation for Verification

This indicator is monitored remotely (unless there are discrepancies). The districts will provide this documentation.

- Personnel report
- Board resolutions for:
 - Observation rubrics
 - Reflective Practice Protocol use (if applicable)
- Tenure charge documentation (if applicable)

Department Review Process

- Review board resolutions and the Personnel report, which is based on information provided by the district to the program office, for:
 - Evaluation rubrics;
 - Reflective Practice Protocol use (if applicable); and,
 - Tenure charge documentation (if applicable).
- Review the EIS indicating staff for whom tenure charges should be brought.

Verification of Indicator Compliance

If the Board has approved evaluation rubrics and tenure charges have been submitted for any staff that received ratings below effective for multiple years, then points will be awarded.

Personnel—Indicator 2a

The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following ([N.J.A.C. 6A:9C](#) and [6A:13-2](#)):

An audit of personnel files indicates that required individual professional development plans (PDPs) or corrective action plans (CAPs) are aligned to the professional standards for school leaders or teachers and have been completed for administrators and teachers and are linked to:

- (1) school district, school, team, and/or individual goals, and
- (2) results from individual performance evaluations.

(N.J.A.C. 6A:9C and 6A:10- 2.5).

Points: 5

Purpose

To verify that PDPs and/or CAPs are:

- In place for teachers and principals by October 31 or within 25 days of being hired, if hired after October 1.
- Aligned to professional standards for the individual's role.
- Written to include at least:
 - One goal linked to results from the individual's performance evaluation, and,
 - One goal linked to district, school, team or individual goals.
- Replaced by an appropriate Corrective Action Plan (CAP) within 25 days of receipt of a less-than-effective summative rating for the prior year. The CAP must receive board approval.

Documentation for Verification

This indicator is monitored remotely. The district will provide this documentation.

- Educator's individual PDP that provides an approval date and at least two required goals.
- Evidence from observation and/or annual performance reports showing connection to at least one goal.
- Evidence from district/school/team or individual goals showing connection to at least one goal.
- CAP for the current year (if applicable) for each staff member whose summary score for the prior year is below effective that includes approval date.
 - Evidence must show the CAP was created within 25 days of receipt of the summative score.
 - Copy of board minutes showing board approval.

Note: [PDP and CAP template](#) available on the NJDOE websites.

Department Review Process

According to determined sample size:

- Review educator's individual PDP to ensure they have been developed by October 31, and include rationale for each of the two required goals; and,
- Review each CAP for the current year (if applicable) to ensure that it was created within 25 days of receipt of the summative score and was developed for each individual whose summative score for the prior year is below effective.

Verification of Indicator Compliance

If an audit of personnel files demonstrates that:

- CAPs were developed for staff with less-than-effective scores from the previous year and were created within 25 days of receipt of the summative score.
- PDPs were developed in the current school year for administrators and teachers by October 31 (or within 25 days of hire if hired after October 1) and a minimum of 80% of sampled PDPs have goals linked to an individual's performance evaluation and the district, school, team and/or individual goals, then points will be awarded

Personnel—Indicator 2b

The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following ([N.J.A.C. 6A:9C](#) and [6A:13-2](#)):

School schedules that include adequate and consistent time for teachers to work together in and across content areas and grade levels to examine student results and to collaborate on addressing student learning needs, such as through professional learning community (PLC) time. (N.J.A.C. 6A:9C-3.2 and 3-3 and 6A:13-2.1).

Points: 5

Purpose

To verify that adequate and consistent time is scheduled for teachers to work together in and across content areas and grade levels to examine student results and to collaborate on addressing student learning needs.

Note: The state professional learning committee recommended once a month as an adequate and consistent time.

Documentation for Verification

This indicator is monitored remotely. The district will provide this documentation.

- Schedules for PD, PLC or other meetings showing time for the collaboration of teachers, in and across grade levels/content areas, occurring at least once a month
- Agendas, minutes or other artifacts demonstrate that teamwork is connected to addressing student learning needs

Department Review Process

Review evidence to verify that adequate and consistent time is scheduled for teachers to work together in and across content areas and grade levels to examine student results and collaboratively address student learning needs.

Verification of Indicator Compliance

If the district provides adequate and consistent time for teachers to work together in and across content areas and grade levels, and the time was used to examine student results and to collaborate on addressing student learning needs, then points will be awarded.

Personnel—Indicator 2c

The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following ([N.J.A.C. 6A:9C](#) and [6A:13-2](#)):

The school district-level PDP:

- Details districtwide and school-level professional learning for active staff holding instructional teaching, educational services, and administrative certificates;
- Incorporates professional learning that is sustained and job-embedded not exclusively one-time workshops; and
- Addresses the NJSLs and the professional standards for teachers and school leaders ([N.J.A.C. 6A:8](#) and [6A:9](#)) and is based on a variety of sources and types of student, educator, and system evidence, including educator evaluation data and school-level PDPs. ([N.J.A.C. 6A:9C-4.2](#))

Points: 5

Purpose

To verify that the district's PD needs are being addressed through a PDP that includes:

- Professional learning opportunities for all active staff, focused on adult learning and improvements to practice; and,
- A focus on educator evaluation data, school-level PDPs and data from school- and district-level performance.

Documentation for Verification

This indicator is monitored remotely. The district will provide this documentation.

- District PDP for the current year
 - Incorporates professional learning that is sustained and job-embedded, not exclusively one-time workshops; and,
 - Based on a variety of sources and types of student, educator and system evidence, including educator evaluation data and school-level PDPs.
- At least two pieces of source data describing how to justify PDP development that may include school-level PDPs, district goals, evaluation data trends, other performance data, etc.

Note: [District PDP Template](#) can be found on the NJDOE website.

Department Review Process

- Review the district's PDP for the current year.
- Verify that the PDP incorporates professional learning that is sustained and job-embedded, not exclusively one-time workshops.
- Determine that the PDP is based on a variety of sources and types of student, educator and system evidence, including educator evaluation data and school-level PDPs. (N.J.A.C. 6A:9C-4.2)
- Review the description of source data used to justify PDP development.

Verification of Indicator Compliance

If the district has a PDP that includes professional learning opportunities for all active staff focusing on adult learning and improving practices and is based on data from educator evaluation and school and district-level performance, then points will be awarded.

Personnel—Indicator 2d

The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following ([N.J.A.C. 6A:9C](#) and [6A:13-2](#)):

The school district allocates resources for educator professional learning and development (e.g., people, time, technology, money) that align to the school district's professional development needs, as stated in the PDP and mentoring plan, beyond the resources designated toward completion of State-mandated professional development topics.)

Points: 5

Purpose

To verify that resources are being allocated to support the implementation of the district's current PDP.

Documentation for Verification

This indicator is monitored remotely. The district will provide this documentation.

- District PDP showing at least two of the resources dedicated to educator professional learning and development (e.g., people, time, technology, money), beyond the resources designated toward completion of state-mandated PD topics; or,
- Other documentation (e.g., budget documents, board minutes, etc.) showing at least two resources dedicated to educator professional learning and development, beyond the resources designated toward completion of state-mandated PD topics.

Department Review Process

- Review allocation of at least two of the resources for educator professional learning and development (e.g., people, time, technology, money) that align to the school district's PD needs; and,
- Verify that the allocation of at least two of the resources as stated in the PDP and mentoring plan, or other documentation, such as budget documents and board minutes, are beyond the resources designated toward completion of state-mandated PD topics.

Verification of Indicator Compliance

If *at least two* of the district's resources are being allocated to support implementation of the district's current PDP, beyond the resources designated toward completion of state-mandated PD topics, then points will be awarded.

Personnel—Indicator 2e

The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following ([N.J.A.C. 6A:9C](#) and [6A:13-2](#)):

The district mentoring plan: (N.J.A.C. 6A:9C-5):

- Details support for all non-tenured teachers in their first year of employment through, at minimum, an introduction to school district curricula, student assessment policies, and training on the school district's evaluation rubric;
- Describes the process for selecting and assigning one-to-one mentors who meet State eligibility requirements to work with provisional teachers;
- Describes how mentors are trained; and
- Describes the process by which the administrative office oversees mentor payments.

Points: 3

Purpose

To verify that districts have a mentoring plan that, at a minimum, includes:

- Induction support for all teachers who are new to the district; and,
- Procedures for:
 - Determining mentor eligibility;
 - Selecting and assigning one-to-one mentors to novice provisional teachers;
 - Training mentors; and,
 - Handling mentor payments.

Documentation for Verification

This indicator is monitored remotely. The district will provide this documentation.

District Mentoring Plan for the current year describing procedures for:

- Determining mentor eligibility;
- Selecting and assigning one-to-one mentors to novice provisional teachers;
- Training mentors; and,
- Handling mentor payments.

Department Review Process

Review the District Mentoring Plan for the current year that describes procedures for:

- Determining mentor eligibility;
- Selecting and assigning one-to-one mentors to novice provisional teachers;
- Training mentors; and,
- Handling mentor payments.

Verification of Indicator Compliance

If the district has a mentoring plan that provides induction support for all teachers who are new to the district and details procedures for determining mentor eligibility, selecting and assigning one-to-one mentors to novice provisional teachers, training mentors and handling mentor payments, then points will be awarded.

Personnel—Indicator 2f

The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following ([N.J.A.C. 6A:9C](#) and [6A:13-2](#)):

Documentation that verifies staff have completed professional development on State-mandated topics required for their assignments. ([N.J.S.A. 18A](#) and [N.J.A.C. 6A](#)).

Points: 2

Purpose

To verify staff have completed PD on state-mandated topics.

Documentation for Verification

This indicator is monitored remotely. The district will provide this documentation.

District PDP showing plan or other list displaying the delivery of mandated topics

Evidence the district is tracking current year State-Mandated trainings and evidence that that previous year State-Mandated trainings were completed. Note: The [State required professional development topic](#) can be found on the NJDOE website.

Department Review Process

Review district plan for delivering training on state-mandated topics which demonstrates the district's plan to provide the training.

Verification of Indicator Compliance

If the district has demonstrated that the district has provided and staff have completed PD on of the state-mandated topics required for their assignments, then points will be awarded.

Personnel—Indicator 3a

The district board of education has ensured the following staffing practices are followed for all staff requiring provisional certification:

Any administrator or educational services staff employed under a certificate of eligibility with advanced standing (CEAS) or a certificate of eligibility (CE) has been registered in the appropriate residency program for his or her endorsement and the school district has applied to the Department’s certification office for a provisional certificate before the residency period began. Any teacher with a CEAS or a CE or serving as a long-term substitute (for greater than 60 days) has been registered in the provisional teacher process within 60 days of beginning employment. ([N.J.A.C. 6A:9B](#))

Points: 3

Purpose

- To verify that a district has registered all teachers, principals, vice principals, assistant principals, media specialists and student assistant counselors employed under a CE or CEAS in the provisional program no later than 60 days after beginning employment.
- To verify that the district has registered all long-term substitutes holding a CE or CEAS, if their employment will extend to 60 days or beyond, no later than 60 days after beginning employment.
- To verify that the CE provisional teacher is enrolled in an approved NJDOE CE educator preparation program.

Documentation for Verification

This indicator is monitored onsite.

- New Jersey Educator Certification (NJEdCert) report
- Evidence of date of hire
- Evidence of candidate enrollment in an NJDOE CE educator preparation program.

Department Review Process

- Compare the NJEdCert report to the staff hire date to determine whether all eligible staff described above have been registered in the NJEdCert.
- Review the NJEdCert report to determine whether each registered staff member was entered into the system within 60 days of hire by the district.
- Review the PLMRS report to identify provisional teachers with a CE and district files containing copies of candidate enrollment in and NJDOE Ce educator program.

Note: Districts completing a District Improvement Plan (DIP) should be reviewed using the NJEdCert report for the previous year to determine whether each registered staff member was entered into the system within 60 days of hire by the district.

Verification of Indicator Compliance

If the district demonstrates through the NJEdCert and staff hire date that 100% of eligible provisional staff members and long-term substitutes in the district are registered within 60 days of hire, then points will be awarded.

Personnel—Indicator 3b

The district board of education has ensured the following staffing practices are followed for all staff requiring provisional certification:

Provisional staff are assigned a mentor, required mentor hours and/or residency hours are tracked, and evaluation is conducted. ([N.J.A.C. 6A:9B-8.4](#), [6A:9C-5](#), and [6A:10](#))

Points: 3

Purpose

To verify that provisional teachers for their first 30 weeks, or equivalent time, of practice in a district must be assigned a mentor who has planned in-person contact time with the provisional teacher, occurring:

- Over the course of the academic year; and,
- At least weekly for the first:
 - four weeks for teachers with a CEAS; and,
 - eight weeks for teachers with a CE.

Documentation for Verification

This indicator is monitored remotely.

- Mentoring logs
- County office selection one provisional teacher within each grade configuration and will review that teacher's mentoring logs for evidence appropriate frequency of contact

Note: Evaluation of the provisional teacher will be verified in Indicator 3d.

Department Review Process

- Review mentoring logs to determine whether required mentoring hours were tracked for all eligible staff.
- Compare the mentoring entries in NJedCert with the mentor logs for consistency.

Verification of Indicator Compliance

If the district provides evidence that the provisional staff are assigned a mentor and the required mentor hours are tracked, then points will be awarded.

Personnel—Indicator 3c

The district board of education has ensured the following staffing practices are followed for all staff requiring provisional certification:

Provisional staff seeking the standard license for teacher of students with disabilities and/or teacher of bilingual education submit annual transcripts from their educator preparation programs (EPPs) to allow school districts to track staff progress toward completion of required coursework. ([N.J.A.C. 6A:9A](#) and [6A:9B](#))

Points: 3

Purpose

To verify provisional teachers of early childhood education with P-3 certification students with disabilities and/or teachers of bilingual education are on course to obtain a standard license.

Documentation for Verification

This indicator is monitored remotely.

- Completed template for each provisional teacher of early childhood with P-3 certification, students with disabilities and/or teacher of bilingual education showing annual progress toward program completion.
- Annual college transcripts of these provisional teachers.

Department Review Process

- Identify provisional teachers of early childhood with P-3 certification provisional teachers of students with disabilities and provisional teachers of bilingual education through NJEDCERT report.
- Verify that the district completed the template for all eligible provisional teachers and review submitted transcripts to verify the district's rationale for the provisional teachers' progress towards program completion.

Verification of Indicator Compliance

If the district has a completed teacher of early childhood with P-3, students with disabilities/bilingual education provisional teacher template for each eligible teacher showing annual progress toward program completion, then points will be awarded.

Personnel—Indicator 3d

The district board of education has ensured the following staffing practices are followed for all staff requiring provisional certification:

All school district-provided information required for a professional staff member to obtain a standard certificate is submitted to the Department within 30 days of the staff member becoming eligible for a standard license. ([N.J.A.C. 6A:9B](#))

Points: 2

Purpose

To verify that districts have completed and recorded evaluations for provisional teachers within 30 days of their eligibility for a standard license.

Documentation for Verification

This indicator is monitored remotely

- Date of eligibility, applicable for provisional teachers effective after July 1, 2018
- NJEdCert recorded entry of the teacher summative evaluation rating that qualifies the teacher for the standard certificate, i.e., the second such evaluation at a level of effective or highly effective

Department Review Process

Determine whether annual summative evaluation ratings are recorded in the NJEdCert report for each provisional teacher who is eligible to receive a standard certificate and that the second effective or highly effective rating is recorded within 30 days of June 30 of the evaluation year.

Verification of Indicator Compliance

If the district has recorded evaluation ratings in the NJEdCert for 100% of provisional teachers who are eligible to receive a standard certificate, and this is completed within 30 days of eligibility for the license, then points will be awarded.

Personnel—Indicator 4a

The district board of education has ensured the following staffing practices are followed:

New employees have a successful criminal history record check prior to employment and are not disqualified for employment. ([N.J.S.A. 18A:6-7.1](#) and [18A:39-19.1](#))

Points: 2

Purpose

To verify that all new district employees have a successful criminal history check prior to employment and are not disqualified for employment.

Documentation for Verification

- List of new employees.
- Criminal history clearance letters for all new employees.

Department Review Process

- Review the district's list of new employees for the current school year.
- Review the criminal history clearance letters for employees.
- Verify that the criminal history clearance letters are present for 100% of the sample of employees.

Verification of Indicator Compliance

If the district demonstrates that all new district employees have a successful criminal history check prior to employment, then points will be awarded.

Personnel—Indicator 4b

The district board of education has ensured the following staffing practices are followed:

Candidates for employment and employees, when applicable, receive a physical examination and the resulting medical records are maintained in a secure location separate from personnel files.

([N.J.S.A. 18A:16-2](#) and [N.J.A.C. 6A:32-6.2 and 6.3](#))

Points: 2

Purpose

To verify physical examinations for employment candidates and employees are being conducted, when applicable.

Documentation for Verification

This indicator is monitored remotely.

District-maintained physical exam files, separate from personnel files

Department Review Process

- Verify physical examination and medical records are maintained in a secure location and are separate from personnel files.
- Verify that physical exam files are present for 100% of the sample of individuals.

Verification of Indicator Compliance

If the district demonstrates that employment candidates and employees, when applicable, have the appropriate physical examinations, then points will be awarded.

Personnel—Indicator 4c

The district board of education has ensured the following staffing practices are followed:

Approved job descriptions are maintained for every certificated staff member. Certificated staff are appropriately certified for their assignment ([N.J.A.C. 6A:9B](#)).

Points: 5

Purpose

To verify that staff have an approved job description and appropriate certification for their assignment.

Documentation for Verification

This indicator is monitored remotely.

- Matrix report
- Copies of job descriptions

Department Review Process

- Identify staff in the matrix report that appear to be in a position for which they do not have the appropriate certification.
- Reconcile matrix report information with local job description and staffing information, identifying data entry errors versus cases in which appropriate certification is not held for the given role in the district.

Verification of Indicator Compliance

If the district demonstrates that 95% of staff have an approved job description and appropriate certification for their assignment, then points will be awarded.

Personnel—Indicator 4d

The district board of education has ensured the following staffing practices are followed:

Accurate staff attendance records are maintained at school district and school levels. The records include the type and date of absence and an analysis of attendance patterns. Any issue(s) identified through the analysis of staff attendance has been addressed in accordance with the district board of education's staff attendance policies.

Points: 5

Purpose

To verify that the district maintains accurate attendance records, analyzes the records to determine patterns of absenteeism by date and type and addresses identified issues in accordance with staff attendance policies.

Documentation for Verification

This indicator is monitored remotely.

- District attendance file or log for all certificated staff;
- Analysis of staff attendance files by date and type of absence;
- Board policy regarding staff attendance; and,
- Evidence of addressing identified patterns of absenteeism.

Department Review Process

- Review district attendance file or log to ensure it contains data for each certificated staff person.
- Verify that attendance records include type and date of absenteeism.
- Review attendance/absenteeism pattern analysis.
- Verify that the district addressed identified attendance issues.

Verification of Indicator Compliance

If the district shows that accurate teacher attendance records, including date and type of each absence, are maintained, analyzed and identified issues are addressed in accordance with district board of education-approved staff attendance policies, then points will be awarded.

Personnel—Indicator 4e

The district board of education has ensured the following staffing practices are followed:

The length of service for substitute teachers is tracked and placement of substitutes is appropriate. ([N.J.A.C. 6A:9B-7](#)).

Points: 2

Purpose

To ensure that districts are tracking the length of service of qualified substitute teachers and appropriately placing them during the absence of a regular teacher.

Documentation for Verification

This indicator is monitored remotely.

Substitute employment file, tracking length of service and placement as a substitute teacher found in the Position Control Roster (PCR).

Department Review Process

Review the substitute employment file from the PCR.

Verification of Indicator Compliance

If the district demonstrates that the length of service for substitute teachers is tracked and the placement of substitute teachers is appropriate, then points will be awarded.

Personnel—Indicator 5a

The position control roster: ([N.J.A.C. 6A:23A-6.8](#)):

Contains the employee name; date of hire; a permanent position tracking number for each employee; a control number for substitute teachers; a control number for overtime; a control number for extra pay; the status of the position (filled, vacant, abolished, etc.); an indication, when available, of whether an employee is retiring in the budget year or not being renewed, including associated costs such as contractual buyouts, severance pay, paid vacation, or sick days, etc.; base salary; step; longevity; guide; stipends by type; overtime; other extra compensation; the benefits paid by the school district, net of employee reimbursements or co-pays, by type of benefit and for FICA and Medicare; the position's full-time equivalent value by location; the date the position was filled; and the date the position was originally created by the district board of education (if the date the position was originally created is not available, the date the person currently filling that position was approved by the district board of education).

Points: 6

Purpose

To verify the district has files for each district position that contains:

- Position control number;
- Full Time Equivalent (FTE);
- Status of position, including date posted and filled or abolished, as applicable; and,
- The following information about the employee filling the position:
 - Name;
 - Compensation, including base salary, step, longevity, guide status, stipend, overtime;
 - Benefits including FICA, Medicare;
 - Retirement/non-renewal status and associated costs (if applicable); and,
 - Substitute teacher status.

Documentation for Verification

This indicator is monitored remotely. The county office will determine if the indicator is reviewed during the budget review process or separate from the budget review process. If the review is separate from the budget review process, then the district will provide:

- The PCR containing the job code report, salary guide and payroll register;
- In Homeroom, a FICA system for certificated staff;
- In Homeroom, a FICA district 941 report for non-certificated staff; and,
- A benefit cost analysis in the PCR or in other documentation provided by the district.

Department Review Process

- Review PCR to verify the inclusion of the job code report, salary guide, payroll register and benefit cost analysis.
- Review Homeroom for the FICA system for certificated staff and the FICA district 941 report for non-certificated staff.

Note: This review may be completed at the time of budget review to determine completeness.

Verification of Indicator Compliance

If the PCR contains a job code report, salary guide, payroll register and benefit cost analysis, and Homeroom contains the FICA system for certificated staff and the FICA district 941 report for non-certificated staff, then points will be awarded.

Personnel—Indicator 5b

The position control roster: ([N.J.A.C. 6A:23A-6.8](#)):

Is accurate and up to date.

Points: 5

Purpose

To review that the district's PCR is accurate and up-to-date, including a verification of the following:

- There are no duplicate names, which demonstrates that the same person is not inadvertently filling two positions;
- There are no duplicate positions, with the exception of part-time shared positions; and,
- Resignations/terminations are appropriately reflected in district Homeroom records/systems.

Documentation for Verification

This indicator is monitored remotely. The county office will determine if the indicator is reviewed during the budget review process or separate from the budget review process. If the review is separate from the budget review process, then the district will provide:

- Job code report in the PCR and
- District board of education minutes or resolutions listing any staff resignations/terminations, as compared with the district's Homeroom records/systems.

Department Review Process

- Review the job code report in the PCR to verify that there are no duplicate names or positions.
- Review the district board of education minutes/resolutions and verify that all resignations/terminations are reflected in the district's Homeroom records/systems.

Verification of Indicator Compliance

If the job code report in the PCR is updated, there are no duplicate names or positions and the district board of education minutes/resolutions reflecting resignations/terminations are consistent with the information reported in the district's Homeroom records/systems, then points are awarded.

Note: This review may be completed at the time of budget review to determine completeness.

Personnel—Indicator 5c

The position control roster: ([N.J.A.C. 6A:23A-6.8](#)):

Reconciles with the budget.

Points: 4

Purpose

To verify that the PCR reconciles with the budget.

Documentation for Verification

This indicator is monitored remotely. The county office will determine if the indicator is reviewed during the budget review process or separate from the budget review process. If the review is separate from the budget review process, then the district will provide:

- Approved budget
- PCR

Department Review Process

Determine whether the position control fields and the associated position information in the PCR match the district's budget documents.

Verification of Indicator Compliance

If the PCR reconciles with the budget, then points will be awarded.

Note: This review may be completed at the time of budget review to determine completeness.

Personnel—Indicator 6

Documentation and evaluation of administrator practices, as well as an audit of personnel files, including observation reports, indicates that supervision processes are occurring in accordance with [N.J.A.C. 6A:10](#) and result in:

- a. Professional practices aligned with goal-setting procedures ([N.J.A.C. 6A:10-4.2](#) and [5.2](#)).
- b. Supervisory feedback that is timely, targeted, and actionable ([N.J.A.C. 6A:10-2.4](#), [2.5](#) and [4.4](#) and [5.4](#)).

Points: 5

Purpose

- To verify documentation and evaluation of administrator practices indicates that supervision is occurring.
 - SGOs that are based on student learning data, aligned to state learning standards, based on growth and/or achievement and involved consultation between supervisors and teachers; and,
 - Administrator goals that are based on student growth and/or achievement data, include a significant number of students within the school and involved consultation between a supervisor and principal.
- To verify that supervisory feedback is:
 - Timely (contained in a post-observation report and delivered within 15 working days of the observation).
 - Targeted (connected to evidence provided in the report); and,
 - Actionable (practical and can lead to a change in practice).

Documentation for Verification

This indicator is monitored remotely.

Samples of the following documentation from the current or previous school year, including the appropriate signatures (which may be electronic):

- SGOs
- Administrator goals
- Observation report excerpts showing feedback provided

Department Review Process

- Review goals to verify that:
 - SGO and administrator goals are based on student learning data, aligned to state learning standards, based on growth and/or achievement and involved consultation between supervisor and teacher; and,
 - Administrator goals are based on student growth and/or achievement data, include a significant number of students within the school and involved consultation between a supervisor and principal.

- Verify that post-observation reports contain feedback that is:
 - Timely (contained in a post observation report and delivered within 15 working days of the observation);
 - Targeted (connected to evidence provided in the report); and,
 - Actionable (practical and can lead to a change in practice).

Verification of Indicator Compliance

If supervision processes are occurring that result in compliant goal-setting procedures and supervisory feedback is timely, targeted and actionable, then points will be awarded.

The NJQSAC District Improvement Plan (DIP) Process

Overview

[N.J.A.C. 6A:30-5.4](#)

“District improvement plan” means a plan developed in collaboration with the Department by a 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. The district improvement plan addresses critical areas of need identified through the comprehensive review.

District Improvement Plan

- 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 DIP to address the area(s) of deficiency and limited capacity identified through the comprehensive review and in-depth evaluation, if applicable.
- The DIP shall be data driven and results oriented, and shall outline strategies for building capacity of the school district and its schools to improve learning and teaching.
- The DIP shall identify specific areas of strength and weakness in addressing all methods employed by the school district to improve student achievement, increase school district capacity, and improve performance in each applicable component of school district effectiveness.
- The DIP also shall incorporate the content and requirements of improvement or corrective action plans required by other State or Federal programs.
- The DIP shall be informed by data generated by the Department, the school district, and any individual school improvement planning process that may have occurred.
- The DIP shall consist of districtwide goals and measurable objectives that describe the structural, policy, programmatic, or organizational changes to be implemented.
- The DIP shall identify the individual(s) responsible for addressing each area and shall specify timelines for each goal’s completion.
- The DIP shall include, but not be limited to, the following elements:
 - School-level planning objectives toward ensuring a thorough and efficient education;
 - Evidence-based strategies for improvement to address all critical areas of need for the school district identified by the findings of the in-depth evaluation report, if applicable, and the comprehensive review; and
 - Identification of the assistance required to implement improvement strategies with budgetary considerations identified.
- The school district also shall ensure the DIP is aligned with and incorporates or references the relevant provisions of all applicable State and Federal plans.

District Responsibilities to District Improvement Plan Process

- The DIP shall be developed by an in-district team established by the CSA. This in-district team shall, at a minimum, consist of school district administrators; 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 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. The district may reassemble the district NJQSAC self-assessment committee with the same representation as the original committee.
- When requested by the CSA, the Department may provide the in-district team with technical assistance needed to develop the DIP. The Department shall determine the type of technical assistance to be provided in collaboration with the school district.
- The in-district team shall complete the DIP.

District Improvement Plan (DIP)—Six Step Process

NJDOE has provided a DIP template for the district to enter its plan goals, evidence-based strategies and outcomes.

Step 1: Indicators

Enter the DPR section (I&P, Fiscal, Operations, Personnel, Governance) and the indicator number (e.g.: I&P-1).

Step 2: Goals

Establish goals that are specific, measurable, attainable, realistic, and timely (SMART) for each indicator.

Step 3: Strategies and Budgetary Resources (if applicable)

- Identify the evidence-based strategies that will be used to meet the indicator requirements.
- Use bullets and be concise with wording. The work of the committee should be focused on coming to a consensus about the evidence-based strategies and the impact these strategies will have in accomplishing the goal. The work of the committee should be documented through periodic submission of committee reports to the district board of education and noted in district board minutes as applicable.
- If the district has completed the work to meet the indicator requirements prior to submission of the DIP, list the actions that have taken place and the dates of completion.
- If attainment of one indicator is tied to another indicator, state: once the first indicator is met, it is anticipated that the second one will also be met.
- If budgetary resources are needed to conduct the evidence-based strategies, provide a brief description of the anticipated amount and the funding source to be used.

Step 4

Identify the job title (not the individual's name) of the staff responsible for guiding, overseeing, or accomplishing the strategies to meet the indicator requirements.

Step 5: Timeline

Establish realistic dates for implementation and completion of goals. Interim dates may be necessary for goals that have several strategies.

Step 6: Evidence of Completion

Identify the data that the district will use to self-assess the indicator requirements have been met. In other words, identify what the district will do to demonstrate compliance.

- The CSA shall obtain district board of education approval for the proposed DIP within 60 days of the school district's receipt of the NJQSAC placement letter.
- Electronic versions of all plans should be completed on the DIP tab of the DPR document and submitted by the date indicated in the district's placement letter to your county office and copied to the Department via qsac@doe.nj.gov. Copies submitted via regular mail are not necessary since all files are maintained electronically.
- If the Department did not conduct an in-depth evaluation of the school district, the CSA shall submit to the Department via the NJQSAC email address (qsac@doe.nj.gov) the proposed DIP, as approved by the district board of education, within 60 days of the final determination of the school district's placement on the performance continuum, as set forth at N.J.A.C. 6A:30-4.1(f).
- Failure by a school district to submit a DIP in accordance with 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.
- A school district shall implement its district improvement plan promptly upon Commissioner approval of the plan.

Note: NJDOE will evaluate the list of goals and strategies to determine the appropriateness and likelihood of meeting the indicator requirements within the identified timelines.

Department of Education Responsibilities

N.J.A.C. 6A:30-5.5

- The Department staff shall review the proposed DIP to ensure it addresses all areas identified in the comprehensive review and the in-depth evaluation, if applicable.
- The Department shall ensure the plan contains measurable and attainable evidence-based objectives and strategies for achieving improvement, developing local capacity, and improving school district effectiveness in each identified area(s) of deficiency.
- The Department staff shall will propose revisions or approve the DIP if all components of the plan are present and meets all requirements. The district will be notified in writing of revisions or approval within 30 days of receipt of the DIP.
- Every six months, the Department (County Office staff) shall review the school district's progress in implementing the DIP.
- Each six-month review also shall include an on-site visit at which time the Department (County Office) may receive input from members of the in-district team responsible for developing the DIP and others

as determined appropriate by Department staff.

- The Department (County Office) shall score all indicators of the reviewed DPR section. The district will receive a score of “1” if it has met the indicator requirements.
- The Department (County Office) shall submit the results of the interim review to the NJQSAC coordinator at, qsac@doe.nj.gov.
- The Division of Field Support and Services will evaluate the results of the interim review and issue an updated NJQSAC placement letter, with revised DPR scores as appropriate. Based on the six-month review:
 - If the Commissioner determines the school district satisfies 80 to 100 percent of the weighted quality performance indicators in each of the five components of school district effectiveness:
 - The Commissioner shall recommend for certification to the State Board of Education that the school district be designated as high performing.
 - The six-month reviews of the school district shall cease.
 - If the Commissioner determines the 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, the Department shall:
 - Issue a letter detailing the area(s) in which the school district continues to need improvement;
 - Ensure the school district continues to receive appropriate technical assistance, if applicable; and
 - Continue to monitor the school district’s progress at the six-month review.
- The results of the Department (County Office) review (DPR Excel file with scores) will also be provided to the district.

Questions about the DIP process should be directed to your executive county superintendent or to the NJQSAC coordinator, at qsac@doe.nj.gov.

The Five DPR Areas of NQSAC

Glossary

Glossary of Terms

Citation	Term	Definition
N.J.A.C. 6A:8-1.3	21st Century themes and skills	Themes such as global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and 14 communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.
N.J.A.C. 6A:8-1.3	Alternative assessment for students with disabilities	The alternative assessment used to determine cumulative student achievement of the knowledge and skills specified by the New Jersey Student Learning Standards for students with disabilities who are unable to participate in the Statewide assessment system.
N.J.A.C. 6A:8-1.3	Assessment	A State-developed or State-approved standardized instrument or process that measures student performance levels on the New Jersey Student Learning Standards.
20 U.S.C. §1401(2)	Assistive technology device	Any item, or piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. (Source: 20 U.S.C. §1401(1))
20 U.S.C. §1401(2)	Assistive technology service	A service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. (Source: 20 U.S.C. §1401(2))
Career Ready Practices	Career Ready Practices	These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

Citation	Term	Definition
ESSA	Digital learning	<p>Any instructional practice that effectively uses technology to strengthen a student’s learning experience and encompasses a wide spectrum of tools and practices, including:</p> <ul style="list-style-type: none"> (A). Interactive learning resources, digital learning content (which may include openly licensed content), software, or simulations, that engage students in academic content; (B). access to online databases and other primary source documents; (C). the use of data and information to personalize learning and provide targeted supplementary instruction; (D). online and computer-based assessments; (E). learning environments that allow for rich collaboration and communication, which may include student collaboration with content experts and peers; (F). hybrid or blended learning, which occurs during direct instructor supervision at a school or other location away from home and, at least in part, through online delivery of instruction with some element of student control over time, place, path or pace; and (G). access to online course opportunities for students in rural or remote areas.
(Personnel)	Evaluation	An appraisal of an individual's professional performance in relation to his or her job description and professional standards and based on, when applicable, the individual’s evaluation rubric.
N.J.A.C. 6A:8-1.3	Interdisciplinary Connections	Integrating NJSLs and skills from one or more content areas into instruction and assessment of another content area.
ESSA State Plan	Measure for school quality	Chronic absenteeism, 10%; excused versus unexcused.
N.J.A.C. 6A:8-1.3	New Jersey Student Learning Standards (NJSLs)	Standards adopted by the State Board of Education on May 1, 1996, and as thereafter revised by the State Board, and the Common Core State Standards adopted by the State Board on June 16, 2010, and as thereafter revised by the State Board, that describe the knowledge and skills all New Jersey students are expected to acquire by benchmark grades in the following

Citation	Term	Definition
		<p>areas:</p> <ul style="list-style-type: none"> • English language arts; • mathematics; • science; • social studies; • visual and performing arts; • comprehensive health and physical education; • world languages; • technology; and, • 21st career life and careers. <p>The standards are established for the provision of a thorough and efficient education pursuant to <i>N.J.S.A 18A:7F-46</i> and as a basis for the evaluation of school districts in accordance with <i>N.J.A.C. 6A:30</i>.</p>
N.J.A.C. 6A:9-2.1	Observation	<p>A method of collecting data on the performance of a teaching staff member's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, principal, or supervisor endorsement.</p>
N.J.A.C. 6A:9-2.1	Observation	<p>A method of collecting data on the performance of a teaching staff member's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, principal, or supervisor endorsement.</p>
N.J.A.C. 6A:8-1.3	Pacing Guide	<p>A schedule that includes aligned concepts, topics and skills related to a particular curriculum to be addressed over a defined period of time. It is not a prescriptive, lock- step set of lesson plans that impede an educator's ability to exercise flexibility in meeting students' learning needs.</p>

Citation	Term	Definition
N.J.A.C. 6A:8-1.3	Portfolio appeals process	An alternative assessment of proficiency for graduation established by the Commissioner, utilizing techniques and instruments other than PARCC assessments or substitute competency tests.
N.J.A.C. 6A:10-3.2	ScIP	<p>School Improvement Panel responsibilities:</p> <p>A.) The School Improvement Panel shall:</p> <ol style="list-style-type: none"> 1. Oversee the mentoring of teachers according to N.J.A.C. 6A:9C-5.3(a)2 and support the implementation of the school district mentoring plan; 2. Conduct evaluations of teachers pursuant to N.J.A.C. 6A:10-2.4 and 4.4; 3. Ensure corrective action plans for teachers are created in accordance to N.J.A.C. 6A:10-2.5; and ensure mid-year evaluations are conducted for teachers who are on a corrective action plan; and 4. Identify professional development opportunities for all teaching staff members based on the review of aggregate school-level data, including, but not limited to, educator evaluation and student performance data to support school-level professional development plans described in N.J.A.C.6A:9C-4.2. <p>(B).To conduct observations for the purpose of evaluation, the teacher member shall have:</p> <ol style="list-style-type: none"> 1. Agreement of the majority representative; 2. An appropriate supervisory certificate; and 3. Approval of the principal who supervises the teacher being observed. <p>(C).The teacher member who participates in the evaluation process shall not serve concurrently as a mentor under N.J.A.C. 6A: 9C-5.2(a)3.</p>

Citation	Term	Definition
SMART Goals	SMART Goals	An acronym referencing the management approach to goal setting developed by Doran, Miller, and Cunningham (1981), these are goals that are specific, measurable, attainable, relevant and time-sensitive.
N.J.A.C. 6A:10-1.2	Student growth objective	An academic goal that teachers and designated supervisors set for groups of students.
N.J.A.C. 6A:10-1.2	Student growth percentile	A specific metric for measuring individual student progress on Statewide assessments by tracking how much a student's test scores have changed relative to other students Statewide with similar scores in previous years.
ESSA	Subgroup	<ul style="list-style-type: none"> • American Indian or Alaska Native • Asian, Native Hawaiian/Other Pacific Islander • Black or African American • Hispanic/Latino • White • Two or more races
N.J.A.C. 6A:10-1.2	Teacher	A teaching staff member who holds the appropriate standard, provisional, or emergency instructional certificate issued by the State Board of Examiners and is assigned a class roster of students for at least one particular course.
N.J.A.C. 6A:10-1.2	Teaching Staff Member	<p>A member of the professional staff of any district or regional board of education, or any county vocational school district board of education, holding office, position or employment of such character that the qualifications for such office, position or employment require him or her to hold a valid, effective and appropriate standard, provisional or emergency certificate issued by the State Board of Examiners. Teaching staff members include the positions of school nurse and school athletic trainer.</p> <p>There are three different types of certificates that teaching staff members work under:</p> <ol style="list-style-type: none"> 1. An instructional certificate; 2. An administrative certificate; and 3. An educational services certificate.