




NJ Single Accountability Continuum (NJQSAC)

District Performance Review - School Year 2019-20
NJQSAC Manual: <https://www.nj.gov/education/qsac/manual/docs/manual.pdf>



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 tool 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.**



Instruction and Program: 16 DPR Indicators that measure, in summary:

- Meeting the state's measure for student performance and progress on state standardized tests;
 - 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
- Alignment of curriculum to state standards; and,
- Provision of tiered systems 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).



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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 in order to be recommended for certification as a high-performing district by the State Board of Education. If a district scores below 80% in any of the key areas, it will be marked 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.

District Performance Review

DPR Area	County Score
Instruction and Program	70%
Fiscal Management	100%
Governance	95%
Operations	73%
Personnel	83%

District Improvement Plan

- Instruction and Program

Instruction and Program

Indicator	Point Value	County Score
Achievement Score Total	60	30
Curriculum and Policy Total	40	40
Instruction and Program Total	100	70



Instruction and Program Indicators 1 through 3

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

Indicator	Point Value	County Score Enter Actual Scores
1. The school district's ELA achievement score. The score is comprised of the following: <ul style="list-style-type: none"> • Overall performance: The proficiency rate of all students in a school district; • Subgroup performance: The proficiency rate of all student subgroups; (Assessment data provided by NJDOE)	7.5	1.4
2. The school district's mathematics achievement score. The score is comprised of the following: <ul style="list-style-type: none"> • Overall performance: The proficiency rate of all students in a school district; • Subgroup performance: The proficiency rate of all student subgroups. (Assessment data provided by NJDOE)	7.5	0.8
3. The school district's science achievement score: The score is comprised of the following: <ul style="list-style-type: none"> • Overall performance: The proficiency rate of all students in a school district; • Subgroup performance: The proficiency rate of all student subgroups. (Assessment data provided by NJDOE)	5	1.7

Instruction Indicator 1

Step 2: Goal	Step 3: Strategies	Step 4: Person/Position Responsible	Step 5: Timeline	Step 6: Evidence of Completion
<p>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; • Subgroup performance: The proficiency rate of all student subgroups; (Assessment data provided by NJDOE) 	<p><u>K-5</u>: New Tier 1 adoption with full bilingual companion programming that reflects the components of balanced literacy complemented by Tier 2 and 3 interventions</p> <p><u>6-8</u>: New Tier 1 adoption with ESL programming with a focus on academic vocabulary and disciplinary literacy complemented by Tier 2 and 3 interventions</p> <p><u>9-12</u>: Third year of implementation of a new curriculum and blended resource for ELA, ESL has adopted the program with modifications and accommodations for ELs complemented by Tier 2 and 3 interventions</p>	<p>Supervisor of Humanities, Supervisors of Bilingual, ESL, and World Language, Assistant Superintendents of Elementary and Secondary Education, Principals, Vice Principals, I&RS, and SLT</p>	<p>9/1/20 to 6/30/21</p>	<p>Reports from:</p> <ul style="list-style-type: none"> - Performance Matters - STAR Reading and Early Literacy (English and Spanish) - ACCESS 2.0 - Read 180/System 44 - Lexia - Istation - Waterford Early Learning

Instruction Indicator 2

Step 2: Goal	Step 3: Strategy(ies)	Step 4: Person/Position Responsible	Step 5: Timeline	Step 6: Evidence of Completion
<p>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; • Subgroup performance: The proficiency rate of all student subgroups. <p>(Assessment data provided by NJDOE)</p>	<ul style="list-style-type: none"> (1) K-5 Year 3 Eureka Math implementation of instructional strategies to master NJSLA-M* (2) 6-12 Partnership with Khan Academy & Delta Math* (3) K-9 Utilization of STAR Math assessment as universal screener to identify skills/standards students need to focus on* (4) 6-12 Development of quarterly assessments using PARCC/NJSLA released items* (5) 9-12 Partnership with College Board* (6) K-12 Teacher training/professional development starting in Summer 2020 through June 2021* 	<p>Supervisor of STEM, Elementary</p> <p style="text-align: center;">&</p> <p>Supervisor of STEM, Secondary</p>	<p>8/1/2020 - 6/30/2021</p>	<ul style="list-style-type: none"> (1) K- 12 Reports in Edulastic, SchoolNet, and Performance Matters (2) 6-12 Khan Academy Reports (3) K-9 Star Math Reports (4) K-12 Frontline PD Evaluation Surveys

Instruction Indicator 3

Step 2: Goal	Step 3: Strategy(ies)	Step 4: Person/Position Responsible	Step 5: Timeline	Step 6: Evidence of Completion
<p>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; • Subgroup performance: The proficiency rate of all student subgroups. <p>(Assessment data provided by NJDOE)</p>	<p>(1) 6-12 Partnership with NJCTL and adoption of their Virtual Platform*</p> <p>(2) 6-8 Utilizing MobyMax as a Science Intervention Tool*</p> <p>(3) 5-8 students will take practice NJSLA students - data will be used to identify areas where students need intervention and enrichment*</p> <p>(4) K-12 Teacher training/professional development starting in Summer 2020 through June 2021*</p>	<p>Supervisor of STEM, Elementary</p> <p style="text-align: center;">&</p> <p>Supervisor of STEM, Secondary</p>	<p>8/1/2020 - 6/30/2021</p>	<p>(1) 6-12 Moodle Reports</p> <p>(2) 6-8 Moby Max Reports</p> <p>(3) 6-8 NJSLA Science Spreadsheet & Gr5 survey</p> <p>(4) K-12 Frontline PD Evaluation Surveys</p>



Instruction and Program Indicators 4 through 5

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).

Indicator	Point Value	County Score Enter Actual Scores
4. The school district's ELA academic progress. • Academic progress is calculated to include subgroup performance by averaging the mSGP of all students with the average of all subgroups' mSGPs. (Assessment data provided by NJDOE)	7.5	4.5
5. The school district's mathematics academic progress. • Academic progress is calculated to include subgroup performance by averaging the mSGP of all students with the average of all subgroups' mSGPs. (Assessment data provided by NJDOE)	7.5	4.5

Instruction Indicator 4

Step 2: Goal	Step 3: Strategies	Step 4: Person/Position Responsible	Step 5: Timeline	Step 6: Evidence of Completion
<p>The school district’s ELA academic progress. • Academic progress is calculated to include subgroup performance by averaging the mSGP of all students with the average of all subgroups’ mSGPs. (Assessment data provided by NJDOE)</p>	<p><u>K-5</u>: Disaggregate data from the following: Renaissance STAR Early Literacy and Reading assessments, literacy interim assessments, Lexia Core 5 autoplacer and intervention, Istation (launch in progress) autoplacement and intervention (ELs), and Waterford (grades K-1 students with specific special needs)</p> <p><u>6-8</u>: Disaggregate data from the following: Renaissance STAR Reading assessments, literacy unit assessments, Lexia PowerUp autoplacer and intervention (all students)</p> <p><u>9-12</u>: Disaggregate data from the following: Renaissance STAR Reading assessments, literacy unit assessments, Lexia PowerUp autoplacer and intervention (all grades), ACCESS 2.0 assessment to determine English language acquisition of ELs</p>	<p>Supervisor of Humanities, Supervisors of Bilingual, ESL, and World Language, Assistant Superintendents of Elementary and Secondary Education, Principals, Vice Principals, I&RS, and SLT</p>	<p>9/1/20 to 6/30/21</p>	<p>Reports from:</p> <ul style="list-style-type: none"> - Performance Matters - STAR Reading and Early Literacy (English and Spanish) - ACCESS 2.0 - Read 180/System 44 - Lexia - Istation - Waterford Early Learning

Instruction Indicator 5

Step 2: Goal	Step 3: Strategy(ies)	Step 4: Person/Position Responsible	Step 5: Timeline	Step 6: Evidence of Completion
<p>The school district's mathematics academic progress. • Academic progress is calculated to include subgroup performance by averaging the mSGP of all students with the average of all subgroups' mSGPs. (Assessment data provided by NJDOE)</p>	<p>(1) K-9 Implementing DreamBox to support math Response to Intervention (RTI) District-wide *</p> <p>(2) 9-12 Creation of Bilingual Honors' Program *</p> <p>(3) 6-8 Development of Mixed Grade Level Assessments and scope and sequence for self contained students*</p> <p>(4) K-9 Utilization of STAR Math assessment as universal screener to identify skills students need to focus on*</p> <p>(5) K-12 Teacher training/professional development starting in Summer 2020 through June 2021*</p> <p>(6) 10-12 Utilizing College Board Khan Academy SAT Prep*</p>	<p>Supervisor of STEM, Elementary</p> <p style="text-align: center;">&</p> <p>Supervisor of STEM, Secondary</p>	<p>8/1/2020 - 6/30/2021</p>	<p>(1) K-9 Dreambox Reports</p> <p>(2) 9-12 PowerSchool Reports</p> <p>(3) 6-8 Edulastic Reports</p> <p>(4) K-9 STAR Math reports, including Star Math Spanish</p> <p>(5) K-12 Frontline PD Evaluation Surveys</p> <p>(6) 10-12 Khan Academy Reports</p>



Instruction and Program Indicator 6

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.

Indicator	Point Value	County Score Enter Actual Scores
6. The school district's graduation rate (average of four-year and five-year adjusted cohort graduation rates). • Graduation rate is calculated to include subgroup performance by averaging the combined graduation rate (i.e. the average of the four-year and five-year graduation rates) of all students with the average of all subgroups' combined graduation rates. (Assessment data provided by NJDOE)	15.0	10.4

Instruction Indicator 6

Step 2: Goal	Step 3: Strategy(ies)	Step 4: Person/Position Responsible	Step 5: Timeline	Step 6: Evidence of Completion
<p>The school district's graduation rate (average of four-year and five-year adjusted cohort graduation rates). • Graduation rate is calculated to include subgroup performance by averaging the combined graduation rate (i.e. the average of the four-year and five-year graduation rates) of all students with the average of all subgroups' combined graduation rates. (Assessment data provided by NJDOE)</p>	<p>(1) Analyze academic performance of cohort students on a regular basis - share info with students and parents (2) Analyze academic performance of students placed in out-of-district placements. Some of these students are not graduating at the same rate as district students. (3) Review current practices to place students who are new to the country, with no credit and/or interrupted education, who arrive in the Spring to reduce the impact on the graduation rate. (4) Identify students labeled as: non-verified, dropout or off track - reach out to students and develop a re-engagement plan</p>	<p>Principals, Office of Assessment, Guidance Counselors</p>	<p>8/1/2020 - 6/30/2021</p>	<p>(1) Completion of student credit check forms for cohort students (2) NJSmart Reports (3) PowerSchool Reports</p>



Instruction and Program Indicator 7

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

Indicator	Point Value	County Score Enter Actual Scores
7. The school district's measure(s) for school quality and student success is calculated to account for subgroup performance by averaging the rates for all students with the average of all subgroups' rates. (Assessment data provided by NJDOE)	10.0	0.0

Instruction Indicator 7

Step 2: Goal	Step 3: Strategy(ies)	Step 4: Person/Position Responsible	Step 5: Timeline	Step 6: Evidence of Completion
<p>The school district's measure(s) for school quality and student success is calculated to account for subgroup performance by averaging the rates for all students with the average of all subgroups' rates. (Assessment data provided by NJDOE)</p>	<p>(1) Schools will: Develop attendance teams to reduce contributing barriers to regular student achievement & increase parental engagement to this end.</p> <p>(2) Office of school support will: identify students who have excessive absences; Provide schools with monthly attendance reports & direct attendance officers to conduct wellness checks.</p> <p>(3) Schools will: Promote attendance through perfect attendance award ceremonies & utilize Attendance Works strategies.</p> <p>(4) The SIS will be monitored and updated to reflect students who have moved out of district, moved out of country or who registered but never reported.</p> <p>(5) Implementation of All Kids Thrive Grant Committee action plan</p>	<p>Office of School Support, Program Managers, Principals, Coordinator of Community Engagement and Attendance Officers</p>	<p>8/1/2020 - 6/30/2021</p>	<p>(1) Meeting minutes from School Attendance Teams, District Attendance Committee. (2) Completed School Attendance Action Plans (3) Perfect Attendance Letters (4) Reports from Attendance Officer home visits (5) PowerSchool Reports</p>

District Improvement Plan

- 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.

Operations Indicator 1(a)

Step 2: Goal	Step 3: Strategy(ies)	Step 4: Person/Position Responsible	Step 5: Timeline	Step 6: Evidence of Completion
<p>The school district's NJSMART and educator evaluation data files: a. Have been certified by established deadlines and provide complete data</p>	<p>(1) Coordinate with other offices and schools to ensure that the 15 required reports are prepared and reviewed prior to timely submission. (2) Publish the submission schedule with the people responsible and involved in preparing the submission.</p>	<p>Performance and Accountability in collaboration with all Schools, Special Education Department, HRS, and Curriculum Department, Asst. Superintendents of School Support</p>	<p>In accordance with NJSMART submission timelines</p>	<p>Certificates of submission and screenshots of SID and SMID management just before COB on snapshot dates</p>
	<p>Provide required updates no later than 12/31/20 and 06/30/21. For the 2020/21 school year the presentation will be made to the board during the December and June board meetings. The presentation will be reflected on the board agenda and in board meeting minutes. Final data will be submitted to the Department by July 15th.</p>			

Operations Indicator 6

Step 2: Goal	Step 3: Strategy(ies)	Step 4: Person/Position Responsible	Step 5: Timeline	Step 6: Evidence of Completion
<p>Twice per year, the CSA presents to the district board of education a summary of violence, vandalism, substance abuse, and harassment, intimidation and bullying (HIB) incidents submitted on the Department’s incident reporting system. The CSA or designee submits the final data verification to the Department by July 15. (N.J.A.C. 6A:16-5.3)</p>	<p>(1) Assistant Superintendents to work closely with schools & managers to ensure data is monitored & reported monthly (2) Assistant Superintendents will ensure presentations are delivered no later than 12/31/20 & 06/30/21 in compliance with state mandates. (3) Board agenda and meeting minutes will reflect presentation. (4) Final data will be reviewed and cross referenced with supporting documentation prior to submission on or before July 15th to the DOE.</p>	<p>Assistant Superintendents of Elementary, Secondary & School Support, Managers of School Support (Elem. & Secondary)</p>	<p>12/31/20, 06/30/21</p>	<p>Evidence of presentation will be captured on board agenda as well as board minutes.</p>

Operations Indicator 7

Step 2: Goal	Step 3: Strategy(ies)	Step 4: Person/Position Responsible	Step 5: Timeline	Step 6: Evidence of Completion
<p>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)</p>	<p>(1) Adhere to all submission deadlines. (2) Submit HIB self assessment by September 30, 2021. (3) District staff will complete the Global Compliance Network Trainings to include:</p> <ul style="list-style-type: none"> ○ HIB ○ Sexual Harassment ○ Affirmative Action ○ General Harassment ○ Child Abuse ○ School Safety <p>(4) Data Review and Planning Meetings to be conducted by Assistant Superintendents</p>	<p>All Principals - Office of School Support / Managers of School Support, Assistant Superintendents</p>	<p>9/30/2021</p>	<p>PowerSchool Reports (Data from Log Entries), Meeting Minutes from School Safety Teams & Committees and Staff GCN Training Certificates</p>

Operations Indicator 13

Step 2: Goal	Step 3: Strategy(ies)	Step 4: Person/Position Responsible	Step 5: Timeline	Step 6: Evidence of Completion
<p>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)</p>	<p>Assistant Superintendents will:</p> <p>(1) Ensure schools adhere to suspension regulations</p> <p>(2) Ensure home instruction is provided pursuant to (N.J.S.A. 18A:6-4.13 and 7.1; N.J.A.C. 6A:16- 7.2, 7.3, & 10.1)</p> <p>(3) Ensure the Student Code of Conduct is revised & aligned with suspension regulations.</p> <p>(3) Ensure all instructional staff are approved as home instructors.</p> <p>(4) Continue to provide PD on Restorative Practices for teachers</p>	<p>All Principals - Assistant Superintendents of Elementary, Secondary & School Support, Managers of School Support, Supervisor of Nursing</p>	<p>Ongoing- timelines to be maintained as required when students are suspended. Student Code of Conduct Policy will be reviewed and possibly revised for March 2021 first reading to the board of education. Restorative practices trainings to staff will be ongoing.</p>	<p>PowerSchool Reports (Data from Log Entries and Suspensions), Meeting Minutes from I&RS Team Meetings, Home Instruction Reports</p>

Operations Indicator 16

Step 2: Goal	Step 3: Strategy(ies)	Step 4: Person/Position Responsible	Step 5: Timeline	Step 6: Evidence of Completion
<p>The school district has a comprehensive equity plan (CEP) designed to eliminate discrimination according to age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender, religion, disability socioeconomic status, pregnancy, or parenthood that is approved by the Department. Additionally, the school district submits to the Department the annual CEP statement of assurance. (N.J.A.C. 6A:7-1.4)</p>	<ul style="list-style-type: none"> (1) Adhere to submission deadlines. (2) SOA / CEP not submitted for the 19/20 school year by June 30 2019. (3) SOA/CEP has been submitted for the 20/21 school year by the 09/01 due date. (4) 3 year plan submitted by 06/14/19. (5) All staff are required to complete the GCN Training. (6) Create an Equity & Diversity Committee. 	<p>Supervisor of Professional Development / Affirmative Action Officer to submit SOA / CEP by 09/01/2021</p>	<p>9/1/2021</p>	<p>Revise and submit CEP, GCN Certificates of Completion will be on file</p>

Thank you - TPS Leadership

