



# **Continually Improving District Accountability: New Jersey Quality Single Accountability Continuum (NJQSAC)**



# **Contents for First Discussion Presentation of N.J.A.C. 6A:30 , Evaluation of the Performance of School Districts**

- I. Background and Framework of Continual Improvement**
  
- II. Key Changes in Appendix A: District Performance Review**



# New Jersey Quality Single Accountability Continuum (NJQSAC)

Originally enacted by the New Jersey Legislature in 2005 and revised over the years, NJQSAC was created to ensure districts are providing a thorough and efficient education to all students. NJQSAC also provides guidelines for initiating or withdrawing from partial or full state intervention.

NJQSAC includes quality performance indicators in five key component areas:

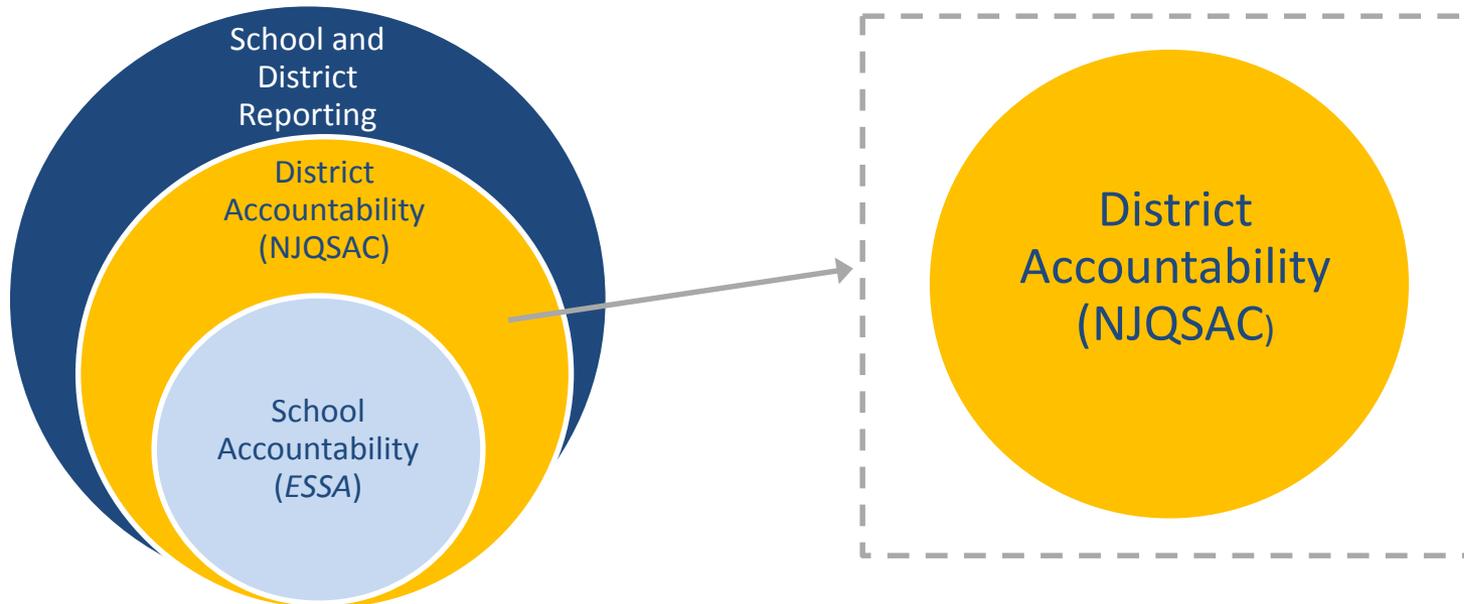
- Instruction and program
- Fiscal management
- Governance
- Operations
- Personnel

If a district does not satisfy at least 80% of the weighted quality performance indicators in one or more of the five key component areas, the district must develop an NJQSAC district improvement plan.



# District Accountability: New Jersey Quality Single Accountability Continuum (NJQSAC)

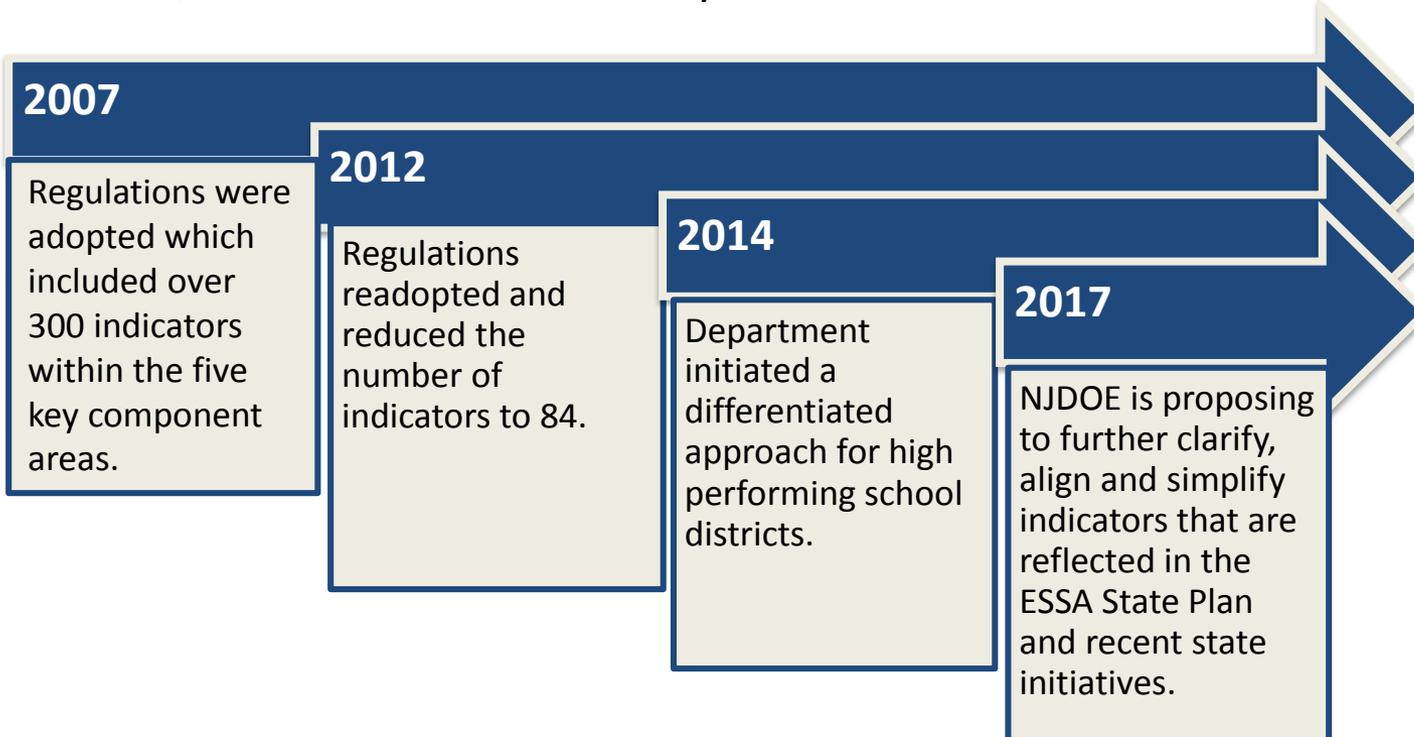
As discussed in the New Jersey Framework, NJQSAC District Accountability is one of the New Jersey accountability systems and was developed to ensure all students are provided a thorough and efficient education. In particular, NJQSAC serves as the monitoring and evaluation system for school districts implemented through self-reporting and verification and is designed to identify districts that need additional support.





# Continually Improving Accountability and Support Systems

Proposed changes to N.J.A.C. 6A:30 are part of a broader effort to clarify, align and simplify New Jersey's accountability systems, as well as accurately reflect key state initiatives such as the adoption of New Jersey Student Learning Standards, PARCC assessments, ESSA school accountability and AchieveNJ educator evaluation system.





# Objectives in Revising NJQSAC

## Clarify

- Ensure indicators are, where possible, **clear, objective and measurable**
- Ensure point values and weighting of indicators reflect **State priorities and scoring is easier to understand**
- Focus on growth and performance for **all students** throughout the district

## Align

- Ensure all accountability systems (state, local, federal) compliment one another to create **a cohesive set of goals** for students, educators, and districts
- Ensure NJQSAC overall ratings **align with measures** used in other accountability systems (e.g., PARCC proficiency, student growth, graduation rates)

## Simplify

- Reduce the number of overall indicators and further **eliminate redundancy**
- Reduce the time and resources educators must prepare for a NJQSAC visit, **allowing more time to focus on instructional needs of the district**
- Focus NJDOE's role more on **support rather than compliance**



# NJQSAC Proposed Regulatory and Implementation Timeline

The proposed changes will be implemented carefully and incrementally over two years while the NJDOE continues to engage parents, educators and students on how to improve the way it supports schools and districts in need of improvement.

2017									2018											
Apr	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep	Oct	Nov	Dec
★ Introduced to State Board of Education																				
Communications & Feedback																				
									★ Tentative Adoption of Amendments											
									Communications, Training, & Support											
									★ Amendments Effective for SY 2018-19											



# Changes to Appendix A: District Performance Review



# District Performance Review Indicators

The District Performance Review indicators are comprised of five key component areas of school district effectiveness. Amendments to Instruction and Program indicators are proposed to further clarify, align and simplify existing indicators and the process.

Instruction and Program (I&P)	Meeting the state's measure for student performance and progress and graduation rates; analyzing data; aligning curriculum to State standards; and providing tiered systems of support
Fiscal Management	Maintaining monthly reports and standard operating procedures; satisfying annual audits; managing grants and capital funds; implementing facilities plan; conducting annual safety reviews; preparing and analyzing fiscal year cash flow; and employing a certified facilities manager
Governance	Developing aligned curriculum, overseeing budget process; developing policies; evaluating superintendent and reviewing administrative contracts
Operations	Implementing policies on student conduct, attendance, alcohol, tobacco, and drugs; HIB; reporting data to NJ SMART and the electronic violence and vandalism reporting system; maintaining a positive school climate; and providing transportation
Personnel	Providing high-quality professional development; aligning staff evaluations to TEACHNJ; supporting novice teachers; promoting quality supervision; Tracking of staffing information; continued implementation of important compliance activities



# Instruction and Program (I&P) Indicators

Changes to Indicators 1 through 7 align QSAC, ESSA, and other metrics used by New Jersey to **ensure that districts, schools and classrooms are focused on the same outcomes. Examples include:**

Key Existing Components	Substantive Proposed Changes
<ul style="list-style-type: none"><li>• Uses NJASK/HSPA</li><li>• District meets 'Annual Measureable Objectives' (AMOs) for total student population.</li><li>• Based on proficiency of total student population or incremental improvement in proficiency. Does not monitor for academic growth.</li><li>• Uses average daily attendance rate of district (at least 90% attendance over prior three years)</li><li>• Science: at least 70% proficient or advanced proficient in statewide science assessments</li><li>• Graduation: Based on the percentage of students who graduated from high school via HSPA</li><li>• Priority and Focus school designations no longer apply under ESSA</li></ul>	<ul style="list-style-type: none"><li>• Uses PARCC</li><li>• District score to be based on proficiency of overall student population <i>and</i> subgroups of students</li><li>• Measures growth using median Student Growth Percentile (mSGP) for both the total student population <i>and</i> all subgroups of students</li><li>• Uses chronic absenteeism (students who miss 10% or more of school)</li><li>• Science: Achievement scores use proficiency of total student population <i>and</i> subgroups of students</li><li>• Graduation: Based on a school district's 4- or 5-year cohort graduation rate of total student population and of all student subgroups</li></ul>



## Instruction and Program Indicators, Cont.

Additional changes to Indicators 8 through 16 are meant to further clarify, align and simplify this section. **Examples of changes include:**

- **Indicator 8** verifies that the chief school administrator reports preliminary and final findings and analyses of statewide assessments, as well as intervention strategies to the district board of education.
- **Indicators 9 through 15** verifies that curriculum is aligned to the New Jersey Student Learning Standards and in accordance with the Department implementation timeline.
- **Indicator 16** verifies that a coordinated, tiered system for addressing all students' learning, behavior and/or health needs exists and adds specific elements to be included in the system.



# District Performance Review Indicators

The District Performance Review indicators are comprised of five key component areas of school district effectiveness. Amendments to the following three areas are proposed to further clarify, align and simplify existing indicators and the process.

Instruction and Program (I&P)	Meeting the state's measure for student performance and progress and graduation rates; analyzing data; aligning curriculum to State standards; and providing tiered systems of support
Fiscal Management	Maintaining monthly reports and standard operating procedures; satisfying annual audits; managing grants and capital funds; implementing facilities plan; conducting annual safety reviews; preparing and analyzing fiscal year cash flow; and employing a certified facilities manager
Governance	Developing aligned curriculum, overseeing budget process; developing policies; evaluating superintendent and reviewing administrative contracts
Operations	Implementing policies on student conduct, attendance, ATOD, HIB; reporting data to NJ SMART and the EVVRS; maintaining a positive school climate; and providing transportation
Personnel	Providing high-quality professional development; aligning staff evaluations to TEACHNJ; supporting novice teachers; promoting quality supervision; Tracking of staffing information; continued implementation of important compliance activities



# Fiscal Management Indicators

Fiscal District Performance Review indicators are used to assess a school district's performance and capacity in the area of finance.

## Key Existing Components

- Managing grants
- Updating standard operating procedures
- Conducting the annual health and safety reviews
- Complying with the annual audit
- Analyzing cash-flow

## Substantive Proposed Changes

- Ensuring district buildings and grounds supervisors possess a valid authorization from the NJDOE to serve as a certified educational facilities manager (N.J.S.A. 18A:17-49).
- Emphasizing the importance of standard operating procedures.



# Governance Indicators

The Governance District Performance Review indicators assess a school district's performance and capacity in the area of effective governance and administration.

## Key Existing Components

- Developing curriculum that is aligned with state standards
- Overseeing the budgeting process
- Developing and implementing all district board of education approved policies
- Evaluating the chief school administrator
- Reviewing and approving all contracts for superintendents, deputy/assistant superintendents, school business administrators

## Substantive Proposed Changes

- Collecting data/information from families at least annually to measure the effectiveness of district communications and programs to support student learning
- Establishing programs/services for English language learners (N.J.A.C. 6A:15 *et seq.*)
- Ensuring the budgeting process addresses curriculum implementation



# Operations Indicators

The Operations District Performance Review indicators assess a school district's performance and capacity in implementing school district policies such as student health, safety, substance abuse, and career and academic counseling.

## Key Existing Components

- Creating policies related to student conduct, attendance, substance abuse, HIB
- Submitting data
- Maintaining a positive school climate
- Implementing the education and law enforcement memorandum of agreement
- Providing school health services
- Reporting potentially missing or abused children
- Providing transportation
- Implementing career education and academic counseling

## Substantive Proposed Changes

- Adding school district data management indicators
- Monitoring data entered into the CDS more closely
- Adding school security drill compliance measure



# District Performance Review Indicators

The District Performance Review indicators are comprised of five key component areas of school district effectiveness. Amendments to the following Personnel indicators are proposed to further clarify, align and simplify existing indicators and the process.

Instruction and Program (I&P)	Meeting the state’s measure for student performance and progress and graduation rates; analyzing data; aligning curriculum to State standards; and providing tiered systems of support
Fiscal Management	Maintaining monthly reports and standard operating procedures; satisfying annual audits; managing grants and capital funds; implementing facilities plan; conducting annual safety reviews; preparing and analyzing fiscal year cash flow; and employing a certified facilities manager
Governance	Developing aligned curriculum, overseeing budget process; developing policies; evaluating superintendent and reviewing administrative contracts
Operations	Implementing policies on student conduct, attendance, ATOD, HIB; reporting data to NJ SMART and the EVVRS; maintaining a positive school climate; and providing transportation, health, counseling and guidance services
Personnel	Providing high-quality professional development; aligning staff evaluations to TEACHNJ; supporting novice teachers; promoting quality supervision; Tracking of staffing information; continued implementation of important compliance activities



## Personnel Indicators

The Personnel District Performance Review indicators are used to assess a school district's performance and capacity in fulfilling the requirements for staffing and staff development. Current indicators do not reflect recently developed systems designed to prioritize educator quality, such as TEACH NJ/AchieveNJ educator evaluations, aligned professional development and mentoring.

### Key Existing Components

Current NJQSAC Personnel Indicators emphasize rules compliance, such as:

- Use of board-approved job descriptions
- Documenting successful criminal history checks
- Adopting of policies and procedures for physical examinations and annual evaluation for staff
- Use of multiple sources of data for professional development

### Substantive Proposed Changes

Revised indicators focus on practices promoting teacher and leader quality:

- Detailed expectations for staff evaluations; high-quality professional development
- Support for new teachers (including mentoring)
- Quality supervision practices
- Detailed and accurate tracking of the position control roster, reconciled to the district's budget
- Continue important compliance activities, e.g., criminal history check, physical exams



# Reminders

- Establish the district QSAC team and begin reviewing the new DPR indicators;
- Review all curricular requirements found in N.J.A.C. 6A:8, Standards and Assessment;
- Develop an data management process that includes a person responsible for data management and the sharing of data internally;
- Maintain an updated Standard Operating Procedure Manual and Position Control Roster; and
- Ensure evaluation and staff development processes have occurred in accordance with N.J.A.C 6A:9C and 10



# Contact

Please contact NJDOE staff directly for the following comments or inquiries:

- Questions or concerns: [QSAC@doe.state.nj.us](mailto:QSAC@doe.state.nj.us)