

New Jersey Department of Education



New Jersey State Board of Education Readoption with Amendments

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

Division of Field Support and Services

July 10, 2024





N.J.A.C. 6A:30, Evaluation of the Performance of School Districts (NJQSAC)



Background:

- ❑ P.L. 2005, c.235 and P.L. 2007, c.16 amended N.J.S.A. 18A-7A-1 et. seq. to establish a new monitoring and evaluation system of school districts, entitled the New Jersey Single Accountability Continuum (NJQSAC).
- ❑ In February 2007, the Department adopted initial rules implementing NJQSAC.
- ❑ In March 2008, the Department readopted the rules with amendments, amended the rules in January 2009 and amended the rules and adopted new rules in January 2010.
- ❑ The State Board readopted the rules with amendments in June 2010, adopted amendments, repeals, and new rules in March 2012 and November 2017.
- ❑ This chapter is scheduled to expire on November 1, 2024.





Brief Overview: NJQSAC



- ❑ The New Jersey Quality Single Accountability Continuum (NJQSAC) is the state's primary accountability system for monitoring and evaluating school district performance.
- ❑ NJQSAC evaluates over 60 weighted quality performance indicators across five key component areas of school district effectiveness: Instruction and Program (I&P); Fiscal Management; Governance; Operations; and Personnel. Indicators include, but are not limited to, compliance with various statutory and regulatory requirements and district performance on academic and school quality metrics.
 - ❖ The five key component areas of district effectiveness are set forth in the chapter's appendices at Appendix A, for school districts and county vocational school districts; and Appendix B, for county special services school districts (CSSSDs).
- ❑ NJQSAC also serves as the Department's basis for initiating or withdrawing a school district from State operation.
- ❑ As part of the NJQSAC process, each public school district completes a District Performance Review (DPR), which is a self-assessment tool that measures a school district's compliance and performance at weighted quality performance indicators in each of the five components areas of school district effectiveness.
- ❑ The weight of each quality performance indicator across all 5 key areas in the DPRs are based on the significance and complexity of the indicator.



NJQSAC District Improvement Plan (DIP)



- ❑ If a school district does not satisfy at least 80% of the quality performance indicators in one or more of the five key component areas, the district must develop a District Improvement Plan (DIP).
- ❑ The Department and the school district work collaboratively to improve school district performance in the identified targeted area(s) in which a district did not satisfy at least 80% of the quality performance indicators.
- ❑ The measures used to achieve this goal include Department evaluations of the school district through interim NJQSAC reviews at six-month intervals, close monitoring of DIP implementation and the provision of technical assistance, as appropriate.



NJQSAC Cohorts

There are 560 school districts and 7 CSSSD in the State of New Jersey that are monitored and evaluated through the NJQSAC on a three-year evaluation cycle.



Cohort I

181

School Districts Undergo QSAC Evaluation in 22-23 school year, 25-26 school year, etc.

Cohort II

194

School Districts Undergo QSAC evaluation in 23-24 school year, 26-27 school year, etc.

Cohort III

192

School Districts Undergo QSAC evaluation in 24-25 school year, 27-28 school year, etc.





Overview of Presentation (1 of 2)

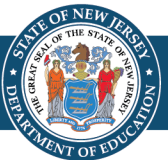


- ❑ The NJQSAC readoption with amendments presentation summarizes the most significant substantive amendments being proposed at N.J.A.C. 6A:30.
- ❑ The presentation does not include non-substantive proposed amendments, most of which are in the chapter's rule text at N.J.A.C. 6A:30-1.1 through 6A:30-8.1.
- ❑ Non-substantive amendments throughout the chapter are in two areas:
 - a) Technical Updates – ensure the code follows the most recent style guide; adjust all references to gender to utilize more inclusive language; update out-of-date terminology; update citations and references to statute; edit grammar and syntax to simplify language, remove redundant language, and add clarity; and
 - b) Process Updates – streamline and clarify rules, procedures, and operations for evaluating school districts in the five key component areas of school district effectiveness.

Overview of Presentation (2 of 2)



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



New Statutory Requirements Proposed Amendments – Appendices A and B, DPR



New statutory requirements incorporated in the NJQSAC as proposed for amendment are highlighted below.

New Statutory Requirements		
Statute	Description	Location at Appendices A and B
N.J.S.A. 18A:35-4.36a	Diversity and Inclusion Statutes	New I&P Indicator 18
N.J.S.A. 18A:35-4.35-6	History and Contributions of Individuals with Disabilities and LGBT persons	New I&P Indicator 18
N.J.S.A. 18A:35-4.33	Instruction on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic mean	Existing I&P Indicator 14
N.J.S.A. 18A:35-4.37 and N.J.S.A. 18A:35-4.38	Age-appropriate instruction in grades six through 12 on the law and meaning of “consent for physical contact and sexual activity”	
N.J.S.A. 18A:35-4.39	Instruction on the multiple dimensions of health by including “mental health” and the relation of physical and mental health to enhance student understanding, attributes, and behaviors that promote health, well being and human dignity.	
N.J.S.A. 18A:35-4.40 & N.J.S.A. 18A:35-4.41	Instruction on the “New Jersey Safe Haven Protection Act”	
N.J.S.A. 18A:35-4.5a	Instruction on “sexual abuse and assault awareness and prevention” as part of the district’s implementation of NJSLS in Compressive Health and Physical Education	
P.L.2021, c.410	Asian American Heritage Commission	Existing I&P Indicator 12
N.J.S.A. 18A:41-14	School safety audit of school buildings	New Operations Indicator 15b
N.J.S.A. 18A:41-7.1	Critical Incident Mapping data to local law	New Operations Indicator 15c
N.J.S.A. 18A:17-43.3	Designation of a “school safety specialist”	New Operations Indicator 17
N.J.S.A. 18A:17-43.4	Establishment of a “threat assessment team”	New Operations Indicator 18
N.J.S.A. 18A:38-25.1	Chronically absent students corrective action plan	Recodified Operations Indicator 18 as new Indicator 20
N.J.S.A. 18A:6-117	Teacher Effectiveness and Accountability for Children of NJ (TEACHNJ) Act	Recodified Personnel Indicator 2e as the new 6c (increase points from 5 to 12)



Additional Increases in Point Values by Indicator Proposed Amendments – Appendices A and B, Fiscal DPR



Additional increases in point value at Appendices A and B (Fiscal)			
Indicator	Rationale	Existing	Proposed Amendment
Fiscal, Indicator 1	Increase point value to eight from six to place greater emphasis on a school district's compliance with N.J.S.A. 18A:17-9 which monitors whether the monthly district board of education secretary's report are completed and reconciled without exceptions and submitted to the district board of education within 60 days of the month's end for approval.	6	8
Fiscal Indicator 3	Increase point value to six from four to place greater emphasis on a school district filing the ACFR, AMR, Federal Data Collection Form, and other supporting forms and collections by the due date set forth at N.J.S.A. 18A:23-1.	4	6
Fiscal, Indicator 6c	Increase point value to six from four to place greater emphasis on a school district's fiduciary practices, notably, spending within the authorized amount unless the school district has received the proper approvals to raise additional funds to augment the authorized amount.	4	6
Decreases in point value at Appendices A and B (Fiscal)			
Fiscal, Indicator 6a	Decrease point value to two from four to account for the increase in the point value for recodified Indicator 5e.	4	2
Fiscal Indicator 6b	Decrease point value to three from four to account for the increase in the point value for recodified Indicator 5e.	4	3
Fiscal Indicator 6d	Decrease point value to three from four to account for the increase in the point value for recodified Indicator 5e.	4	3
Fiscal Indicator 10	Decrease point value to four from six to account for the increase in point value at Indicator 1 as described above.	6	4



Additional Increases in Point Values by Indicator Proposed Amendments – Appendices A and B, Personnel DPR



Additional increases in point value at Appendices A and B (Personnel)			
Indicator	Rationale	Existing	Proposed Amendment
New Personnel Sub Indicator 1e	The Department proposes new Indicator 1e to ensure that summary conferences for all certified staff have occurred pursuant to N.J.A.C. 6A:10-2.4(c).	0	2
New Personnel, Indicator 4f	The Department proposes the new Indicator 4f to ensure that 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 certificate pursuant to N.J.A.C. 6A:9B. The Department proposes to assign the indicator a point value of two.	0	2
Personnel, Indicator 5b	Increase point value to six from five to place greater emphasis on a district maintaining an accurate up to date position control roster.	5	6
Personnel, Indicator 6	Increase point value to 12 from five to place greater emphasis on a district's 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.	5	12
Decreases in point value at Appendices A and B (Personnel)			
Personnel, Sub-Indicator 1d	Decrease point value to two from four to account for new personnel indicator 1e as described above.	4	2
Recodified Personnel, Sub-Indicator 2[d]c	Decrease point value to five from four to account for the increase in point value at personnel indicator six as described above.	5	4
Personnel, Sub-Indicator 4c	Decrease point value to five from three to account for the increase in point value at personnel indicator six as described above.	5	3
Personnel, Sub-Indicator 4d	Decrease point value to five from three to account for the increase in point value at personnel indicator six as described above.	5	3



Proposed Amendments – Appendix A, I&P-DPR



Chart A: Existing I&P Indicators (DPR)

Existing I& P Indicators and Point Values				
Indicators		K-8	K-12	9-12
1	ELA achievement score	10	7.5	15
2	Math achievement score	10	7.5	15
3	Science achievement score	10	5	0
4	ELA academic progress	10	7.5	0
5	Math academic progress	10	7.5	0
6	4- and 5-year graduation rate	0	15	20
7	School quality	10	10	10
8	CSA student performance report	6		
9	ELA curriculum and instruction	4		
10	Math curriculum and instruction	4		
11	Science curriculum and instruction	4		
12	Social studies curriculum and instruction	4		
13	World languages curriculum and instruction	4		
14	Comprehensive health/physical education curriculum and instruction	4		
15	Visual and performing arts curriculum and instruction	4		
16	Tiered Support Systems	6		
Instruction and Program Total		100		

Chart B: Proposed I&P Indicators (DPR)

Proposed I& P Indicators and Point Values				
Indicators		K-8	K-12	9-12
1	ELA achievement score	7.5	5	7.5
2	Math achievement score	7.5	5	7.5
3	Science achievement score	5	5	5
4	ELA academic progress	15	10	0
5	Math academic progress	15	10	0
6	4- and 5-year graduation rate	0	15	30
7	School quality	10	10	10
8	CSA student performance report	5		
9	ELA curriculum and instruction	3		
10	Math curriculum and instruction	3		
11	Science curriculum and instruction	3		
12	Social studies curriculum and instruction	3		
13	World languages curriculum and instruction	3		
14	Comprehensive health/physical education curriculum and instruction	3		
15	Visual and performing arts curriculum and instruction	3		
16	Career readiness, life liberties and key skills curriculum and instruction	3		
17	Computer science and design thinking curriculum and instruction	3		
18	All statutory requirements curriculum and instruction	3		
[16] 19	Tiered Support Systems	5		
Instruction and Program Total		100		



New Statutory Curricula Requirements Proposed Amendments – Appendix A, I&P-DPR



- ❑ The Department proposes a new subindicator “I” at Indicator 12 to include Asian Americans and Pacific Islanders (AAPI) in K-12 in the social studies curriculum pursuant to N.J.S.A. 18A:35-4.44. This statutory provision became effective in January 2022 after the chapter’s most recent readoption.
- ❑ The Department proposes three additional indicators (#s 16-18) corresponding to additional curricular requirements established since chapter 30 was last adopted.
- ❑ Indicators 16-17 represent new NJSLS content areas.
- ❑ Indicator 18 is a catch-all for new statutory curricular requirements not captured in the current NJSLS (e.g., the history of persons with disabilities and lesbian, gay, bisexual, and transgender people in middle and high school curriculum per N.J.S.A. 18A:35-4.35).
- ❑ The points for these new indicators come largely from the existing indicators for other NJSLS content areas 9 through 15; therefore, the Department proposes to decrease from 4 to 3 at the proposed 9-19 curriculum indicators.

Proposed I& P Indicators and Point Values				
Indicators		K-8	K-12	9-12
8	CSA student performance report		5	
9	ELA curriculum and instruction		3	
10	Math curriculum and instruction		3	
11	Science curriculum and instruction		3	
12	Social studies curriculum and instruction		3	
13	World languages curriculum and instruction		3	
14	Comprehensive health/physical education curriculum and instruction		3	
15	Visual and performing arts curriculum and instruction		3	
16	Career readiness, life liberties and key skills curriculum and instruction		3	
17	Computer science and design thinking curriculum and instruction		3	
18	All statutory requirements curriculum and instruction		3	
[16] 19	Tiered Support Systems		5	
Instruction and Program Total			100	



NJ Academic Performance Measures

Appendix A, I&P Indicators 1 through 5

Achievement

Academic Progress (SGP)



- ❑ Proficiency or achievement for ESSA, QSAC, and assessment reporting is the percentage of students who are meeting or exceeding grade level expectations each school year on the Statewide assessments (NJSLA/DLM).
- ❑ Proficiency measures performance at a snapshot in time.
- ❑ Proficiency is correlated with socioeconomic status and other demographics.
- ❑ Compares student performance to a standard.

- ❑ The Department uses student growth percentiles (SGPs) to measure academic progress for the educator evaluation system, ESSA, and NJQSAC.
- ❑ SGPs have been reported in the School Performance Reports in New Jersey since 2011.
- ❑ SGPs measure the relative year to year growth (a.k.a. performance changes) of students compared to other students with similar prior test scores.
- ❑ SGPs are different from absolute growth measures that just look at change in scale score or change in performance level.

A more complete picture of school district effectiveness



Proposed Increases to Growth Points



- ❑ The Department’s proposed amendments place greater weight into growth but keeps a significant percentage of points in achievement to mirror our State ESSA Plan.

Current Indicators & Point Values:

Indicator	K-8	K-12
ELA Achievement	10	7.5
Math Achievement	10	7.5
Science Achievement	10	5
ELA Academic Progress	10	7.5
Math Academic Progress	10	7.5
Achievement Total	30	20
Progress Total	20	15

Proposed Indicators & Point Values:

Indicator	K-8	K-12
ELA Achievement	7.5	5
Math Achievement	7.5	5
Science Achievement	5	5
ELA Academic Progress	15	10
Math Academic Progress	15	10
Achievement Total	20	15
Progress Total	30	20



Value of Measuring and Incentivizing Student Growth (Academic Progress)



In an effort to ensure our accountability and support systems are aligned but not duplicated, the Department proposes an increase in points for growth indicators compared to achievement indicators that aligns to our ESSA State Plan.

- ❑ Growth assesses students' progress from year to year;
- ❑ Growth encourages improvement for all students;
- ❑ Growth-based measures, show students' year-to-year changes and better demonstrate a school district's impact on student learning;
- ❑ Growth can lead to achievement or meeting and exceeding expectations on New Jersey Student Learning Assessments (NJSLA);
- ❑ Growth indicators ensure school districts prioritize the expansion of academic opportunities and achievement for historically underserved student groups.



Growth provides a more complete picture of a school's impacts on every student



Proposed Amendments – Appendix A, I&P-DPR

Indicator 3 (Science Achievement)



- ❑ At science achievement (Indicator 3), the Department proposes greater consistency in point value across grade bands, which involves reducing the number of points for that indicator in K-8 and adding a science achievement indicator for 9-12 districts. This reflects:
 - ❖ The Department’s efforts to rebalance points from achievement to growth;
 - ❖ That the science assessment is only administered in grades 5, 8, and 11. Therefore, science achievement scores tend to represent fewer students than ELA and math, assessments for which are administered more frequently; and
 - ❖ When chapter 30 was last adopted in 2017, the state did not have an operational high school science assessment. NJSLA-Science grade 11 was field tested in 2018 and became operational in spring 2019.
- ❑ The Department believes that given QSAC’s role to provide a comprehensive picture of district performance, it is appropriate to include a science achievement indicator for all school districts regardless of grade configuration in an equitable manner.

Science Achievement Points	K-8	K-12	HS
Current	10	5	0
Proposed	5	5	5

Proposed Amendment – Appendix A, I&P-DPR Indicator 6 (State Graduation Rate)



- ❑ At Indicator 6, in 9-12 districts, the Department proposes increasing the point value from 20 to 30 points. This is a consequence of our efforts to shift points away from achievement towards growth, and the fact that 9-12 districts do not have a growth indicator; the Department chose to redistribute those achievement points partially to the grad rate indicator.
- ❑ Students are required to meet rigorous course standards in content areas to receive a high school diploma in the State of New Jersey.
- ❑ Existing 9-12 district achievement scores are based on the NJSLA ELA and Math assessment taken in grade nine. Shifting points from achievement to graduation rate provides the Department a more comprehensive picture of a 9-12 district's impact on student achievement over time.





Thank You!



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