

# New Jersey Quality Single Accountability Continuum (NJQSAC)

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New Jersey School Boards Association

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**Presenters:**

**New Jersey Department of Education**

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# NJQSAC

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## What is NJQSAC?

- NJQSAC is the Department of Education's new monitoring and evaluation system.
- Its primary purpose is to measure and improve school district performance in meeting State standards.
- It is also designed to ensure all districts operate at a high level of performance.

# What is NJQSAC?

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## Continued...

- It replaces the old monitoring system and integrates many of the requirements of:
  - ✓ Existing Code and Statute
  - ✓ State Takeover Law
  - ✓ Federal Mandates

# Guiding Principles

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**Impetus for change included the following considerations:**

- Inclusion of clear standards of performance;
- Effectiveness in the focus and identification of needs earlier in process;
- Efficiency in delivery of technical assistance to districts;
- Prevention of outcomes that result from unaddressed problems;
- Collaboration between Department of Education and districts;
- Swift involvement of Department of Education for only the time necessary in the specific areas of need;
- Recognition and support for district progress;
- Build capacity at the district level; and
- Build public understanding of district performance among educators, policy makers, legislators, and citizens.

# What You Should Know About NJQSAC

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## NJQSAC .....

- Applies to all school districts, except Educational Services Commissions and Charter Schools



# What You Should Know About NJQSAC

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## NJQSAC .....

- Supports efficient use of district resources
- Emphasizes family and community involvement
- Sets expectations for student achievement
- Uses a uniform tool of evaluation titled “District Performance Review” (DPR)

# Why is NJQSAC needed?

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- While NJQSAC is new, the monitoring site visit will integrate several state and federal program requirements and will replace the 7-year cycle certification and annual Quality Assurance Annual Review (QAAR).
- The process will continue to include Quality Performance Indicators as the first step in determining the effectiveness of school districts.

# NJQSAC - How it Works

## Five Components of School District Effectiveness

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**There are 5 components of school district effectiveness:**

1. Instruction and Program
2. Personnel
3. Fiscal Management
4. Operations
5. Governance





# District Performance Review (DPR)

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Each DPR has a Quality Indicator for each of the 5 components. Each:

- Is weighted;
- Has a total score to determine district effectiveness;
- Requires a response based on data and documentation; and
- Must be verified by NJDOE personnel.

# Quality Indicators of NJQSAC

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## Instruction and Program indicators focus on:

- Student performance
- Curriculum
- Instructional priorities
- Mandated programs
- Early childhood programs
- High school practices/graduation



# Quality Indicators of NJQSAC

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## **Personnel indicators focus on:**

- Appropriate certifications and licensing of personnel
- Personnel policies
- Professional development

# Quality Indicators of NJQSAC

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## **Fiscal Management will focus on:**

- Budget planning
- Financial and budgetary control
- Annual audit
- Treatment of restricted revenue
- Efficiency

# Quality Indicators of NJQSAC

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## **Operations indicators will include:**

- Public school district facilities
- Student conduct, school safety and security
- Student health
- Student support services

# Components & Indicators of NJQSAC

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## Governance indicators will focus on:

- District board policies promoting student achievement
- District board training, disclosure and operation
- Ethics compliance
- District board policies, procedures and by-laws
- Standard school board practices
- Annual evaluative process
- District board/administration collaboration
- District board budget priorities
- District board communications

# DPR: Governance

## NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM

### GOVERNANCE—DISTRICT PERFORMANCE REVIEW (DPR)

District \_\_\_\_\_ County Office: \_\_\_\_\_ Period of Review: \_\_\_\_\_

Each indicator in the governance section of the DPR is worth 11 points. In order to attain points, the district must answer “yes” to each sub-indicator. Partial points will not be awarded. Documentation for all indicators include the board meeting agenda, minutes and resolutions reflecting deliberation and action taken on item indicated and board policies/procedures.

A. STUDENT ACHEIVEMENT	DOCUMENTATION	YES	NO	POINT VALUE	DISTRICT SCORE	COUNTY SCORE	COMMENTS (COUNTY USE ONLY)
<i>The school board conveys clearly and concretely, through the policy it adopts and the information it seeks, that student achievement is the highest priority.</i>	For all: Board meeting agenda, minutes and board resolutions reflecting deliberation and action taken on item indicated. Board polices and procedures.			<b>11</b>			
1. The school board has a clearly articulated district mission statement incorporating the expectation that all students achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at all grade levels.	Mission statement, state assessments, district report card						
2. The school board complies with all of the requirements of N.J.A.C. 6A:8-1, et seq., concerning curriculum and instruction and professional development.	Adopted curriculum and documents relating to curriculum adoption, state assessments, district report card; purchase orders linked to assessment data						

# DPR: Governance

## (Continued...)

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM

GOVERNANCE—DISTRICT PERFORMANCE REVIEW (DPR)

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A. STUDENT ACHEIVEMENT	DOCUMENTATION	YES	NO	POINT VALUE	DISTRICT SCORE	COUNTY SCORE	COMMENTS (COUNTY USE ONLY)
3. The school board establishes policies and procedures for the provision of educational programs and services for all students as set forth in Chapter 7, Managing for Equality and Equity in Education of Volume 6A of <u>N.J.A.C. 6A:7-1.1</u> , et seq.	Equity Plan			11			
4. The school board directs the Chief School Administrator to take appropriate action concerning professional development, purchase of materials and curriculum development. The board also directs the Chief School Administrator to report back to the school board concerning the action(s) taken.	Purchase orders linked to professional development, professional development plans						
<b>TOTAL POINTS/SECTION A</b>				<b>11</b>			



# How are Local School Boards Involved?

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- Establishes the focus of the district
- Participates in the completion of the DPR
- Approves DPR findings and Improvement Plans
- Communicates outcomes and ongoing progress to the public

# What Districts and School Boards Should Know About the NJQSAC Process

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- Review of districts;
- Uniform self-evaluation tool (DPR) will be completed by districts;
- The CSA shall select and convene a local committee to complete the DPR as a first step in determining the effectiveness of school districts;
- NJDOE conducts a review and verification of completed DPR as well as relevant data and information; and
- An on-site visit may be conducted.



# What Districts and School Boards Should Know About the NJQSAC Process

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- NJDOE places districts on the performance continuum for each of the 5 components.
- Based on the results of the review, districts may need Improvement Plan (IP) and may receive technical assistance.
- If necessary, a Highly Skilled Professional (HSP) may provide assistance to the districts.
- NJQSAC provides for partial and full intervention under specific circumstances.



# Highly Skilled Professionals

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## Who:

- Defined in proposed regulations as a designee of the Commissioner who has skills and expertise based on education and experience in one or more of the five key components of school district effectiveness.

## What:

- Highly Skilled Professionals may assist the department in evaluating district performance and assist public school districts in developing local capacity in areas of critical need identified through the monitoring process.

# Highly Skilled Professionals

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## Cost:

- When appointed by the Commissioner, the cost of the HSP shall be shared between the district and the department.
- When not required by NJDOE but requested by the district, the cost shall be assumed by the district.

# Improvement Activities

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The following activities may be required of a district:

- In-depth evaluation by team convened by the department
- Improvement plan aligned with other plans and reports
- Focused technical assistance
- On-site monitoring by the department



# Partial or Full Intervention

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Partial or full intervention may be initiated when:

District satisfies less than 50% of weighted performance indicators in one or more areas **AND** one of following:

- Failure to submit self-assessment/other documentation;
- Failure to develop satisfactory IP;
- Failure to satisfactorily implement IP;
- Other circumstances exist warranting immediate action by DOE; or
- Other circumstances indicating insufficient local capacity of the district to provide a thorough and efficient education.

# Board of Education

## Partial Intervention

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- Commissioner, with approval of State Board, can appoint up to 3 additional board members
- 6 months later, Commissioner decides whether they will be voting members
- Appointed members serve for an initial term of 2 years



# Board of Education

## Full Intervention

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- Board is advisory
- Commissioner, with approval of State Board, may appoint up to 3 additional members
- 6 months later, Commissioner decides whether they will be voting members
- Appointed members serve for an initial term of 2 years

# Withdrawal From Intervention

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- Evidence of sustained and substantial progress (compliance with 80 to 100% of performance indicators in one or more components); and
- Adequate programs, policies and personnel in place and in operation to ensure that demonstrated progress will be maintained

## Current NJDOE Plans and Reports that Inform NJQSAC Evaluation Activities (partial listing)

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- NCLB Consolidated Plan
- Collaborative Assessment and Planning for Achievement Program (CAPA) report
- 2 year Instructional Priorities
- School and district improvement plans
- Special Education corrective action plans (*NJQSAC requires, for some districts, an improvement plan as the overarching plan for the district*)



# Proposed Implementation Plan

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- State-operated districts, Level II and Level III districts will be:
  - evaluated by a team of HSPs and
  - placed on the performance continuum by the Commissioner and notified within 30 days

# Proposed Implementation Schedule

## Level I Districts

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- Level I districts will be evaluated by the Commissioner.
- The Commissioner will determine the evaluation schedule and will use a phased-in approach.

# NJQSAC

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*Questions*

*&*

*Answers*