

## NJQSAC District Performance Review - School Year 2016-17

<b>Instruction and Program</b>		<b>Type District Name Here</b>			
<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score Yes or N/A = 1 No = 0</b>	<b>County Score Yes or N/A = 1 No = 0</b>	<b>Comments</b>
1. The district meets the Annual Measurable Objective (AMO) in language arts literacy (LAL) for the district's total population.	Assessment data provided by NJDOE	<b>3</b>	<b>0</b>	<b>0</b>	
2. The district meets the Annual Measurable Objective (AMO) in mathematics for the district's total population.	Assessment data provided by NJDOE	<b>3</b>	<b>0</b>	<b>0</b>	
<b>Directions for indicator A3a through A3h: Each district may only receive credit for one indicator depending on the percentage of proficiency of the total student population or the progress made by the total student population. The maximum number of points that a district may receive for A3a through A3d is 10.</b>					
3. Language Arts Literacy (LAL) State assessment data for the district's total student population shows <u>one</u> of the following:					
a. At least 95% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed (NJDOE goal); or	Assessment data provided by NJDOE	<b>10</b>	<b>0</b>	<b>0</b>	
b. At least 85%-94.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed; or	Assessment data provided by NJDOE	<b>8</b>	<b>0</b>	<b>0</b>	

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c. At least 75%-84.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed; or	Assessment data provided by NJDOE	<b>6</b>	<b>0</b>	<b>0</b>	
d. At least a 5% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or	Assessment data provided by NJDOE	<b>5</b>	<b>0</b>	<b>0</b>	
e. At least a 4% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or	DPR Assessment Worksheet provided by NJDOE	<b>4</b>	<b>0</b>	<b>0</b>	
f. At least a 3% decrease in the difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or	DPR Assessment Worksheet provided by NJDOE	<b>3</b>	<b>0</b>	<b>0</b>	

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g. At least a 2% decrease in the difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or	DPR Assessment Worksheet provided by NJDOE	<b>2</b>	<b>0</b>	<b>0</b>	
h. At least a 1% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population.	DPR Assessment Worksheet provided by NJDOE	<b>1</b>	<b>0</b>	<b>0</b>	
<b>Subtotal - #3</b>			<b>0</b>	<b>0</b>	

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<p><b>Directions for indicator 4a through 4d: Each district may only receive credit for one indicator depending on the percentage of proficiency of the total student population or the progress made by the total student population. The maximum number of points that a district may receive for 4a through 4h is 10.</b></p>					
<p>4. Mathematics assessment data for the district's total student population shows one of the following:</p>					
a. At least 95% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed (NJDOE goal); or	Assessment data provided by NJDOE	<b>10</b>	<b>0</b>	<b>0</b>	
b. At least 85%-94.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed; or	Assessment data provided by NJDOE	<b>8</b>	<b>0</b>	<b>0</b>	
c. At least 75%-84.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed; or	Assessment data provided by NJDOE	<b>6</b>	<b>0</b>	<b>0</b>	

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d. At least a 5% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or	Assessment data provided by NJDOE	<b>5</b>	<b>1</b>	<b>0</b>	
e. At least a 4% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or	Assessment data provided by NJDOE	<b>4</b>	<b>0</b>	<b>0</b>	
f. At least a 3% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or	Assessment data provided by NJDOE	<b>3</b>	<b>0</b>	<b>0</b>	
g. At least a 2% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or	Assessment data provided by NJDOE	<b>2</b>	<b>0</b>	<b>0</b>	

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h. At least a 1% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population.	Assessment data provided by NJDOE	<b>1</b>	<b>0</b>	<b>0</b>	
<b>Subtotal - #4</b>			<b>5</b>	<b>0</b>	
5a. The district has no priority schools as designated by the NJDOE.	Priority and Reward School lists provided by NJDOE	<b>2</b>	<b>1</b>	<b>0</b>	
5b. The district has reward schools as designated by the NJDOE.	Priority and Reward School list provided by NJDOE	<b>2</b>	<b>0</b>	<b>0</b>	
6. At least 70% of the district's total student population, across all grades tested in science, achieved proficient or advanced proficient status on the most recent state science assessments.	Assessment data provided by NJDOE	<b>4</b>	<b>1</b>	<b>0</b>	
<p><b>Directions for indicator 7A through 7d: Each district may only receive credit for one indicator depending on the percentage of students who graduated from high school by way of the High School Proficiency Assessment (HSPA) in the last academic year. The maximum number of points that a district may receive for 7a through 7d is 4.</b></p>					
7. The percentage of students who graduated from high school by way of the High School Proficiency Assessment (HSPA) in the last academic					

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a. at least 95%, according to the most recent NJDOE-published high school graduation rate ( <i>N.J.S.A. 18A:7E-3</i> ); or	School Performance Reports	<b>4</b>	<b>0</b>	<b>0</b>	
b. at least 90%, according to the most recent NJDOE-published high school graduation rate ( <i>N.J.S.A. 18A:7E-3</i> ); or	School Performance Reports	<b>3</b>	<b>0</b>	<b>0</b>	
c. at least 85%, according to the most recent NJDOE-published high school graduation rate ( <i>N.J.S.A. 18A:7E-3</i> ); or	School Performance Reports	<b>2</b>	<b>0</b>	<b>0</b>	
d. at least 80%, according to the most recent NJDOE-published high school graduation rate ( <i>N.J.S.A. 18A:7E-3</i> ).	School Performance Reports	<b>1</b>	<b>1</b>	<b>0</b>	
<b>Subtotal - #7</b>			<b>1</b>	<b>0</b>	
8. The district analyzes student achievement data by comparing each grade level across all schools within the district, similar DFGs and against state averages. The district provides the analysis to each principal and verifies that the data analysis drives instruction and professional development.	District analysis Summary of assessment results by content Explanation of how district prepared analysis	<b>3</b>	<b>1</b>	<b>0</b>	

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<p>9. Based on state assessment data, the achievement of all subgroup populations is analyzed at the district and school levels. For those populations not meeting AMO targets or showing a stagnant or declining trend, the district investigates and identifies possible causes, including but not limited to those below: Lack of curriculum that is aligned to the New Jersey Core Curriculum Content Standards and Common Core State Standards; lack of consistent focus on academic work using data; insufficient exposure to the NJCCCS and CCSS; use of unaligned instructional materials; inadequate support and/or professional development for teachers for new content and materials; teacher vacancy/substitute teacher; student absence or mobility; failure to meet the annual measurable achievement objective (AMAO) for the percentage of students making progress in learning English; failure to meet the AMAO for the percentage of students attaining English proficiency; other.</p>	<p>District analysis by total population, subgroup, concentration Minutes from curriculum meetings Review of information, issues, and status District action plan to correct areas of concern Letter of achievement of AMAO</p>	<b>4</b>	<b>1</b>	<b>0</b>	



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<p>10. For those subgroup populations at the district and school levels that have shown improvement or growth, the district investigates and identifies factors that may have contributed to improvement, including but not limited to those below: Curriculum aligned to the NJCCCS and CCSS; consistent focus on academic work; appropriate use of aligned assessments, both formative and summative; increased exposure to the NJCCCS and CCSS; adoption and implementation of aligned instructional materials; targeted professional development for teachers based on needs assessment and data analysis; employment of full-time, highly qualified teachers; improved student attendance; additional learning support (tutoring, after school, summer school, etc.); increased parent involvement; met the annual measurable achievement objective (AMAO) for the percentage of students making progress in learning English; met the AMAO for the percentage of students attaining English proficiency; other.</p>	<p>District analysis by total population and subgroup(s) Minutes from curriculum meetings Review of information, issues, and status District action plan to correct areas of concern New/revised curriculum New/revised assessments</p>	4	1	0	

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11. The district implements strategies to support progress or to address deficiencies identified in indicators 1-10 above. The strategies must explicitly link changes in instruction, curriculum, materials, staffing, professional development and support, or other areas to address any and all hypothesized causes through the use of data. The strategies also specify a timeline for implementation with expected outcomes and target dates for resolution.	Analysis and related plan New/revised curriculum, teacher hires or other charges identified in the analysis District/school improvement plans	<b>4</b>	<b>1</b>	<b>0</b>	
12. The district assesses the progress of each student in mastering the New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core State Standards (CCSS) at least two times each year, including content areas not included on statewide assessments. Data from rigorous assessments at the district, school and classroom level is used to evaluate, adjust and improve instruction.	Assessment schedule for district, schools, and classrooms Samples of tests Assessment reports Meeting agendas that show review of test scores Test contracts	<b>4</b>	<b>1</b>	<b>0</b>	

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13. The district uses a monitoring process to continually improve curriculum implementation for each NJCCCS and CCSS area.	Class schedules, lesson plans, assessment data, data analysis, observations	<b>3</b>	<b>1</b>	<b>0</b>	
14. The curriculum specifies the content to be mastered for each grade and includes clear grade level benchmarks and interim assessments.	Curriculum in each content area Curriculum audit or map Interim assessments	<b>3</b>	<b>1</b>	<b>0</b>	
15. The curriculum and information about student strengths and needs are horizontally and vertically articulated among all grades, content areas, schools, and at all specific transition points.	Curriculum in each content area, curriculum audit or map, agendas, sign-in sheets, formative and benchmark assessments, data analysis, interventions	<b>3</b>	<b>1</b>	<b>0</b>	
16. The high school graduation requirements have been implemented for all students based on the implementation schedule in N.J.A.C. 6A:6-5.1.	Board of education resolution, minutes, district/student policy manual, meeting schedules, agendas, curriculum, Education Proficiency Plan (EPP)	<b>2</b>	<b>1</b>	<b>0</b>	

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17. For each content area:					
a. supervisory practices are implemented to ensure that the curriculum is taught in every classroom; these practices focus on classroom instruction as evidenced by teacher-principal/supervisor discussions and meetings, teacher evaluations and observations, lesson planning, student performance data and walk-throughs.	District policies and procedures Teacher evaluation schedules Lesson plans Professional improvement plans Assessment data	<b>6</b>	<b>1</b>	<b>0</b>	
b. lesson plans are aligned with the curriculum, the NJCCCS and the CCSS, integrate technology and are reviewed at least monthly by principals/supervisors. Each teacher is provided with feedback on lesson planning and implementation.	Teacher observations and evaluation schedules Lessons plans and feedback loop Meeting agendas Board approved curriculum	<b>6</b>	<b>1</b>	<b>0</b>	

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<p>18. The district requires and verifies that instruction for all students is based on the district's curriculum, instructional materials, media and school library resources and includes instructional strategies, activities and content that meet individual students needs including Individual Education Programs (IEP). "All students" include those students with disabilities, English language learners, gifted and talented students and students in alternative education programs.</p>	<p>Library Skills/Information Literacy/Library Media curriculum Lesson plans Assessment data and analysis Classroom visits Test contracts Recommendation forms Program description Student roster District technology plan</p>	<b>6</b>	<b>1</b>	<b>0</b>	

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19. The district promotes regular attendance of students by adopting and implementing policies and procedures that include expectations and consequences regarding timely arrival and attendance and district responses to unexcused absences. (N.J.A.C. 6A:16-7.8)	District policies and procedures regarding attendance and on-time arrivals (refer to <i>District Review of Checklist for Board-Approved Student Attendance Policies and Procedures</i> ), district procedures for responding to unexcused absences and excused absences, records indicating actions taken to prevent and intervene in the cases of absences and truancy that include contacts with parents regarding absences	<b>2</b>	<b>1</b>	<b>0</b>	
20. The district's average daily attendance (ADA) rate averages 90% or higher as calculated for the three years prior to completion of the DPR. (N.J.A.C. 6A:32-13.1)	ADA report provided by the NJDOE	<b>2</b>	<b>1</b>	<b>0</b>	

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<b>Directions for indicator 21: Enter a district score for only ONE of the sub-indicators listed below. The score is based upon depending on the number of "Yes" and/or "N/A" responses on the Instruction and Program section of the NJQSAC Statement of Assurance. The maximum number of points that a district may receive for indicator 21 is 10.</b>					
21. The Board has annually approved, by resolution, the district Statement of Assurance document as reflected in the minutes.					
a. Compliance with 5 items	Statement of Assurance	<b>10</b>	<b>1</b>	<b>0</b>	
b. Compliance with 4 items	Statement of Assurance	<b>8</b>	<b>0</b>	<b>0</b>	
c. Compliance with 3 items	Statement of Assurance	<b>6</b>	<b>0</b>	<b>0</b>	
d. Compliance with 2 items	Statement of Assurance	<b>4</b>	<b>0</b>	<b>0</b>	
e. Compliance with 1 items	Statement of Assurance	<b>2</b>	<b>0</b>	<b>0</b>	
f. Compliance with 0 items	Statement of Assurance	<b>0</b>	<b>0</b>	<b>0</b>	
<b>Subtotal - #21</b>			<b>10</b>	<b>0</b>	
<b>Instruction and Program Total</b>		<b>100</b>	<b>74</b>	<b>0</b>	