

(c) The transition plan shall be updated and amended as the public school district achieves compliance with N.J.A.C. 6A:30-7.2(a) with respect to the other components or as other circumstances warrant.

6A:30-7.5 Transition process for the governance component of school district effectiveness for public school districts under full State intervention

(a) A district board of education that is transitioning from full State intervention will continue to have the rights, powers, and duties of an advisory board notwithstanding that it may be placed in partial State intervention as part of the transition to local control, unless and until the component of governance has been returned to local control.

(b) Despite the continuation of the district board of education as an advisory board, the State Board of Education, upon the recommendation of the Commissioner, may return some voting functions to the district board of education as part of and in furtherance of the process of transition to local control of the governance component of school district effectiveness. If some voting functions are returned to the district board of education, the Commissioner or his or her designee shall have the authority to veto any action by the district board of education in accordance with N.J.S.A. 18A:7A-53(c).

(c) Not more than one year following the return of the component of governance to local control, the district board of education shall call a special election for purposes of placing the question of classification status pursuant to N.J.S.A. 18A:9-1 et seq. before the voters of the public school district, which election shall be conducted in accordance with the provisions of Title 19 of the Revised Statutes concerning school elections.

6A:30-7.6 Completion of the transition process

(a) Upon complete satisfaction of all components of a full transition plan to local control, the Commissioner shall rec-

ommend to the State Board that the withdrawal from intervention be completed and that the public school district be fully returned to local control.

(b) Upon approval by the State Board, the Commissioner shall make a determination regarding the public school district's placement on the performance continuum, notify the public school district of this action, and issue a letter to the public school district designating it as a "high performing" school district.

Amended by R.2008 d.88, effective April 7, 2008.
See: 39 N.J.R. 4375(a), 40 N.J.R. 1829(b).

In (b), inserted the third occurrence of "public".

SUBCHAPTER 8. (RESERVED)

SUBCHAPTER 9. OBSERVATION OF INSTRUCTIONAL PRACTICES AND EVALUATION OF PUBLIC SCHOOL DISTRICT FACILITIES

6A:30-9.1 Observation of instructional practices and evaluation of public school district facilities

Nothing in this chapter shall limit the ability of the Department to monitor public school district practices by, among other things, conducting on-site visits to observe instructional practices and school facilities, or to take other such action as in the judgment of the Commissioner or his or her designee, may be warranted to ensure the satisfaction of any statutory or constitutional obligation.

SUBCHAPTER 10. (RESERVED)

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

INSTRUCTION AND PROGRAM	DOCUMENTATION	POINT VALUE
1. a. The district meets the current district definition of Adequate Yearly Progress (AYP) in language arts literacy.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by the New Jersey Department of Education (NJDOE) 	3
b. The district meets the third grade New Jersey state benchmark for AYP in LAL.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by the New Jersey Department of Education (NJDOE) 	1
c. The district meets the eighth grade New Jersey state benchmark for AYP in LAL.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by the New Jersey Department of Education (NJDOE) 	1
2. The district meets the current district definition of Adequate Yearly Progress (AYP) in mathematics.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE • Other standardized tests • APA • District benchmarks • Micro and macro-portfolios 	3
Directions for indicators A3a through A3d: 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.		
3. Language Arts Literacy (LAL) assessment data for the district's total student population shows one 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);	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	10
b. At least 85%-94.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed;	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	8

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

<p>h. At least a 1% decrease in the achievement gap or difference between the NJDOE goal (95%) and the prior year's proficiency percentage of the total student population.</p>	<ul style="list-style-type: none"> DPR Assessment Worksheet provided by NJDOE 	<p>1</p>
<p>5. The district has no "Schools in Need of Improvement" (SINI) pursuant to No Child Left Behind (20 U.S.C. Sec. 6301 et. seq.).</p>	<ul style="list-style-type: none"> DPR Assessment Worksheet provided by NJDOE 	<p>2</p>
<p>6. At least 70% of the total student population, across all grades tested in science, achieved proficient or advanced proficient status on the most recent state science assessments.</p>	<ul style="list-style-type: none"> DPR Assessment Worksheet provided by NJDOE 	<p>4</p>
<p>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.</p>		
<p>7. The percentage of students who graduated from high school by way of the High School Proficiency Assessment (HSPA) in the last academic year is:</p>	<ul style="list-style-type: none"> District calculation of graduation rate; 	
<p>a. at least 95%, according to the most recent NJDOE-published high school graduation rate (N.J.S.A. 18A:7E-3).</p>	<ul style="list-style-type: none"> District calculation of graduation rate 	<p>4</p>
<p>b. at least 90%, according to the most recent NJDOE-published high school graduation rate (N.J.S.A. 18A:7E-3).</p>	<ul style="list-style-type: none"> District calculation of graduation rate 	<p>3</p>
<p>c. at least 85%, according to the most recent NJDOE-published high school graduation rate (N.J.S.A. 18A:7E-3).</p>	<ul style="list-style-type: none"> District calculation of graduation rate 	<p>2</p>
<p>d. at least 80%, according to the most recent NJDOE-published high school graduation rate (N.J.S.A. 18A:7E-3).</p>	<ul style="list-style-type: none"> District calculation of graduation rate 	<p>1</p>
<p>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.</p>	<ul style="list-style-type: none"> District analysis Summary of assessment results by content Explanation of how district prepared analysis 	<p>3</p>

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM DISTRICT PERFORMANCE REVIEW (DPR)

<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 AYP targets or showing a stagnant or declining trend in academic achievement, the district investigates and identifies possible causes, including but not limited to those below.</p> <p>Check all identified causes.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lack of curriculum aligned to the New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core State Standards (CCSS) <input type="checkbox"/> Lack of consistent focus on academic work as determined by evaluating data <input type="checkbox"/> Insufficient exposure to the NJCCCS and CCSS <input type="checkbox"/> Use of unaligned instructional materials <input type="checkbox"/> Inadequate support and/or professional development for teachers for new content and materials <input type="checkbox"/> Teacher vacancy/substitute teacher <input type="checkbox"/> Student absence or mobility <input type="checkbox"/> Failure to meet the annual measurable achievement objective (AMAO) for the percentage of students making progress in learning English <input type="checkbox"/> Failure to meet the annual measurable achievement objective (AMAO) for the percentage of students attaining English proficiency <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> • 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>4</p>
<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.</p> <p>Check all identified factors.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum aligned to the NJCCCS and CCSS <input type="checkbox"/> Consistent focus on academic work using data <input type="checkbox"/> Appropriate use of aligned assessments, both formative and summative <input type="checkbox"/> Increased exposure to the NJCCCS and CCSS <input type="checkbox"/> Adoption and implementation of aligned instructional materials <input type="checkbox"/> Targeted professional development for teachers based on needs assessment and data analysis <input type="checkbox"/> Employment of full-time, highly qualified teachers <input type="checkbox"/> Improved student attendance 	<ul style="list-style-type: none"> • District analysis by total population and subgroup(s) • Minutes from curriculum meetings • Review of information, issues, and status • District/school action plan to correct areas of concern • New/revised curriculum • New/revised assessments 	<p>4</p>

Special amendment, R.2007 d.309, effective September 7, 2007.

See: 39 N.J.R. 4203(a).

Rewrote the section.

Amended by R.2009 d.39, effective January 20, 2009.

See: 40 N.J.R. 5327(a), 41 N.J.R. 401(b).

Rewrote the section.

Amended by R.2010 d.028, effective January 19, 2010.

See: 41 N.J.R. 3491(a), 42 N.J.R. 185(a).

Section was "Appendix". Rewrote the section.

Amended by R.2010 d.156, effective July 19, 2010.

See: 41 N.J.R. 4373(a), 42 N.J.R. 1519(a).

In C.8 on Page 22 of 34 of the New Jersey Quality Single Accountability Continuum District Performance Review (DPR) Instruction and Program form, inserted "school library resources and".

Repeal and New Rule, R.2012 d.082, effective April 16, 2012.

See: 43 N.J.R. 3221(b), 44 N.J.R. 1199(a).