

CHAPTER 30

EVALUATION OF THE PERFORMANCE OF SCHOOL DISTRICTS

Authority

P.L. 2005, c. 235 and P.L. 2007, c. 16, §39a.

Source and Effective Date

R.2007 d.87, effective February 22, 2007.
See: 39 N.J.R. 949(a).

Chapter Expiration Date

Chapter 30, Evaluation of the Performance of School Districts, expires on January 24, 2008.

Chapter Historical Note

Chapter 30, Evaluation of the Performance of School Districts, was adopted as R.2000 d.192, effective May 1, 2000. See: 32 N.J.R. 409(a), 32 N.J.R. 1540(a).

The expiration date of Chapter 30, Evaluation of the Performance of School Districts, was extended by gubernatorial directive from May 1, 2005 to May 1, 2006. See: 37 N.J.R. 2012(a).

In accordance with N.J.S.A. 52:14B-5.1d, Chapter 30, Evaluation of the Performance of School Districts, was extended by gubernatorial directive from May 1, 2006 to May 1, 2007. See: 38 N.J.R. 928(a).

Chapter 30, Evaluation of the Performance of School Districts, was repealed and Chapter 30, Evaluation of the Performance of School Districts, was adopted as special new rules by R.2007 d.87, effective February 22, 2007. See: Source and Effective Date.

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SUBCHAPTER 1. PURPOSE, SCOPE AND DEFINITIONS

6A:30-1.1 Purpose and scope

(a) The purpose of this chapter is to establish rules to implement the New Jersey Quality Single Accountability Continuum (NJQSAC) system, as required by N.J.S.A. 18A:7A-3

et seq., for evaluating and monitoring all public school districts in the State. NJQSAC is designed to be a single, comprehensive accountability system that consolidates and incorporates the monitoring requirements of applicable State and Federal programs. NJQSAC is also intended to complement, and serve in part to implement, Federal requirements. Under NJQSAC, public school districts are evaluated in five key component areas of school district effectiveness—instruction and program, personnel, fiscal management, operations and governance—to determine the extent to which public school districts are providing a thorough and efficient education. The standards and criteria by which school districts are evaluated will assess actual achievement, progress toward proficiency, local capacity to operate without State intervention, and the need for support and assistance provided by the State. Under NJQSAC, once a public school district is identified as requiring assistance in one or more of the five areas of school district effectiveness, the Department and the public school district will work collaboratively to improve public school district performance in those targeted areas. The measures used to achieve this goal include evaluations of the public school district by the Department, development of a school district improvement plan, close monitoring of the implementation of the plan, and the provision of technical assistance as appropriate. NJQSAC also provides that in circumstances where a public school district fails to develop or implement an improvement plan as required, or other emergent circumstances warrant, the Department may seek partial or full intervention in the public school district to effect the changes necessary to build local capacity to provide a thorough and efficient education.

(b) This chapter sets forth the steps the Department will undertake to implement N.J.S.A. 18A:7A-3 et seq., which include a three-year evaluation process, placement of the public school district on a performance continuum, improvement and intervention activities and the periodic monitoring of progress.

(c) These rules shall apply to all public school districts in the State of New Jersey as defined in N.J.S.A. 18A:8-1 et seq. and 18A:13-1 et seq., with the exception of charter schools and Educational Services Commissions and shall include county vocational-technical school districts established pursuant to N.J.S.A. 18A:54-1 et seq., with the exception of those county vocational technical school districts that provide only shared time services, and county special services school districts established pursuant to N.J.S.A. 18A:46-29 et seq.

Special amendment, R.2007 d.290, effective August 14, 2007.

See: 39 N.J.R. 3996(a).

In (c), inserted “, with the exception of those county vocational technical school districts that provide only shared time services,”.

6A:30-1.2 Definitions

The following words and terms, as used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

“Administrative order” means a written directive ordering specific corrective action by a school district which has shown insufficient compliance with the quality performance indicators.

“Assistant Commissioner” means an Assistant Commissioner or designee, in the Department of Education.

“Chief School Administrator” or “CSA” means the superintendent of a public school district or vocational school or if there is no superintendent, the administrative principal.

“Commissioner” means the Commissioner of Education or his or her designee.

“Components of school district effectiveness” means the areas in which school districts will be evaluated under NJQSAC. They are:

1. Instruction and program;
2. Operations;
3. Fiscal management;
4. Personnel; and
5. Governance.

“Comprehensive review” refers to the evaluation process conducted by the Department of each public school district pursuant to this chapter to measure each public school district’s performance, capacity, and need for State support, assistance or intervention. The comprehensive review shall be based on the weighted quality performance indicators developed by the Department and set forth in the District Performance Review incorporated in this chapter as the chapter Appendix.

“Department” means the New Jersey Department of Education.

“District Performance Review” or “DPR” consists of the quality performance indicators in all of the five key components of school district effectiveness. The District Performance Review shall be developed by the Department and shall be used by the Department to evaluate the performance of public school districts pursuant to the procedures set forth in this chapter. The District Performance Review is located in the chapter Appendix, and is incorporated herein by reference.

“Evaluation team” means a team designated by the Commissioner and qualified by training and experience to examine specific conditions existing in a public school district.

“Evidence based” means a program or service that has demonstrated success based on research, best practices or other forms of evidence.

“High performing school district” is a designation assigned to a public school district that satisfies at least 80 percent of