

# Understanding NJQSAC Personnel District Performance Review Indicators



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# NJQSAC District Performance Review (DPR)

As part of the comprehensive review, each public school district shall complete a District Performance Review (DPR), which consists of a self-assessment tool that measures the public school district's compliance with the weighted quality performance indicators in all five areas of school district effectiveness.

The District Performance Review (DPR) is the form school district uses in completing the self-assessment.



# District NJQSAC Team/Committee

As a reminder, the NJQSAC Team must be comprised of the following members:

- Chief School Administrator
- District Administrative Staff Member
- Teacher
- School Business Administrator
- Curriculum and Instruction Representative
- Local Collective Bargaining Representative
- District Board of Education Member



# NJQSAC District Performance Review (DPR)

Districts will complete their full self-assessment and submit their three required documents (DPR excel file, signed PDF Declaration page and board resolution PDF) through Homeroom following the same practice as past years.



# Three Files

- DPR Excel file
- PDF file of signed Declaration page
- PDF file of board resolution approving the DPR for submission

**Submission is not complete unless all three files are uploaded**

# Submission

Upload via [NJ Homeroom](http://homeroom.state.nj.us) at <http://homeroom.state.nj.us>

The staff member who does the upload needs a username and password which can be obtained from the district's Web User Administrator (WUA). To facilitate the submission, the WUA can also upload the files.



# Due Date

Due On or  
Before  
**12/15/2020**



# Personnel Indicators

Use data to  
certify and  
develop staff

Collect accurate and  
actionable staff  
performance data

Use good staffing practices to ensure the  
right people are in the right positions





# Personnel Indicators

## 1- Evaluation

- Scores for Teachers
- Scores for Leaders
- Scores for Other Staff
- Training and Conferences
- Other Processes (e.g. Tenure Charges)

## 2- Professional Learning

- Individual PDPs and CAPs
- School Schedules w Collaborative Time
- District PDP
- Resources Aligned to PDP
- District Mentoring
- State-Mandated PD

## 3- Provisional Certification

- Registered for Residency and Provisional Cert
- Mentoring/Evaluation
- TOSD and Bilingual Making Progress w/ Coursework
- District Info Req. For Standard Submitted In Timely Fashion

## 4- Staffing Practices

- Criminal History Check
- Physical Exam
- Approved Job Descriptions and Appropriately Certified
- Accurate Staff Attendance Records/Analysis
- Substitute Tracking

## 5- Position Control Roster

- Tracking of Key Fields Already Req by 6A:23A-6.8
- Up to date/accurate
- Reconcile w Budget

## 6- Supervision & Feedback

- Evaluation
- Goal-Setting
- Professional Development

# NJQSAC Personnel Evaluation Considerations



- Evaluation approaches
  1. Program office provides data e.g. 1a-c (complete evaluations)
  2. County office requires evidence from district as specified by manual (most common)
  3. County office requires district evidence as guided by program office information/report e.g. 2a (Corrective Action Plan), 4c (matrix report information checked against local records)
- Sample sizes
- Remote vs site visit



# Personnel Indicators 1a–c



**New:** Due to COVID 19, data cards are not available and will not be used in the 2020-2021 school year.



# Personnel Indicators 2a, 6a, and 6b

Teacher Samples: Observations, SGOs, and PDPs

Range of # of Teachers	Minimum # of Sets of Observations/SGOs/PDPs	Minimum # Teachers Evaluators sampled	Approximate # of Districts
<100	5	3	272
100–299	10	5	191
300–499	15	10	58
500–899	20	15	41
900–1500	25	20	9
>1500	30	30	4

Principal/AP/VP Samples: Observations, Admin Goals, and PDPs

# of School Leaders	Minimum # of School Leaders Sampled	Approximate # of Districts
1–3 admins	All	192
4–6 admins	3	107
7–12 admins	5	101
>12 admins	7	99

# Personnel Indicators 1d and 1e



School Improvement Panels (SciPs), Evaluation Training, Evaluation Schedules

# of Schools in a District	# of Schools Samples	Approximate # of Districts
1–3 schools	All	343
4–6 schools	3	128
7–12 schools	4	86
>12 schools	5	22

In cases where evaluation training occurs district wide, a district sample may be submitted

# Personnel Indicator 1d



Documentation of evaluation conferences from the previous year.

**New-** This indicator requires verification of the completion of all required observation conferences for all certificated, non-tenured educators, and provisional staff completed prior to March 18, 2020. For nontenured educators and provisional status teachers who still needed observations to fulfill requirements for tenure accrual and/or certification purposes evidence for post observation and summative observation conference will be used.



# Indicator 1d – Evaluation Processes

d. Evaluation processes for all certificated staff have occurred, including evaluation training and evaluation conferences. (N.J.A.C. 6A:10-2.2)

**4 points**

## Purpose

1. To verify that training in evaluation processes has occurred.
2. To verify that evaluation conferences have occurred.

## Documentation

1. Sample of agendas and sign in sheets for required trainings for each staff group.
2. Spreadsheet/report showing staff sample including: Staff name, role, and tenure status; evaluator name; dates of observations, pre-observation, post-observation and annual summary conferences, and, co-observation dates for each teacher evaluator.

See Manual pp. 106–107



# Indicator 1e – School Improvement Panels

e. School improvement panels have been established in each school and are functioning in accordance with the TEACHNJ Act (N.J.S.A. 18A:6-120) and regulations (N.J.A.C. 6A:9C-5.3 and 6A:10-2.3, 2.5, 3.1, and 3.2).

**4 points**

## Purpose

To verify the district convenes and utilizes school improvement panels (ScIPs) in each school (sample).

## Documentation

- ScIP membership list that includes name and position
- Agenda and minutes or meeting notes showing that at least one of the required ScIP responsibilities is being met

See Manual p.108





# Indicator 1f – Evaluation Structures and Processes

f. Other evaluation structures and processes, including tenure charge proceedings conducted according to the TEACHNJ Act (N.J.S.A. 18A:6-11 and 17.3). **2 points**

## Purpose

To ensure evaluation structures and processes, other than those delineated in 1a–e, are occurring.

## Documentation

- Board resolutions for observation rubrics and Reflective Practice Protocol use (if applicable)
- Tenure charge documentation (if applicable)

See Manual p.109



## Indicator 2a – Professional Development Plans and Corrective Action Plans for Individual Teachers

- a. An audit of personnel files indicates that required individual professional development plans (PDPs) or corrective action plans (CAPs) are aligned to the professional standards for school leaders or teachers and have been completed for administrators and teachers and are linked to (1) school district, school, team, and/or individual goals, and (2) results from individual performance evaluations. (N.J.A.C. 6A:9C and 6A:10-2.5).

**5 points**

### Purpose

To verify that PDPs are in place for teachers and principals by October 31 or within 25 days of receiving a summative score or replaced by CAPs in the case of a summative rating of less than 2.65 the prior year.

### Documentation

Sample of PDPs (and CAPs, if applicable). At least 80% of PDPs must show alignment to the performance evaluations (observation reports) of the same educators and district/school/team/individual goals shared during the QSAC process.

See Manual pp. 110–111



## Indicator 2b – Supportive Conditions for High Quality Professional Learning

b. School schedules that include adequate and consistent time for teachers to work together in and across content areas and grade levels to examine student results and to collaborate on addressing student learning needs, such as through professional learning community (PLC) time. (N.J.A.C. 6A:9C-3.2 and 3-3 and 6A:13-2.1).

5 points

### Purpose

To verify that adequate and consistent time is scheduled for teachers to work together in to collaborate on addressing student learning needs.

### Documentation

- Schedules for PD, PLC or other meetings occurring at least once a month
- Agendas, minutes or other artifacts showing work is connected to addressing student learning needs

See Manual p.109



# Indicator 2c- District Professional Development Plan

## C. The school district-level PDP:

Details districtwide and school-level professional learning for active staff holding instructional teaching, educational services, and administrative certificates; Incorporates professional learning that is sustained and job-embedded not exclusively one-time workshops; and addresses the NJSLS and the professional standards for teachers and school leaders (N.J.A.C. 6A:8 and 6A:9) and is based on a variety of sources and types of student, educator, and system evidence, including educator evaluation data and school-level PDPs. (N.J.A.C. 6A:9C-4.2)

**5 points**

### Purpose

To verify that the school district's professional development needs are being addressed through a district PDP

### Documentation

- District PDP for the current year
- At least two pieces of source data to justify PDP development

See Manual pp.110–111



# Indicator 2d- District Professional Development Plan Resources

d. The school district allocates resources for educator professional learning and development (e.g., people, time, technology, money) that align to the school district's professional development needs, as stated in the PDP and mentoring plan, beyond the resources designated toward completion of State-mandated professional development topics.)

5 points

## Purpose

To verify that resources are being allocated to support implementation of the district's current PDP.

## Documentation

District PDP or other documentation showing at least two of the resources dedicated to educator professional learning and development beyond delivery of state-mandated topics

See Manual p.115



# Indicator 2e – District Mentoring Plan

e. The district mentoring plan: (N.J.A.C. 6A:9C-5)

- Details support for all non-tenured teachers in their first year of employment through, at minimum, an introduction to school district curricula, student assessment policies, and training on the school district's evaluation rubric;
- Describes the process for selecting and assigning one-to-one mentors who meet State eligibility requirements to work with provisional teachers;
- Describes how mentors are trained; and describes the process by which the administrative office oversees mentor payments.

**3 points**

## Purpose

To verify that districts have a mentoring plan that meets requirements.

## Documentation

District Mentoring Plan for the current year showing the above.

See Manual pp.116-117



# Indicator 2f – State-Mandated Professional Development

f. Documentation that verifies staff have completed professional development on State-mandated topics required for their assignments. (N.J.S.A. 18A and N.J.A.C. 6A).

2 Points

## Purpose

To verify staff have completed professional development on state-mandated topics.

## Documentation

- District PDP, or other list, demonstrating the delivery of 100% of the state-mandated PD topics.
- A [list of state mandated PD](https://www.state.nj.us/education/profdev/topics/StateRequiredPD.pdf) can be found on the NJDOE website at:  
<https://www.state.nj.us/education/profdev/topics/StateRequiredPD.pdf>



# Indicator 3a – Provisional Teacher Process Registration

- a. Any administrator or educational services staff employed under a certificate of eligibility with advanced standing (CEAS) or a certificate of eligibility (CE) has been registered in the appropriate residency program for his or her endorsement and the school district has applied to the Department's certification office for a provisional certificate before the residency period began. Any teacher with a CEAS or a CE or serving as a long-term substitute (for greater than 60 days) has been registered in the provisional teacher process within 60 days of beginning employment.  
([N.J.A.C. 6A:9B](#))

**3 points**

## Purpose

To verify a district has registered all teachers, school staff employed under a CE or CEAS in the provisional program within 60 days of beginning employment.

## Documentation

- Provisional Licensure Registration Management System (PLRMS) report
- NJSMART staff roster submission snapshot report





## Indicator 3b – Mentors for Provisional Teachers

b. Provisional staff are assigned a mentor, required mentor hours and/or residency hours are tracked, and evaluation is conducted.

([N.J.A.C. 6A:9B-8.4](#), [6A:9C-5](#), and [6A:10](#))

**3 points**

### Purpose

To verify that provisional teachers for their first year in a district must be assigned a mentor who has planned in-person contact time with the provisional teacher.

### Documentation

Mentoring log for at least one provisional teacher in each grade configuration.

Note – evaluation component noted in indicator 3d.



# Indicator 3c – ELL/Students with Disabilities Provisional Staff

c. Provisional staff seeking the standard license for teacher of students with disabilities and/or teacher of bilingual education submit annual transcripts from their educator preparation programs (EPPs) to allow school districts to track staff progress toward completion of required coursework. ([N.J.A.C. 6A:9A](#) and [6A:9B](#))

**3 points**

## Purpose

To verify that provisional teachers for their first year in a district must be assigned a mentor who has planned in-person contact time with the provisional teacher.

## Documentation

Mentoring log for at least one provisional teacher in each grade configuration.

Note – evaluation component noted in indicator 3d.



## Indicator 3d – Obtaining Standard Certification

d. 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 license. ([N.J.A.C. 6A:9B](#))

**2 points**

### Purpose

To verify that districts have completed and recorded evaluations for provisional teachers within 30 days of eligibility that allow the teachers to obtain a standard certificate.

### Documentation

Evaluation rating entered into PLRMS with 30 days of end of school year for 100% eligible provisional teachers.



# Indicator 4a – Criminal History Clearance

## Personnel Indicator 4a:

The district board of education has ensured the following staffing practices are followed:

- a. New employees have a successful criminal history record check prior to employment and are not disqualified for employment. ([N.J.S.A. 18A:6-7.1](#) and [18A:39-19.1](#))

2 points

### Purpose

To verify that new district employees have a successful criminal history check prior to employment and are not been disqualified for employment.

### Documentation

- List of new employees
- Criminal history clearance letters for all new employees



## Indicator 4b – Physical Exam File

4b. Candidates for employment and employees, when applicable, receive a physical examination and the resulting medical records are maintained in a secure location separate from personnel files.

([N.J.S.A. 18A:16-2](#) and [N.J.A.C. 6A:32-6.2 and 6.3](#))

**2 points**

### Purpose

To verify physical examinations for candidates and employees are being conducted, when applicable.

### Documentation

- This indicator is monitored onsite.
- District-maintained physical exam files, separate from personnel files



## Indicator 4c – Job Description and Certification

4c. Approved job descriptions are maintained for every certificated staff member. Certificated staff are appropriately certified for their assignment ([N.J.A.C. 6A:9B](#)).

**5 points**

### Purpose

To verify that all staff have an approved job description and appropriate certification for their assignment.

### Documentation

Matrix report and local staffing information and job descriptions.

See Manual p.122



## Indicator 4d – Staff Attendance

4d. Accurate staff attendance records are maintained at school district and school levels. The records include the type and date of absence and an analysis of attendance patterns. Any issue(s) identified through the analysis of staff attendance has been addressed in accordance with the district board of education's staff attendance policies.

**5 points**

### Purpose

To ensure accurate teacher attendance records are maintained at the district and school levels and that the district has board policy on staff attendance that includes how staff attendance issues will be addressed.

### Documentation

A plan aligned to board policy for addressing staff attendance patterns is in place.



## Indicator 4e – Substitute Use

4e. The length of service for substitute teachers is tracked and placement of substitutes is appropriate. ([N.J.A.C. 6A:9B-7](#)).

**2 points**

### Purpose

To ensure that districts are tracking the length of service of qualified substitute teachers and appropriately placing them during the absence of a regular teacher.

### Documentation

This indicator is monitored onsite.

Substitute employment file, tracking length of service and placement as a substitute teacher found in the Position Control Roster (PCR)





# Indicator 5a–c: PCR

## Personnel Indicator 5:

The position control roster: ([N.J.A.C. 6A:23A-6.8](#))

- a. Complete (6 points)
- b. Accurate and up to date (5 points)
- c. Reconciles with budget (4 points)

### Purpose

- a. To verify the district has files for each district position
- b. To review that the district's PCR is accurate and up-to-date
- c. To verify that the PCR reconciles with the budget

### Documentation

PCR and supporting documents

**Note:** May be completed at time of budget review



# Personnel Indicator 6 (1 of 2)



Timely (contained in a post-observation report and delivered within 15 working days of the observation).

**New:** Due to COVID 19 this applies to observations completed prior to March 18, 2020



# Personnel Indicator 6 (2 of 2)



- SGOs. Due to COVID 19 the multiple measures of student growth via SGO(s) and/or mSGP do not count toward a teacher's summative rating.
- Administrator goals. Due to COVID 19 the multiple measures of student growth via administrator goals do not count toward a Principal, Assistant or Vice Principal's summative rating.



# Indicator 6a & b – Supervisory Practices

## Personnel Indicators 6a & b:

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](#) and result in:

- a. Professional practices aligned with goal-setting procedures (N.J.A.C. 6A:10-4.2 and 5.2).
- b. Supervisory feedback that is timely, targeted, and actionable (N.J.A.C. 6A:10-2.4, 2.5 and 4.4 and 5.4).

### Purpose

- To ensure district administrators use processes that result in:
- a) Goals used for educator evaluation that meet requirements
  - b) Feedback that is timely, targeted and actionable

### Documentation

- a) SGOs and admin goals from same educator group used for PDPs and observation reports
- b) Observation reports from same educator group





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