

## **SCHOOL DISTRICT PERFORMANCE STANDARDS**

The following is a proposed set of standards which may be adopted by the State Department of Education as the measure of a school district's capacity to operate without state intervention. These standards have been adapted from three sources: New Jersey's certification indicators (N.J.A.C. 6A:30-1 *et seq.* and the *Manual for Evaluation of Local School Districts*), New Jersey's Urban Education Reform Regulations for *Abbott* districts (N.J.A.C. 6A:24-1 *et seq.*), and California FCMAT's performance assessment standards.<sup>1</sup> With some adjustment to reflect specific local needs and circumstances, these standards can be used not only in state-operated school districts but in all districts in the state. The standards taken from the Urban Education Reform Regulations, of course, apply only to *Abbott* districts.

### **Curriculum and Instruction**

NJ3.1 Curriculum and Instruction – The district shall have board-approved written curricula for all pupils, including the following programs and services:

- a. high school graduation requirements
- b. instruction in the US Constitution
- c. NJ civics, history and geography
- d. Drug and alcohol education
- e. Health, safety and physical education
- f. Accident and fire prevention
- g. Family life education

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<sup>1</sup> Those standards obtained from New Jersey's certification indicators are identified by "NJ" and the number assigned to each indicator in the *Manual* (e.g., NJ3.1); those obtained from the *Abbott* regulations are identified by their administrative code citations; and those obtained from the FCMAT are identified by "CA" and the number assigned to each indicator in FCMAT's Assessment and Recovery Plans prepared for the Compton Unified School District (e.g., CA1.1).

NJ3.2 Implementation of Core Curriculum Content Standards – The district shall implement all approved curricula and include, for each curriculum area in grades K-12, core curriculum content standards as adopted by the State Board of Education.

NJ3.3 Curriculum Articulation – The district shall ensure that the curriculum is articulated among grades and schools in the district, and that teaching staff is involved in the process.

NJ3.4 Gifted and Talented Students – The district shall identify gifted and talented students and shall provide them with appropriate instructional adaptations and services.

NJ8.1 Review of Mandated Programs and Services – The school district shall review its compliance with statutory and regulatory requirements in all of the following areas, and develop a corrective action plan for any area in which it is not in compliance:

- a. multi-year equity plan
- b. bilingual education, ESL
- c. early childhood programs
- d. demonstrably effective program.
- e. Special education programs and services
- f. Districtwide technology plan
- g. Discretionary and entitlement grant programs

6A:24-1.4d Programs and services required by *Abbott* are accorded the highest priority in development of the school district budget and for dedicating such resources as are necessary to ensure their full implementation within prescribed time frames.

6A:24-1.4f. The district has a full-time media specialist.

6A:24-1.4g. The district has a full-time technology coordinator at each school.

6A:24-3.2 The district offers a full-day kindergarten program to all five-year-old children, with one teacher and one aide for every 21 children.

6A:24-3.3 The district offers a full-day, full-year early childhood program to all three- and four-year-old children, with one teacher and one aide for every 15 children.

All programs meet Early Childhood Education Program Expectations linked to core curriculum content standards.

All new teachers in early childhood programs hold the endorsement for Preschool through Grade 3.

6A:24-3.4 The district has an approved early childhood education plan and procedures

for ensuring that its early childhood education program is operated consistent with its plan.

6A:24-1.4j The district has a plan for establishment of an alternative middle school and high school or other comparable program.

6A:24-4.1 All schools have adopted a whole school reform (WSR) model that meets all requirements of the administrative code.

6A:24-1.4n The district has, and implements, policies and procedures for ensuring collaboration, articulation and continuity between the early childhood program, the WSR school, the middle school and the high school. Administrative staff at all school levels meet at least annually to discuss continuity and articulation issues.

6A:24-1.4o. The district has, and implements, policies and procedures for ensuring that all WSR models and alternative program designs are aligned to the core curriculum content standards.

6A:24-4.3 In accordance with established policy and procedures, district staff ensures that each school develops and submits an annual WSR implementation plan in accordance with the administrative code and the guidelines and requirements of the program developer.

6A:24-4.5 The district has a policy and procedures for ensuring that any school that is having difficulty with WSR implementation shall convene the superintendent, principal and SMT to discuss issues and possible options for addressing identified needs.

6A:24-5.1 The district has a policy and procedures for ensuring that schools may consider whether there exists a demonstrated particularized need for supplemental educational programs or services to ensure educational success for a specified population of students, and that, upon a finding of such particularized need, an application shall be developed and submitted to the State Department of Education for approval of such program or service.

6A:24-6.1 Each secondary school in the district implements all required programs, including the following:

- a. a mechanism for access to health and social services
- b. a school security program
- c. a mechanism for identifying students requiring placement in alternative education programs
- d. school-to-work or college transition programs that address cross-content workplace readiness standards
- e. infusion of educational technology into all aspects of the curriculum and instructional program

- f. a focused, ongoing program of professional development for all building staff, designed to meet the specific needs of the school and its students as such needs relate to WSR and achievement of core curriculum content standards.

6A:24-1.4e District staff has sufficient program knowledge and familiarity with the administrative code to decide when an application for an equivalency or waiver determination should be submitted to the Commissioner, and for submitting such applications as appropriate, as necessary to permit implementation of required or approved programs in an effective and efficient manner or to effectuate necessary reallocations.

CA1.7 Staff development provides staff with the knowledge and the skills to improve instruction and the curriculum.

CA1.10 Teachers use a variety of instructional strategies and resources that address students' diverse needs.

CA1.25 The district ensures that all instructional materials are available to all students.

CA1.26 The district has adopted, and is implementing, a plan for integrating technology into the curriculum.

### **Pupil Performance**

NJ4.1 Fourth Grade Assessment – 75% of 4<sup>th</sup> graders in the district shall score at or above the proficient level in each of the ESPA content areas, except for those students with disabilities or LEP.

NJ4.2 Eighth Grade Assessment – 75% of 8<sup>th</sup> graders in the district shall score at or above the proficient level in each of the GEPA content areas, except for those students with disabilities or LEP.

NJ4.3 Eleventh Grade Assessment – 85% of 11<sup>th</sup> graders in the district shall score at or above the proficient level in each of the HSPT/HSPA content areas, except for those students with disabilities or LEP.

CA1.4 The district has adopted multiple assessment tools, including diagnostic assessments, to evaluate, improve or adjust programs and resources.

CA1.6 The assessment tools are clear measures of what is being taught and provide clear direction for improvement.

CA1.15 The administration and staff utilize assessment information to improve learning opportunities for all students.

CA1.20 Administrative support and coaching are provided to all teachers.

## **Pupil Behavior**

NJ5.1 Pupil Attendance – The three-year average daily attendance rate for the district shall be 90% or higher. Any school with a three-year average daily attendance rate of less than 90% shall develop objectives to improve pupil attendance.

NJ5.2 Dropouts -- The district dropout rate for grades 7-12 shall not exceed 10%. Any school with a dropout rate exceeding 10% shall develop a performance objective to reduce the dropout rate.

NJ5.3 The district shall provide all pupils with a board-approved program of guidance and counseling services.

NJ5.4 Substance Abuse Prevention -- The district shall develop and implement a board-approved substance prevention program for all grades, which shall include:

- a. policies and procedures in accordance with the administrative code
- b. provisions for evaluation, intervention and treatment/referral services by appropriately certified staff
- c. reporting, notification and examination procedures
- d. curriculum and instruction consistent with guidelines in administrative code
- e. cooperation with law enforcement in accordance with administrative code
- f. cooperation with appropriate local organizations and agencies

6A:24-1.4h. The district has a full-time dropout prevention officer and a full-time staff member responsible for coordination of health and social services and referral of students to such services at each secondary school.

## **Personnel**

NJ6.1 Certified Teaching Staff – The district shall employ teaching staff members who hold appropriate certificates for each area of assignment in accordance with administrative code.

NJ6.2 Evaluation of Teaching Staff – The district shall evaluate tenured and nontenured teaching and administrative staff in accordance with administrative code.

NJ6.3 Professional Improvement Plans – The district shall develop and cause to be implemented annual professional improvement plans for each teaching staff member pursuant to administrative code.

NJ6.4 Professional Development Plan – The district shall develop and implement a professional development plan containing the following components:

- a. teaching staff needs

- b. link to pupil performance
- c. relationship to professional improvement plans
- d. integration with curriculum development
- e. follow-up evaluation

NJ6.5 Teaching Staff Appointments – The chief school administrator shall appoint all teaching staff members.

6A:24-1.4b The superintendent has standards and procedures for ensuring that each school is led by an effective principal, and, where a principal is not effective, for effecting the transfer or removal of that principal in consultation with the SMT and the SRI team.

6A:24-1.4c The superintendent has a procedure for notifying the SMT and the SRI Team prior to the effective date of any transfer or removal of any teacher.

CA1.5 The Personnel Department has established goals and objectives that are directly related to the district’s goals and are reviewed and updated annually.

CA2.2 The Personnel Department has developed and distributed a menu of services which includes the services performed, individuals responsible, etc.

CA2.6 The Personnel Department distributes publications on a number of employment-related subjects to orient and inform employees.

CA3.2 Employment procedures and practices are conducted in a manner which assures equal employment opportunities. Written hiring procedures are implemented.

CA3.3 The job application form requests information which is legal, useful and easily understood.

CA3.4 The district has a recruitment plan that identifies likely sources of candidates, provides training for a recruitment team, includes a cost estimate that is reflected in the department budget, and includes an evaluation of each year’s recruitment efforts.

CA5.1 Initial orientation is provided for all new staff.

CA6.1 Personnel files are complete and well organized.

CA6.3 The Personnel department has an operations procedures manual for internal department use to establish consistent application of personnel actions.

CA6.4 The Personnel Department has a process in place to systematically review and update job descriptions.

- CA6.6 The Personnel and Payroll Departments communicate regularly to resolve problems and ensure consistency of actions.
- CA6.9 Personnel staff members keep abreast of current acceptable practices and requirements.
- CA7.6, CA7.12 The district has policies and procedures for ensuring compliance with all applicable laws regarding nondiscrimination and equal employment opportunity.
- CA8.1 An on-line position control system is utilized and integrated with payroll/financial systems.
- CA8.3 The district has an applicant tracking system.
- CA8.6 The district has a computerized employee database.
- CA9.3 Teachers and other professional personnel are given diversity training.
- CA9.4 The district has adopted policies and procedures for recognizing and reporting harassment.
- CA9.5 The district provides training for all management and supervisory staff responsible for employee evaluations.
- CA9.6 The district provides leadership training in interpersonal relations, effective supervision, conflict resolution, cultural diversity and sensitivity and team building.
- CA10.1 The evaluation process is a regular function related to each employee involving criteria related to the position.
- CA10.2 Standards for management and supervisors are developed and implemented to ensure that adequate levels of supervision are provided at all levels within the district.
- CA10.8 The district has a process for providing assistance to marginal employees.

### **Financial Management**

- NJ7.1 State Aid Data – The district shall accurately report enrollment and other data necessary for state aid calculations (with 95% accuracy; adjustments to state due to district error shall be not more than 5% of total aid).
- NJ7.2 GAAP – The district shall implement a uniform system of double entry bookkeeping and GAAP accounting.

- NJ7.3 Overexpenditure of funds -- The board shall implement adequate controls to prevent overexpenditure of funds or deficits in major accounts.
- NJ7.4 Annual Audit – The district shall file an annual audit of accounts and financial transactions. The district shall implement a plan resulting in the correction of all audit recommendations.
- NJ7.5 Transportation Contracts – School transportation contracts shall be administered in accordance with statute and administrative code.
- NJ7.6 Health and Safety – The district shall comply with health and safety requirements. The district shall conduct annual inspections of each school building for adherence with health and safety codes, using the “Checklist for Evaluation of School Buildings.” All buildings must be in compliance (100% of all items in Category I; 80% of all items in Category II).
- NJ8.2 Grants management – The district shall expend funds allocated through grants for state and federally mandated programs in accordance with the contract and established grants management guidelines.
- 6A:24-1.4l. The district has procedures for ensuring that any early childhood program aid or demonstrably effective program aid neither expended nor encumbered, nor anticipated as revenue, in the current budget is appropriated in the subsequent year at the direction of the Commissioner.
- 6A:24-1.4m. The district budget includes an amount equal to two percent of its *Abbott* parity remedy funding for expenses required to manage, control, supervise and implement effective and efficient expenditure of state aid.
- 6A:24-7.1a The district annually develops a balanced, zero-based budget consistent with statutory and administrative code requirements.
- 6A:24-7.1b The district has a policy and procedures for ensuring that an application for additional state aid is prepared and submitted whenever its resources are insufficient to support all programs required by *Abbott* and all Department-approved supplemental programs and further reallocation would weaken the district’s foundational education programs.
- CA1.1 All management-level personnel exhibit high integrity and ethical values in carrying out their responsibilities and directing the work of others.
- CA1.4 The organizational structure clearly identifies key areas of authority and responsibility. Reporting lines are clearly identified and logical.
- CA1.6 The district has procedures for recruitment of capable financial management and staff.



- CA2.1 The business departments communicate regularly with internal staff and all user departments on their responsibilities for accounting procedures and internal controls.
- CA2.2 The business departments communicate regularly with the board and community on the status of district finances and the financial impact of proposed expenditure decisions.
- CA4.2 Internal audit functions are designed into the organizational structure of the district.
- CA5.3 The district has a procedure for analyzing resources and allocations to ensure that they are aligned with strategic planning objectives and to ensure that the budget reflects the priorities of the district.
- CA6.1 The budget office has a process of preliminary budget planning that includes the forecast of revenues, verification and projection of expenditures, and identification of known carryovers and accruals.
- CA6.2 The district has an adopted budget calendar that reflects all legal and management requirements.
- CA6.3 Standardized budget worksheets are used to communicate budget requests, budget allocations, formulas and guidelines.
- CA8.1 All purchase orders are properly encumbered against the budget until payment.
- CA8.2 Budget monitoring controls, such as periodic reports, alert department and site managers of the potential for overexpenditure of budgeted amounts. Revenue and expenditures are forecast and verified periodically.
- CA8.4 The district uses an effective position control system which tracks personnel allocations and expenditures, and establishes checks and balances between personnel decisions and budgeted appropriations.
- CA12.2 The district timely and accurately records all information regarding financial activity, income and expenditures.
- CA12.3 The district forecasts its revenue and expenditures and verifies its projections on a monthly basis in order to manage cash. The district reconciles its cash to bank statements and reports from the treasurer of school moneys on a monthly basis.
- CA12.7 The district has standard procedures for closing its books at fiscal year end.
- CA12.8 The district has, and implements, policies and procedures for ensuring

compliance with all applicable bidding requirements.

CA13.1 The district has, and implements, policies and procedures for ensuring compliance with respect to student activity funds.

CA16.1 The board, superintendent and chief negotiator work closely together to ensure that collective bargaining agreements effectively reflect the policy interests of the district. The board and district administrative team develop parameters and guidelines for collective bargaining negotiation that represent the public interest and avoid representation of special interests or selected district employees.

CA16.2 The district has available and considers multi-year projections in concluding substantive fiscal decisions of collective bargaining agreements.

CA17.3 Automated financial systems provide accurate, timely, and relevant information and conform to all accounting standards.

CA18.1 The district has a comprehensive risk management program.

CA18.2 The district has a work order system that tracks all maintenance requests, the worker assigned, date of completion, labor time spent and the cost of materials.

CA18.5 Materials and equipment inventory is safeguarded from loss through appropriate physical and accounting controls.

### **Facilities Management**

NJ7.7 Comprehensive Maintenance Plan – The district shall develop and implement a multi-year comprehensive maintenance plan, with corrective and preventive measures for interior and exterior of each building in the major systems and areas of HVAC, mechanical, plumbing, electrical, structural and grounds.

NJ7.8 Facilities Master Plan – The district shall review and revise a long-range facilities master plan at least once every five years in accordance with administrative code. The superintendent shall approve, and the district shall implement, a plan to upgrade or eliminate all substandard classrooms pursuant to administrative code.

Temporary trailers shall be used only upon approval of the Office of School Facilities Financing.

No school shall use split sessions.

6A:24-1.4i. The district has, and implements, a district-wide security plan that includes a Code of Student Conduct, one security guard for each elementary school building and one for each 225 students at the secondary level.

CA3.13 District staff are knowledgeable about rules and procedures of the NJDOE Office of School Facilities.

CA4.1 The district maintains an appropriate structure for the effective management of its construction projects.

CA 4.3 The district maintains appropriate project records and drawings.

CA8.5 Adequate maintenance records and reports are kept, including a complete inventory of supplies, materials and equipment. All employees required to perform maintenance tasks should be provided with adequate supplies, equipment and training, including training on how to inventory supplies and equipment.

### **School-based Management**

6A:24-1.4k The district is implementing a plan to accommodate the transition to, and eventual full implementation of, school-based management.

6A:24-22.1 The district implements a procedure for selection, training and operation of a school- based School Management Team (SMT) in every school, in accordance with administrative code.

6A:24-2.2 In accordance with established policy and procedures, district staff ensures that each SMT carries out its responsibilities in the following areas:

- a. developing a WSR implementation plan based on a needs assessment in accordance with administrative code
- b. ensuring that curriculum, instruction, and the instructional delivery system are aligned with the core curriculum content standards
- c. reviewing statewide assessment results to determine program and curriculum needs and to take appropriate action to improve and enhance student achievement
- d. ensuring that a program of professional development to assist staff in implementation of all aspects of WSR is utilized
- e. ensuring implementation of a school-level technology plan in accordance with administrative code
- f. ensuring that education programs, including co-curricular and extracurricular activities, are provided to address the cross-content workplace readiness standards
- g. implementing a school-based system of rewards consistent with the district -wide system established in accordance with administrative code.
- h. establishing work groups as needed to maximize participation by non-SMT members.

6A:24-2.3 In accordance with established policy and procedures, district staff ensures that training is provided to all SMT members.

6A:24-4.4 In accordance with established policy and procedures, district staff ensures that each principal annually prepares a school-based budget in accordance with the administrative code.

CA3.13 District staff are knowledgeable about rules and procedures of the NJDOE Office of School Facilities.

CA4.1 The district maintains an appropriate structure for the effective management of its construction projects.

CA 4.3 The district maintains appropriate project records and drawings.

CA8.5 Adequate maintenance records and reports are kept, including a complete inventory of supplies, materials and equipment. All employees required to perform maintenance tasks should be provided with adequate supplies, equipment and training, including training on how to inventory supplies and equipment.

### **Community Relations**

CA1.1 Decisions and other information are effectively communicated throughout the system in a timely manner.

CA1.3 The board has a proactive communications and media relations plan.

CA1.6 Board spokespersons are skilled at public speaking and communications and are knowledgeable about district programs and issues.

CA2.3 The board has developed uniform complaint procedures.

CA2.4 Charges or complaints against any employee are addressed in a timely manner.

CA2.7 Parents and community members are encouraged to be involved in the schools.

CA3.1 The board supports partnerships with community groups, local agencies and businesses.

CA4.1 Policies are written, organized and readily available to all members of the staff and the public.

CA4.2 Policies and administrative regulations are up to date and reflect current law and local needs.

CA4.7 The board supports and follows its own policies once they are adopted.

CA5.2 Board members participate in orientation sessions, workshops, and meetings

sponsored by board associations.

CA5.4 Functional working relations are maintained among board members, and between the board and administrative team.

CA5.5 Individual board members respect the decisions of the board majority and support the board's actions in public.

CA5.8 The board demonstrates respect for public input at meetings and public hearings.

CA5.9 Board members respect confidentiality of information.

CA5.10 The board restricts itself to a policy-making role and does not attempt to administer policies.

CA6.2 Agendas, minutes, and other pertinent data are available to the public.

CA6.3 Board meetings are conducted according to a set of bylaws, rules of order, and sunshine laws.