

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

District: Estell Manor

County Office: Atlantic

Period of Review: 12-15-2010

Unless otherwise indicated, the District Performance Review indicators will be used to evaluate conditions and performance in the district over the preceding three year period. This section of the DPR is divided into six sections labeled A-F. Section A-D must be completed by all districts. Section E applies only to those districts having early childhood programs. Section F applies only to those districts with one or more high schools. In order to attain points, the district must answer "yes" to each numbered indicator or block of indicators. Partial points are not awarded.

	SUGGESTED DOCUMENTATION	POINT VALUE	DISTRICT SCORE			COUNTY SCORE			COMMENTS (COUNTY USE ONLY)
			Y E S	N O	S C O R E	Y E S	N O	S C O R E	
<b>A. STUDENT PERFORMANCE</b>									
<i>The district meets the NCLB targets for all students and for students in all subgroups. The district uses student performance data across all New Jersey Core Curriculum Content Standards (NJCCCS) to guide instructional programs.</i>		<b>59</b>							
<b>For the indicators in Section A, use the DPR Assessment Worksheet to guide your responses.</b>									
1. The district meets the current district definition of Adequate Yearly Progress (AYP) in language arts literacy.	DPR Assessment Worksheet provided by NJDOE	<b>10</b>							
2. The district meets the current district definition of Adequate Yearly Progress (AYP) in mathematics.	DPR Assessment Worksheet provided by NJDOE	<b>10</b>							
<b>Indicator 3 below addresses student progress in language arts literacy. If you answer "yes" to either sub-indicator "a" (percentage) or "b" (95%), you receive 5 points.</b>									
3. When comparing current and prior year assessment data for total students, the district shows one of the following:	DPR Assessment Worksheet provided by NJDOE	<b>5</b>							

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DISTRICT PERFORMANCE REVIEW (DPR)  
INSTRUCTION AND PROGRAM**

District: \_\_\_\_\_

County Office: \_\_\_\_\_

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<b>A. STUDENT PERFORMANCE</b>									
a. An increase in the prior year's percentage of students that achieved proficiency (proficient plus advanced proficient) of at least five percentage points.  OR  b. At least 95% of the total student population achieves proficiency (proficient plus advanced proficient) in language arts literacy in the current year.									
4. This indicator is intentionally left blank.									
<b>Indicator 5 addresses student progress in mathematics. If you answer "yes" to either sub-indicator "a" (percentage) or "b" (95%), you receive 5 points.</b>									
5. When comparing current and prior year assessment data for total students, the district shows one of the following:	DPR Assessment Worksheet provided by NJDOE	5							
a. An increase in the prior year's percentage of students that achieved proficiency (proficient plus advanced proficient) of at least five percentage points.  OR  b. At least 95% of the total student population achieves proficiency (proficient plus advanced proficient) in mathematics in the current year.									

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DISTRICT PERFORMANCE REVIEW (DPR)  
INSTRUCTION AND PROGRAM**

District: \_\_\_\_\_

County Office: \_\_\_\_\_

Period of Review: \_\_\_\_\_

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<b>A. STUDENT PERFORMANCE</b>									
6. The district has no schools in "Schools in Need of Improvement" (SINI) status pursuant to No Child Left Behind (20 U.S.C. Sec. 6301 et. seq.).	DPR Assessment Worksheet provided by NJDOE	<b>10</b>							
7. At least 70% of the district's total student population, across all grades tested in science, achieves proficient or advanced proficient status on the most recent state science assessments.		<b>4</b>							
8. The district prepares an analysis of student achievement data, using the state assessment data profile by doing the following:	District analysis  Summary of assessment results by content	<b>4</b>							
a. The district compares achievement for each grade level across all schools within the district	Explanation of how district prepared analysis								
b. The district compares achievement data for each school and with other schools within the district.	Methodology behind each data set and results								
c. The district compares achievement data with comparable districts (by DFG).									
d. The district compares achievement data with state averages.									

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County Office: \_\_\_\_\_

Period of Review: \_\_\_\_\_

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e. The district provides the analysis to each district principal and verifies that the data analysis drives instruction and professional development.									
<p>9 a. Based on state assessment data, the district analyzes the achievement of all subgroup populations at the district and school levels. For those populations not meeting AYP targets or showing a stagnant or declining trend, the district investigates and identifies possible causes, including but not limited to those below.</p> <p><b>Check all identified causes.</b></p> <p><input type="checkbox"/> Lack of curriculum that is aligned to the NJCCCS</p> <p><input type="checkbox"/> Lack of district/school assessments or the use of assessments not aligned to the curriculum and the NJCCCS</p> <p><input type="checkbox"/> Lack of consistent focus on academic work</p> <p><input type="checkbox"/> Insufficient exposure to the NJCCCS</p>	<p>District analysis by total population, subgroup, concentration</p> <p>Minutes from curriculum meetings</p> <p>Review of information, issues, and status</p> <p>District action plan to correct areas of concern</p>	<b>3</b>							

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DISTRICT PERFORMANCE REVIEW (DPR)  
INSTRUCTION AND PROGRAM**

District: \_\_\_\_\_

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Period of Review: \_\_\_\_\_

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<b>A. STUDENT PERFORMANCE</b>									
<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"/> Students with disabilities are not taught the aligned curriculum or unaligned materials are used <input type="checkbox"/> ELLs are not taught the aligned curriculum or unaligned materials are used <input type="checkbox"/> Student attendance or mobility <input type="checkbox"/> Other:									
<p>9 b. 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><b>Check all identified factors.</b></p> <input type="checkbox"/> Curriculum aligned to the NJCCCS <input type="checkbox"/> Appropriate use of aligned assessments, both formative and summative <input type="checkbox"/> Consistent focus on academic work <input type="checkbox"/> Increased exposure to the NJCCCS <input type="checkbox"/> Adoption and implementation of aligned instructional materials <input type="checkbox"/> Targeted professional development for teachers <input type="checkbox"/> Employment of full-time, highly qualified teachers <input type="checkbox"/> Students with disabilities receive aligned instruction and support	<p>District analysis by total population, subgroup, concentration</p> <p>Minutes from curriculum meetings</p> <p>Review of information, issues, and status</p> <p>District action plan to correct areas of concern</p>								

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

District: \_\_\_\_\_

County Office: \_\_\_\_\_

Period of Review: \_\_\_\_\_

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<b>A. STUDENT PERFORMANCE</b>									
<input type="checkbox"/> English language learners receive aligned instruction and support <input type="checkbox"/> Improved student attendance <input type="checkbox"/> Additional learning support (tutoring, after school, summer school, etc.) <input type="checkbox"/> Increased parent involvement <input type="checkbox"/> Other:									
<p>10 a. The district documents that strategies are being implemented to support the progress or to address deficiencies identified in numbers 1-9 above. The strategies must explicitly link changes in instruction, curriculum, materials, staffing, teacher support, or other areas to address any and all hypothesized causes. The district also specifies a timeline for implementation with expected outcomes and target dates for resolution.</p> <p align="center"><b>OR</b></p> <p>b. For Title I districts in need of improvement status:</p> <p>i. The strategies and action steps for district improvement are aligned with the school improvement goals and objectives; and</p> <p>ii. The district improvement plan is implemented as developed.</p>	<p>Analysis and related plan</p> <p>Revised curriculum, teacher hires or other changes identified in the analysis</p>	<b>3</b>							
<p>11 a. The district regularly schedules meetings with central office and school-level staff (not less than quarterly) to evaluate sustained progress and address any identified problem areas. Strategies</p>	<p>Meeting schedules and agendas</p> <p>Attendance lists</p>								

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DISTRICT PERFORMANCE REVIEW (DPR)  
INSTRUCTION AND PROGRAM**

District: \_\_\_\_\_ County Office: \_\_\_\_\_ Period of Review: \_\_\_\_\_

A. STUDENT PERFORMANCE	SUGGESTED DOCUMENTATION	POINT VALUE	DISTRICT SCORE			COUNTY SCORE			COMMENTS (COUNTY USE ONLY)
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<p>are modified to address continued shortcomings.</p> <p align="center"><b>OR</b></p> <p>b. For Title I districts in need of improvement status:</p> <p>i. The means for evaluating the effectiveness of the district improvement plan are established; and</p> <p>ii. The district evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.</p>	District plans or action items	1							
12. The district assesses the progress of each student in mastering the NJCCCS at least two times each year including content areas not included on statewide assessments by completing the following:	<p>Assessment schedule for district, schools, and classroom</p> <p>Samples of tests</p> <p>Assessment reports</p> <p>Meeting agendas that show review of test scores</p> <p>Test contracts</p>	3							
a. Multiple assessments, both formative and summative, are aligned to the NJCCCS and the district's curriculum.									

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM  
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INSTRUCTION AND PROGRAM**

District: \_\_\_\_\_

County Office: \_\_\_\_\_

Period of Review: \_\_\_\_\_

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<b>A. STUDENT PERFORMANCE</b>									
b. Measures of student progress, developed and implemented at the district, school, and classroom level, include opportunities for students to demonstrate mastery through performance assessments.									
c. Assessments at the district, school and classroom level are used to evaluate, adjust, and improve instructional programs and services.									
d. Assessments at the district, school and classroom level are rigorous and consistently used to monitor student progress.									
e. The district requires teacher-designed lesson plans to include assessment measures to be used and reflect multiple forms of assessments that are used as part of instruction.									
f. The district annually reports to the district board of education and the public on the progress of all students at key grade levels in mastering the NJCCCS.									

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

District: \_\_\_\_\_

County Office: \_\_\_\_\_

Period of Review: \_\_\_\_\_

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<b>A. STUDENT PERFORMANCE</b>									
13. The district, after each state test administration, reports to the district board of education on the performance of all students and on the performance of student subgroups on state tests. The report respects the confidentiality of individual (N.J.A.C. 6A:8-3.1)	Board minutes District's report of progress	1							
<b>TOTAL POINTS - SECTION A</b>		<b>59</b>							

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INSTRUCTION AND PROGRAM**

District: \_\_\_\_\_

County Office: \_\_\_\_\_

Period of Review: \_\_\_\_\_

<b>B. CURRICULUM</b>									<b>SUGGESTED DOCUMENTATION</b>	<b>POINT VALUE</b>	<b>DISTRICT SCORE</b>			<b>COUNTY SCORE</b>			<b>COMMENTS (COUNTY USE ONLY)</b>	
											<b>Y E S</b>	<b>N O</b>	<b>S C O R E</b>	<b>Y E S</b>	<b>N O</b>	<b>S C O R E</b>		
To earn points for Section B, the district must respond to each indicator as it relates to each of the nine content areas. Dates of adoption for B1 must be included. Provide check marks (✓) for B2-B7																		
<b><i>The district curriculum supports student achievement of the New Jersey Core Curriculum Content Standards (NJCCCS) in every school and for all students.</i></b>	<b>Arts</b>	<b>Health/P.E.</b>	<b>LAL</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>	<b>World</b>	<b>Technology</b>	<b>Career Ed</b>	<b>17</b>								
1. The district board of education has annually approved written curriculum that clearly and specifically aligns with the most recent State Board adopted version of the NJCCCS (2004). <b>Enter date of local board approval for each area. (N.J.A.C. 6A:8-3.1)</b>  <b>Date:</b>											<b>4</b>							
									Board Minutes  Curriculum in each area									

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

District: \_\_\_\_\_

County Office: \_\_\_\_\_

Period of Review: \_\_\_\_\_

B. CURRICULUM										SUGGESTED DOCUMENTATION	POINT VALUE	DISTRICT SCORE			COUNTY SCORE			COMMENTS (COUNTY USE ONLY)
												Y E S	N O	S C O R E	Y E S	N O	S C O R E	
<i>The district curriculum supports student achievement of the New Jersey Core Curriculum Content Standards (NJCCCS) in every school and for all students.</i>	Arts	Health/ P.E.	LAL	Math	Science	Social Studies	World Language	Technology	Career Ed									
2. The district requires and verifies that the curriculum for each NJCCCS area is fully implemented at all grade levels and uses a monitoring process for continually improving curriculum implementation.										Class Schedules  Lesson Plans	<b>3</b>							
3. The district requires and verifies that the curriculum specifies the content to be mastered for each grade and includes clear grade level benchmarks and interim assessments.										Curriculum in each area	<b>2</b>							

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

District: \_\_\_\_\_

County Office: \_\_\_\_\_

Period of Review: \_\_\_\_\_

B. CURRICULUM										SUGGESTED DOCUMENTATION	POINT VALUE	DISTRICT SCORE			COUNTY SCORE			COMMENTS (COUNTY USE ONLY)									
												YES	NO	SCORE	YES	NO	SCORE										
<i>The district curriculum supports student achievement of the New Jersey Core Curriculum Content Standards (NJCCCS) in every school and for all students.</i>										Arts	Health/P.E.	LAL	Math	Science	Social Studies	World Language	Technology	Career Ed									
4. The district curriculum, in each content area, specifies ways to support integrated/cross disciplinary instruction to address the implementation of all nine of the NJCCCS areas.																			Curriculum in each area	1							
5. The district curriculum is horizontally and vertically articulated among all grades, content areas, and schools through the use of strategies such as curriculum mapping.																			Curriculum in each area Curriculum audit or map	1							

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DISTRICT PERFORMANCE REVIEW (DPR)  
INSTRUCTION AND PROGRAM**

District: \_\_\_\_\_

County Office: \_\_\_\_\_

Period of Review: \_\_\_\_\_

B. CURRICULUM										SUGGESTED DOCUMENTATION	POINT VALUE	DISTRICT SCORE			COUNTY SCORE			COMMENTS (COUNTY USE ONLY)
												Y E S	N O	S C O R E	Y E S	N O	S C O R E	
<i>The district curriculum supports student achievement of the New Jersey Core Curriculum Content Standards (NJCCCS) in every school and for all students.</i>	Art	Health/P.E.	LAL	Math	Science	Social Studies	World Language	Technology	Career Ed									
6. The district convenes curriculum articulation meetings across regional and in-district schools, grades, and content areas at least two times each school year to address curriculum issues, such as curriculum development, preparation for high school graduation, alignment and revision, assessments and key transition points.										Meeting schedules Agendas Attendance Lists	2							

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DISTRICT PERFORMANCE REVIEW (DPR)  
INSTRUCTION AND PROGRAM**

District: \_\_\_\_\_

County Office: \_\_\_\_\_

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<b>B. CURRICULUM</b>									
<i>The district curriculum supports student achievement of the New Jersey Core Curriculum Content Standards (NJCCCS) in every school and for all students.</i>									
7. The district implements a planned systematic approach to key curriculum and developmental transition points between and among building levels (e.g. Pre-K to kindergarten, elementary to middle school, middle school to high school) and within school buildings (e.g. from K -3 to grade 4/5, grade 9 to 10). Attention is focused on student strengths and needs, student work, and planned interventions to accommodate transition.	Meeting schedules Agendas Attendance Lists	<b>1</b>							
8. The district is planning and taking steps at all grade levels to prepare all students to meet new high school graduation requirements set forth at N.J.A.C. 6A:13-2.2(f).	Meeting schedules, agendas, curriculum	<b>3</b>							
<b>TOTAL POINTS - Section B</b>		<b>17</b>							

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

District: \_\_\_\_\_ County Office: \_\_\_\_\_ Period of Review: \_\_\_\_\_

C. INSTRUCTION	SUGGESTED DOCUMENTATION	POINT VALUE	DISTRICT SCORE			COUNTY SCORE			COMMENTS (COUNTY USE ONLY)
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To earn points for Section C, the district must respond to each indicator as it relates to each of the nine content areas. Provide check marks (✓) for C1-C8									
<b><i>Instructional strategies and processes support the achievement of the New Jersey Core Curriculum Content Standards (NJCCCS) for all students.</i></b>	Arts Health/ P.E. LAL Math Science Social World Technology Career Ed	24							
1. The district completes each of the following instructional strategies for each content area:		6							
a. Implements a supervisory process that ensures that the aligned, board-adopted curriculum is taught in every district classroom and that teachers receive meaningful feedback from principals/supervisors and use it to strengthen and sustain instruction.									
	District policies and procedures  Teacher evaluation schedules  Lesson plans  Professional improvement plans								

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

District: \_\_\_\_\_ County Office: \_\_\_\_\_ Period of Review: \_\_\_\_\_

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										Y E S	N O	S C O R E	Y E S	N O	S C O R E	
<i>Instructional strategies and processes support the achievement of the New Jersey Core Curriculum Content Standards (NJCCCS) for all students.</i>	Arts	Health/ P.E.	LAL	Math	Science	Social	World	Technology	Career Ed							
b. Requires and verifies that lesson plans are aligned with the board-adopted curriculum and the NJCCCS and are reviewed at least monthly by principals/supervisors and that principals/supervisors provide teachers with feedback on lesson design and implementation.										Teacher observations and evaluation schedules						
c. Requires and verifies that supervisory practices focus on classroom instruction as evidenced by teacher-principal/supervisor discussions and meetings, teacher evaluations and observations, lesson planning, and walk-throughs.										Lesson plans and feedback loop						
d. Requires and verifies that teachers and supervisors analyze student work to determine if instruction is aligned with the curriculum.										Meeting agendas						

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

District: \_\_\_\_\_ County Office: \_\_\_\_\_ Period of Review: \_\_\_\_\_

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<i>Instructional strategies and processes support the achievement of the New Jersey Core Curriculum Content Standards (NJCCCS) for all students.</i>	Arts	Health/ P.E.	LAL	Math	Science	Social Studies	World Language	Technology	Career Ed								
2. The district requires and verifies that teachers meet collaboratively to develop lessons and units that are culturally responsive, and that accommodate various learning styles.									Teacher observations and evaluations  Lesson plans  Common planning time  Report cards	<b>3</b>							
3. The district requires and verifies that students and parents/guardians receive meaningful ongoing feedback on achievement and performance in all NJCCCS areas.									Teacher/parent conference schedules  District Web site	<b>3</b>							

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

District: \_\_\_\_\_ County Office: \_\_\_\_\_ Period of Review: \_\_\_\_\_

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<i>Instructional strategies and processes support the achievement of the New Jersey Core Curriculum Content Standards (NJCCCS) for all students.</i>	Arts	Health/ P.E.	LAL	Math	Science	Social	World	Technology	Career Ed									
4. The district requires and verifies that integrated/cross disciplinary instruction is intentionally planned, implemented, and observed in all NJCCCS areas and at all grade levels.										Lesson plans  Teacher observations and evaluations	2							

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM  
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INSTRUCTION AND PROGRAM**

District: \_\_\_\_\_

County Office: \_\_\_\_\_

Period of Review: \_\_\_\_\_

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<i>Instructional strategies and processes support the achievement of the New Jersey Core Curriculum Content Standards (NJCCCS) for all students.</i>	Arts	Health/ P.E.	LAL	Math	Science	Social Studies	World Language	Technology	Career Ed								
5. The district requires and verifies that instruction for students with disabilities:										3							
a. Is based on the district's curriculum and instructional materials;																	
b. This indicator is intentionally left blank.																	
c. Is modified and adapted according to the student's IEP and that such modifications are clearly communicated to all teachers;																	
d. Includes instructional strategies, activities, and content that meet individual student needs;																	
e. Addresses the subgroup's performance on statewide and district assessments.																	

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<i>Instructional strategies and processes support the achievement of the New Jersey Core Curriculum Content Standards (NJCCCS) for all students.</i>	Arts	Health/ P.E.	LAL	Math	Science	Social	World	Technology	Career Ed										
6. The district requires and verifies instruction for ELL:										Curriculum Lesson plans Instructional materials Assessment data and analysis Assessment action Plan for subgroups	3								
a. Is based on the district's curriculum and instructional materials;																			
b. Uses aligned materials in their native language, when bilingual programs are implemented;																			
c. Is adapted as necessary, aligned to the EL Proficiency Standards, and communicated to all teachers;																			
d. Addresses the subgroup's performance on statewide and district assessments.																			



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DISTRICT PERFORMANCE REVIEW (DPR)  
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											Y E S	N O	S C O R E	Y E S	N O	S C O R E		
<i>Instructional strategies and processes support the achievement of the New Jersey Core Curriculum Content Standards (NJCCCS) for all students.</i>	Arts	Health/ P.E.	LAL	Math	Science	Social Studies	World Language	Technology	Career Ed									
8. The district requires and verifies that teachers and other instructional staff effectively use technology to support learning, increase productivity and create products across all NJCCCS areas.										Lesson plans  District technology plan  Evidence of technology training for staff	1							
<b>TOTAL POINTS- Section C</b>											<b>24</b>							

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DISTRICT PERFORMANCE REVIEW (DPR)  
INSTRUCTION AND PROGRAM**

District: \_\_\_\_\_

County Office: \_\_\_\_\_

Period of Review: \_\_\_\_\_

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			Y E S	N O	S C O R E	Y E S	N O	S C O R E	
<i>The district supports the achievement of the NJCCCS for English Language Learners, Students with Disabilities, and Gifted and Talented Students.</i>		<b>6</b>							
1. a. A bilingual, ESL plan, or an English Language Services plan, approved by the NJDOE, has been implemented by the district. (N.J.A.C. 6A:15-1.6)	DOE approval letter Student roster	<b>2</b>							
b. Students enrolled in the bilingual, ESL, and English language services programs have full access to educational services available to other students in the school district.	Board policy Sample school staff list								
c. The district has met the annual measurable achievement objective (AMAO) for the percentage of students making progress in learning English.	Detailed list of services Review of assessment data								
d. The district has met the annual measurable achievement objective for the percentage of students attaining English proficiency.									
2.a. The Special Education Improvement Plan is submitted to the Office of Special Education Programs. (N.J.A.C. 6A:14-9.1)	SPIP DOE approval letter	<b>2</b>							
b. The district implemented the required activities in the Special Education Improvement Plan.	DOE implementation letter								

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

District: \_\_\_\_\_

County Office: \_\_\_\_\_

Period of Review: \_\_\_\_\_

	SUGGESTED DOCUMENTATION	POINT VALUE	DISTRICT SCORE			COUNTY SCORE			COMMENTS (COUNTY USE ONLY)
			Y E S	N O	S C O R E	Y E S	N O	S C O R E	
<b>D. MANDATED PROGRAMS</b>									
3.a. The district has a gifted and talented program at all grade levels in the district. (N.J.A.C. 6A:8-3.1)	Board approved identification process that uses multiple measures  Test contracts  Recommendation forms  Letters to parents/guardians about identification process  Program description  Curriculum  Student roster	2							
b. The district uses multiple measures to identify gifted and talented students at all grade levels in the district.									
c. The district provides appropriate educational services for identified students at all grade levels.									
d. The district requires and verifies that instruction for gifted and talented students reflects adaptations in content, product, process and learning environment. Adaptations are communicated to all teachers.									
<b>TOTAL POINTS – Section D</b>		<b>6</b>							

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

District: \_\_\_\_\_

County Office: \_\_\_\_\_

Period of Review: \_\_\_\_\_

	SUGGESTED DOCUMENTATION	POINT VALUE	DISTRICT SCORE			COUNTY SCORE			COMMENTS (COUNTY USE ONLY)
			Y E S	N O	S C O R E	Y E S	N O	S C O R E	
<b>E. EARLY CHILDHOOD PROGRAMS</b>									
<i>The district implements early childhood education programs that support student achievement of the NJCCCS.</i>		<b>3</b>							
1. a. The Five-year preschool program plan and/or annual updates have been submitted, and approved by the department (e.g., universal and targeted school districts).	DOE approval letter  Comprehensive Curriculum	<b>3</b>							
b. The comprehensive curriculum approved by the department within the district's five-year plan or annual update is aligned with the Preschool Teaching and Learning Expectations: Standards of Quality (2004), linked to the NJCCCS.	Five-year preschool program plan or annual updates  Articulations meetings between PK and K teachers; between PK and K administrators; Results of performance-based assessments passed on to Kindergarten staff								
c. The comprehensive curriculum is articulated between PreK and K programs to ensure a seamless transition to kindergarten.	Evidence of outreach such as parent letters, community meetings, website announcements								
d. Outreach efforts have increased or maintained the enrollment of the district's universe of eligible three and four-year old children.	Contracts for services								

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

District: \_\_\_\_\_

County Office: \_\_\_\_\_

Period of Review: \_\_\_\_\_

	SUGGESTED DOCUMENTATION	POINT VALUE	DISTRICT SCORE			COUNTY SCORE			COMMENTS (COUNTY USE ONLY)
			Y E S	N O	S C O R E	Y E S	N O	S C O R E	
<b>E. EARLY CHILDHOOD PROGRAMS</b>									
e. Class size meets appropriate regulations with one teacher and one teacher assistant in all classes, where applicable.	Percentage of universe served								
f. Systematic and adequate administrative and fiscal oversight occurs in district and in private providers of preschool programs, as applicable.	SAVS documentation Preschool enrollment and OFAC limited review audits								
g. The district uses a performance-based system for measuring student progress and improve instruction and regularly communicates to parents about student progress.	Student work samples or portfolios Evidence of parent/guardian conferences								
<b>TOTAL POINTS – Section E</b>		<b>3</b>							

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

District: \_\_\_\_\_

County Office: \_\_\_\_\_

Period of Review: \_\_\_\_\_

F. HIGH SCHOOL/GRADUATION	SUGGESTED DOCUMENTATION	POINT VALUE	DISTRICT SCORE			COUNTY SCORE			COMMENTS (COUNTY USE ONLY)
			Y E S	N O	S C O R E	Y E S	N O	S C O R E	
<i>The district implements programs that prepare students for graduation, post-secondary education, and careers.</i>		<b>16</b>							
1. The percentage of students from the most recent June high school graduating class who were reported on the ASSA three years earlier, minus the number of students from that class that transferred out-of-district, is at least 80%.	District calculation of graduation rate; ASSA	<b>4</b>							
2. a. The percentage of seniors who graduated from high school in the last academic year by way of the Special Review Assessment (SRA) was less than 10%.	DOE reporting form District plan outlining strategies	<b>4</b>							
b. The district implements strategies to reduce the number of students using the SRA process for graduation.	District calculations of SRA rate								
3. a. The district's approved <b>vocational-technical education program</b> is aligned with the State Plan for Vocational Technical Education as approved by the State Board of Education and the United States Department of Education. (N.J.A.C. 6A:19)	DOE approval letter Vocational plan	<b>2</b>							
b. The district conducts an annual evaluation of vocational-technical education programs that includes an analysis of student achievement of the NJCCCS, student achievement of technical competencies, program completion, gender equity and student participation in nontraditional training and employment and placement status of program completers.	Curriculum Vocational Education Data Report								

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

District: \_\_\_\_\_

County Office: \_\_\_\_\_

Period of Review: \_\_\_\_\_

F. HIGH SCHOOL/GRADUATION	SUGGESTED DOCUMENTATION	POINT VALUE	DISTRICT SCORE			COUNTY SCORE			COMMENTS (COUNTY USE ONLY)
			Y E S	N O	S C O R E	Y E S	N O	S C O R E	
c. The district has adopted and implemented a vocational-technical safety and health program that includes safety and health training for students and staff, a safety and health hazard analysis for each vocational course or program, periodic inspections of equipment and materials, and procedures to ensure compliance with health and safety practices.									
4. a. The district provides <b>alternative education programs</b> to address individual learning styles and needs of students at risk of school failure or for those mandated for removal from general education. (N.J.A.C. 6A:16-9)	BOE meeting minutes  Alternative education plan  Sample IPP	<b>2</b>							
b. If applicable, the district places students in approved alternative education programs.(N.J.A.C. 6A:16-9)									
c. The alternative education program addresses the achievement of the NJCCCS through the use of Individualized Program Plans for each student. (N.J.A.C. 6A:16-9.2)									
d. The district's alternative education program provides support services, case management, and transition services.									
e. Instruction in the district's alternative education program is provided by appropriately certified staff.									
5. For students entering the ninth grade in 2008-2009 and thereafter, the district has established graduation requirements that meet the requirements set forth at N.J.A.C. 6A:13-2.2(f).	Board of Education resolution, minutes, student policy manual	<b>2</b>							

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

District: \_\_\_\_\_

County Office: \_\_\_\_\_

Period of Review: \_\_\_\_\_

F. HIGH SCHOOL/GRADUATION	SUGGESTED DOCUMENTATION	POINT VALUE	DISTRICT SCORE			COUNTY SCORE			COMMENTS (COUNTY USE ONLY)
			Y E S	N O	S C O R E	Y E S	N O	S C O R E	
6. The district has communicated its graduation requirements to all high school students, their families, and the community.	Student policy manual, communications to parents and community	<b>2</b>							
<b>TOTAL POINTS – Section F</b>		<b>16</b>							

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DISTRICT PERFORMANCE REVIEW (DPR)  
INSTRUCTION AND PROGRAM**

District: \_\_\_\_\_

County Office: \_\_\_\_\_

Period of Review: \_\_\_\_\_

**SCORING**

**To calculate your score on the DPR:**

**STEP I**

CHECK WHICH CONFIGURATION APPLIES TO YOUR DISTRICT.

**STEP II**

MAKE SURE YOU HAVE COMPLETED ALL RELEVANT SECTIONS FOR YOUR CONFIGURATION AND ENTER A SCORE.

**STEP III**

DIVIDE THE TOTAL POSSIBLE POINTS FOR YOUR CONFIGURATION (125,124,123,122,121,109 OR 108) INTO THE TOTAL POINTS EARNED IN PART I.  
THIS IS YOUR DPR SCORE.

**STEP IV**

LOOK AT THE POINTS AT 80% TO DETERMINE YOUR DISTRICT'S PLACEMENT ON THE CONTINUUM

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

District: \_\_\_\_\_ County Office: \_\_\_\_\_ Period of Review: \_\_\_\_\_

**SCORING**

PART I	POINT VALUE	POINTS EARNED
<b>Section A: Student Performance</b>	<b>59</b>	
<b>Section B: Curriculum</b>	<b>17</b>	
<b>Section C: Instruction</b>	<b>24</b>	
<b>Section D: Mandated Programs</b>	<b>6</b>	
<b>Section E: Early Childhood</b>	<b>3</b>	
<b>Section F: High School/Graduation</b>	<b>16</b>	
<b>Total Points Mandated Sections A, B, C, &amp; D (59+17+24 +6)</b>		
	<b>106</b>	
<b>Total Possible Points A-F (59+17+24+6+3+16)</b>		
	<b>125</b>	
<b>Total Possible Points A-E ( 59+17+24+6+3)</b>		
	<b>109</b>	
<b>Total Possible Points A-D &amp; F (59+17+24+16)</b>		
	<b>122</b>	
<b>TOTAL POINTS EARNED</b>		

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

District: \_\_\_\_\_

County Office: \_\_\_\_\_

Period of Review: \_\_\_\_\_

	<b>CONFIGURATION</b>	<b>SECTIONS</b>	<b>POSSIBLE POINTS</b>	<b>POINTS EARNED</b>	<b>DPR SCORE</b>	<b>POINTS AT 80%</b>
1.	PreK-12 (all sections)	A-F	125			100
2.	PreK-12 (grad plus voc or alt ed)	A-F	123			98.4
3.	K-12 (grad, voc, and alt)	A-D & F	122			97.6
4.	9-12 (grad, voc, and alt)	A-D & F	122			97.6
5.	PreK-12 (grad only; no voc or alt)	A-F	121			96.8
6.	K-12 (grad plus voc or alt)	A-D & F	124			99.2
7.	9-12 (grad plus voc or alt)	A-D & F	124			99.2
8.	K-12 (grad only; no voc or alt)	A-D & F	122			97.6
9.	PreK-8	A-E	109			87.2
10.	9-12 (grad only)	A-D & F	122			97.6
11.	K-8	A-D	106			84.8



**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM  
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INSTRUCTION AND PROGRAM**

District: \_\_\_\_\_ County Office: \_\_\_\_\_ Period of Review: \_\_\_\_\_

-----PLEASE DO NOT WRITE BELOW THIS LINE-----

DISTRICT TOTAL	COUNTY TOTAL	DISTRICT CONFIGURATION (1 – 12)	POSSIBLE POINTS (125-106)	TOTAL POSSIBLE POINTS AT 80%	TOTAL POSSIBLE POINTS AT 50%	DISTRICT % OF TOTAL SCORE	COUNTY % OF TOTAL SCORE

**County Recommendations:**

**Name of DPR Reviewer:**

**Title**

**Date**

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\_\_\_\_\_

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

District: \_\_\_\_\_ County Office: \_\_\_\_\_ Period of Review: \_\_\_\_\_  
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