

Accountability Scorecard

DETERMINING DISTRICT COMPLIANCE WITH FULL TRANSITION PLAN

ACCOUNTABILITY SCORECARD

This Accountability Scorecard represents the comprehensive set of metrics against which Newark Public Schools' implementation of its Transition Plan to Full Control will be assessed. The scorecard aligns with the sections of Provisions of the Plan:

- Part 1: Fundamental Considerations
- Part 2: Governance
- Part 3: Instruction & Program
- Part 4: Fiscal Management and Operations
- Part 5: Personnel

As noted in the Plan in Part 1, Section 6, Comprehensive Accountability Office, the metrics in this scorecard will be collected twice a year and reported annually by the independent Comprehensive Accountability Office. This will ensure that the District is fairly and transparently assessed and that all public stakeholders receive annual updates from an objective source.

The report will score the District's efforts toward maintaining "substantial and sustained" progress toward meeting the expectations of the Full Transition Plan. A score of 3 or above will be deemed to satisfy the need for "substantial and sustained progress".

In the event of a score below "3", the Comprehensive Accountability Office will include an explanation of the District's progress and gaps. In the report after the first year, for such scores, the District will be required to discuss those items at its next Board Governance Committee meeting (or other similar structure with representation of at least two members from both the Board and District leadership) and develop an action plan for getting back on track. In either year, in these cases the State may establish interventions (as set out below) and modifications to the Full Transition Plan that specifically address the identified lack of progress.

Not Implemented (1): There is no significant evidence that the standard is implemented.

Partially Implemented (2): A partially implemented standard is being met in only a limited way.

Substantially Meeting (3): Most elements of the metric are being met and are sustainable.

Fully Implemented (4): All elements of the standard are substantially implemented, are sustainable, and have a process for ongoing evaluation.

The State Department of Education fully anticipates that the District and Board are well-positioned to implement the Plan, and therefore score on this set of metrics, successfully. (In fact, this is precisely what is meant by “substantial and sustained progress.”) However, this Plan also allows that the unexpected may happen, and should the Board and District perform poorly, the Department must have clear indication when this performance is egregious and suggests a need for further State assistance. As described in Part 1, Section 7, Consequences for Not Meeting the Expectations of the Full Return Plan, should the Board and District attain failing scores on more than 33% of metrics on the Accountability Scorecard, the State may determine to intervene in one of the following ways:

1. Continuation or reinstatement of the HSP1;
2. Providing additional levels of State oversight and support;
3. Directing that the District take specific actions as an alternative to initiating the formal statutory process for reinstating any of the legally authorized interventions, including reinstating full-state control; or
4. Elongating the time-frame for the transition to full State withdrawal.

As noted in the Plan, the Transition Plan and this Scorecard should be seen as a complementary process to QSAC. The District is still expected to complete the annual Statement of Assurance required by QSAC and prepare for QSAC monitoring as required by the State.

SECTION OF PLAN	#	METRIC	MECHANISM FOR MEASUREMENT
Part 1: Fundamental Considerations			
Section 4: State Engagement with the District During Transition	1		
Section 7: Consequences for Not Meeting the Expectations of the Full Transition Plan	2	The Board does not exhibit a pattern of violations (egregious or otherwise) of the School Ethics Act.	Observation by HSP, School Ethics Commission decisions
	3	The Board adheres to the Conflict of Interest laws and nepotism policy in making personnel decisions and its role in personnel decisions is in line with the division of responsibilities detailed in the plan in Section 7.	Observation by HSP, NPS Chief Talent Officer report
Part II: Governance			
Section 2: Ethics Training for BOE and Senior Officials	4	All trainings are completed on time by a quorum of the board members. All trainings are completed by each member of the full BOE within 1 month of the deadline.	Sign-in sheets, observation by HSP
Section 7: Search for Successor Superintendent	5	The superintendent search meets all five requirements in conducting the search, as described in the Plan.	Observation by HSP, observation and report by state representative on search committee, report by selected search firm
	6	The Board and search committee <u>substantially</u> meet timelines and deadlines laid out in the Plan.	Report by state representative on search committee, report by selected search firm
Section 9: Evaluation of the Superintendent	7	The Board adheres to all three requirements of evaluating the successor superintendent, as described in the Plan, upon the conclusion of the successor superintendent's first school year and annually thereafter.	Observation by HSP, report by successor superintendent

SECTION OF PLAN	#	METRIC	MECHANISM FOR MEASUREMENT
Section 13: Expectations Regarding Additional Initiatives	8	The Board and District adhere to all requirements and expectations around student enrollment described in the Plan.	Observation by HSP, review by CAO of publicly available enrollment materials
Part III: Instruction and Program			
Section 2: Student Performance Data	9	The District calculates and submits data analysis for the Instruction and Program Equivalency on time (Fall 2018, when PARCC SGP and graduation data become available).	Report by State
	10	The District makes a decision and communicates to the State about whether to apply for an extension of its equivalency or its intention to be evaluated going forward by recently revised QSAC I&P metrics.	Report by State
Section 4: Professional Development for the BOE and Senior Staff regarding Instruction and Program Best Practices	11	All trainings are completed on time by a quorum of the board members. All trainings are completed by each member of the full BOE within 1 month of the deadline.	Sign-in sheets, Observation and report by HSP
Part IV: Fiscal Management			

SECTION OF PLAN	#	METRIC	MECHANISM FOR MEASUREMENT
Section 2: Basic Fiscal Obligations: Budget Requirements and Best Practices	12	<p>The District prepares a balanced annual budget based on expense analysis, discussions with individual departments, and incorporation of anticipated new needs and cost increases.</p> <p>The Board approves a balanced budget on time.</p> <p>The Board engages appropriately with the District in the development of the Budget.</p>	Board meeting and Finance Committee minutes, observation and report by HSP, report by Superintendent, report by School Business Administrator and Chief Financial Officer.
	13	Schools are allocated funding based on school-based budgeting focused on equity and transparency in school allocations.	Review of District's budget development files and School Business Administrator's board and public presentations
	14	<p>The monthly Board Secretary's report is completed and reconciled without exceptions as described in the Plan.</p> <p>Three times a year the District presents a fiscal forecast for the remainder of the year to the Board, as described in the Plan.</p>	Board meeting minutes
	15	At least monthly, the district prepares and analyzes fiscal year cash flow management for all funds, all payments are made on a prompt basis, and reimbursement requests for federal grant awards are submitted in a timely manner for the actual amount of incurred expenditures.	Observation by HSP, Report by School Business Administrator

SECTION OF PLAN	#	METRIC	MECHANISM FOR MEASUREMENT
	16	The District ends the year with no deficit balances and no line item over appropriated expenditures by more than 10% in the general fund, special revenue fund, capital projects fund or debt service fund (other than permitted under state law and GAAP).	Year-end CAFR.
Section 3: Professional Development for the BOE and Senior Staff regarding Fiscal Management Best Practices	17	All trainings are completed on time by a quorum of the board members. All trainings are completed by each member of the full BOE within 1 month of the deadline.	Sign-in sheets, Observation by HSP
Part V: Personnel			
	18	The District continues to implement AchieveNJ, using both the NPS Framework for Effective Teaching and the NPS Leadership Framework. This includes training school leaders to rigorously and fairly evaluate teachers, supporting teachers based on their evaluations, and exiting low-performing staff when appropriate.	Observation by HSP

