

### **2415.01 - Academic Standards, Academic Assessments and Accountability (M)**

The reauthorization of the Elementary and Secondary Education Act (ESEA), requires New Jersey to implement a single accountability system to include challenging academic content and academic achievement standards. The accountability requirements under ESEA were built on the foundation of the former Improving America's Schools Act (IASA).

New Jersey's Student Learning Standards define those skills needed for students to be successful in the twenty-first century economy. These skills are measured by State assessments and New Jersey's accountability design determines a school's progress toward meeting established standards.

To meet the Federal requirements, New Jersey has adopted the New Jersey Single Quality Single Accountability Continuum. State assessments in language arts literacy and mathematics are based on the New Jersey Student Learning Standards. All students enrolled in New Jersey public schools, plus all student subgroups, must meet the proficiency benchmarks to ensure the goal of 100% proficiency. Students must score either "proficient" or "advanced proficient" on the assessments to be counted toward meeting the benchmarks.

Student achievement is determined by grade span (Elementary School – grades three through five, Middle School – grades six through eight, and High School – grades nine through twelve) and in each content area. There are indicators that must be met (including participation and proficiency rates).

At least 95% of each student group must participate in the assessment process. Students who have been enrolled in the school for less than one academic year are not included in the accountability process. Students with disabilities who are moved from their neighborhood school to receive services at another school will be included in their home school's accountability process. Students with limited English proficiency must also be assessed, with accommodations.

Student progress must also be assessed by pupil group (pupils from major racial and ethnic groups, economically disadvantaged pupils, pupils with disabilities, and pupils with limited English proficiency) in accordance with the requirements of ESEA.



If any school in the district is identified as a Title I school in need of improvement, the following steps need to be taken in the Title I portion of the Consolidated Application/Plan for funding of programs governed under the ESEA. The plan must be developed in accordance with ESEA and NJDOE guidelines and shall include:

1. **Improvement Plan**  
The school must develop a two-year improvement plan showing programs and strategies that will be adopted to improve teaching and learning.
2. **Professional Development**  
The school must provide professional development for the school's staff to improve their skills. At least ten percent of the school's Title I allocation for two years must be spent to support these professional development activities.
3. **Intra-district Choice**  
The district must develop and offer an intra-district school choice program that includes the process to be used to notify parent(s)/legal guardian(s) of pupils enrolled in the school of the school's designation as a school in need of improvement. An intra-district school choice program must offer parent(s)/legal guardian(s) the opportunity to transfer their child to another school within the district that is not identified for improvement.
4. **Supplemental Services**  
The school must offer and provide supplemental educational services to disadvantaged children in accordance with ESEA and NJDOE guidelines

Section 1118 of the Elementary and Secondary Education Act (ESEA)

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