

STANDARDS OF PROFICIENCY

The chief school administrator, in consultation with teaching staff, shall develop criteria for evaluation, indicators of achievement of the criteria, and acceptable standards of achievement for all grade levels, courses and programs offered by the district. The criteria, indicators and standards must be related to district goals and objectives. Parents/guardians shall be informed in a timely manner whenever their child appears in danger of failing to meet required proficiency levels. Parents/guardians shall be strongly encouraged to participate in designing remedial plans for their children.

These standards of proficiency shall include but not be limited to the Core Curriculum Content Standards identified by the State Department of Education and shall form the basis for the district's grading system.

By the date required by law, the chief school administrator shall annually report to the board and the community at a regularly scheduled meeting an evaluation of pupil achievement toward meeting district and school goals and objectives.

Low pupil achievement shall be regarded by the board as an indication that revisions are needed in educational programming, general strategy, staff resource use, staff evaluation, and/or other aspects of the learning program.

Date: Reviewed: December 17, 2008

Adopted: February 18, 2009

Legal References: Use legal reference sheet.

Cross References: List your appropriate policies. See legal reference sheet for possibilities.

Key Words

Proficiencies, Standards of Proficiency

Legal References

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**Monitored:**

Indicators 1.1, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3

**Mandated:**

N.J.S.A. 18A:35-4.9 requires boards to adopt policy on pupil proficiencies required for promotion or course credit.

**Other Reasons:**

No Child Left Behind requires any district that receives Title 1 funds to use state assessments and any locally determined assessments or indicators to annually review the progress of each Title 1 school to determine whether the school is making adequate yearly progress. To achieve AYP, all identified student groups (as described in the legal reference pages for file code 6146 Graduation Requirements) must meet the statewide achievement goal, or the percentage of non-proficient students must be reduced by at least 10% with the group showing improvement on other academic indicators. At least 95% of each student group must participate in state assessments. Further requirements are placed on schools that fail to achieve AYP for two consecutive years.

**Recommendation:**

A policy addressing development of standards of proficiency including but not limited to the Core Curriculum Content Standards. The proficiencies themselves will be part of the materials developed under the board's policies on curriculum adoption, curriculum design/development, promotion/retention and graduation requirements. The development of indicators of achievement should be addressed.

<b><u>Legal References:</u></b>	<u>N.J.S.A.</u> 18A:7C-2 <u>N.J.S.A.</u> 18A:7E-2 through -5 <u>N.J.S.A.</u> 18A:7F-4  <u>N.J.S.A.</u> 18A:7F-29	Boards of education; establishment of standards  School report card program Periodic review of core curriculum content standard by state board; establishment of thoroughness and efficiency standards and cost per pupil Academic achievement reward program
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STANDARDS OF PROFICIENCYLegal References (continued)

<u>N.J.S.A.</u> 18A:35-4.9	Pupil promotion and remediation; policies and procedures
<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:8-1.1, -1.3,-2.1, -4.1, -4.4, -5.1	
<u>N.J.A.C.</u> 6A:10A-1.1 <u>et seq.</u>	<i>Improving Standard-Driven Instruction and Literacy and Increasing Efficiency In Abbott School Districts</i>
<u>N.J.A.C.</u> 6A:14-4.11	Statewide assessment
<u>N.J.A.C.</u> 6A:15-1.1 <u>et seq.</u>	Bilingual Education
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:15-1.11	
<u>N.J.A.C.</u> 6A:23-8.3	Commissioner to ensure achievement of the Core Curriculum Content Standards
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-2.1	Definitions
<u>N.J.A.C.</u> 6A:32-12.1 <u>et seq.</u>	Annual Reporting and Planning Requirement
<u>N.J.A.C.</u> 6A:32-13.1 <u>et seq.</u>	Student Behavior
<u>N.J.A.C.</u> 6A:32-14.1 <u>et seq.</u>	State and Federally Mandated Programs and Services

Abbott v. Burke, 149 N.J. 145 (1997) (Abbott IV)

Abbott v. Burke, 153 N.J. 480 (1998) (Abbott V)

Abbott v. Burke, 163 N.J. 95 (2000) (Abbott VI)

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

**Possible**

<b><u>Cross References:</u></b>	*1120	Board of education meetings
	*5113	Absences and excuses
	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians
	*5125	Pupil records
	6000	Concepts and roles in instruction
	*6010	Goals and objectives
	*6140	Curriculum adoption
	*6141	Curriculum design/development
	*6146	Graduation requirements
	*6146.2	Promotion/retention
	*6171.1	Remedial instruction
	*6171.3	At-risk and Title 1
	*6300	Evaluation of the instructional program

\*Indicates policy is included in the Critical Policy Reference Manual.