

POSITIONS AND POLICIES ON EDUCATION

Standards of Proficiency

FILE CODE

6147

School Performance Indicators

- A. **The NJSBA believes** that local district policy should define a set of performance indicators to be used to monitor the quality of each school and that it is important for the State Department of Education to annually collect information from each district that provides the community with a profile of each school's performance on significant indicators.
- B. **The NJSBA believes** that the format for data should permit local boards of education and school officials to compare the performance of their schools to similar schools across the state or in selected districts. *[Authority: DA 12/82-CR (Urban Education) DA 11/97 SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR, DA 11/22-SR]*

Uniform Statewide Standards

- A. **The NJSBA believes** in uniform statewide standards as set out in the New Jersey Student Learning Standards. *[Authority: DA 5/76-18; DA 5/00-1, DA 11/97 SR, 6/93-SR, DA 5/00-1]*
- B. **The NJSBA believes** that efforts designed to ensure pupils meet these standards should:
1. Not cause undue hardship to students unable to meet them immediately.
 2. Require the provision of remedial programs (including during the summer) and appropriate evaluations for students failing to meet the standards;
 3. Be accompanied by State provision for the cost of both effective remediation, instructional materials and the professional development needed for improving the instruction necessary for that remediation. *[Authority: DA 5/76-18, DA 5/00]*
 4. Provide adequate time and flexibility to districts in the development and adoption of curriculum and hiring of staff. *[Authority: BD 10/02, DA 11/02-SR, DA 11/07-SR]*
- C. **The NJSBA believes** that multi-year financial assistance is needed to assist school districts in paying for the added costs associated with the successful implementation of these standards. *[Authority: DA 5/99-6 and 6A]*
- D. **The NJSBA believes** that the annual reporting to the public on progress of all students in meeting the New Jersey Student Learning Standards as measured by the statewide assessment system, in each subject area assessed, should use the baseline data obtained in the previous academic year in lieu of an absolute standard. *[Authority: DA 5/00-1, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR, DA 11/22-SR]*

Statewide Testing Program

- A. **The NJSBA believes** that a uniform statewide test or an alternative method of measurement should be used as the basic method of assessing whether students have met State and Federal standards.

- B. **The NJSBA believes** that early childhood programs and the assessment of these programs should be developmentally appropriate. *[Authority: DA 6/89-CR (Early Childhood Education), BD 3/90, DA 11/97 SR DA 5/00-1]*
- C. **The NJSBA believes** that assessments should:
1. Be an accurate, valid, and reliable measure of whether or not the student has mastered the New Jersey Student Learning Standards;
 2. Measure skills appropriate for graduation (i.e., those skills commonly considered essential for functioning as an adult in American society),
 3. Should provide the district, the schools and the teaching staff with information that can be used to identify the need for remedial intervention as well as identify the opportunity for advanced or accelerated work,
 4. Be designed to ensure that all students have the opportunity, assistance and incentives to meet the state's academic standards. *[Authority: DA 10/78-CR (Graduation Requirements), DA 12/83-1, DA 5/00-1, BD 3/90 DA 11/97-SR, DA 5/00-1, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR, DA 11/22-SR]*
- D. **The NJSBA believes** that state required assessments should be limited to one assessment series and the NJGPA that measures student proficiency in the NJSLs and that any additional testing should be left to the discretion of the local district based on individual district assessment needs. [DA 05/23]

Monitoring of Test Administration Procedures

The NJSBA believes it is important to:

1. Monitor the implementation of all statewide tests to assure that the impact on school districts is a positive one on both curriculum and educational gains of students.
2. Ensure effective implementation of assessments that are both statistically valid and reliable in accordance with testing procedures that are proven and established.
3. Ensure timely release of useful assessment information so that there can be meaningful remediation for students and appropriate professional development for the instructional strategies.
4. Require the provision of appropriate remedial re-evaluations for students failing to meet the standards.
5. Limit testing so as not to provide undue hardship to students or their instructional program.
[Authority: DA 12/85-1, DA 12/89-CR (HSPT/Differentiated Diplomas), DA 5/00-1, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR, DA 11/22-SR]

Statewide Graduation Standards

- A. **The NJSBA believes** that local board policy should set local graduation requirements, and supports local control over graduation requirements. *[Authority: DA 5/99-1a & b. DA 11/97 SR, DA 11/17-SR]*

- B. **The NJSBA believes** that all students who meet local and State requirements for graduation should be granted a state-endorsed diploma, including special education students and students of limited English proficiency who meet the requirements of their individual IEP. *[Authority: DA 10/78-CR (Graduation Requirements); DA 1/80-A; DA 12/83-4; DA 12/85-1; DA 12/89-CR (HSPT/Differentiated Diplomas), DA 11/97 SR, DA 5/00-1]*
- C. **The NJSBA believes** that students who fail the New Jersey Department of Education-approved high school proficiency assessment twice, should have the option of having an Individual Student Plan developed that will lead to marketable job skills and receive a state endorsed certificate that delineates the student's training. *[Authority: DA 6/85-CR (Proficiency Test), DA 12/89-CR (HSPT/Differentiated Diplomas), DA 5/00-1, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR]*
- D. **The NJSBA believes** the state should provide alternative methods of achieving state and federal requirements for graduation, not based only on standardized tests, such as the Alternate High School Assessment or portfolio assessment.

The NJSBA further believes that parents should have input into decisions regarding the methods of assessment used, but that the ultimate authority to decide these methods must rest with local boards of education. *[Authority: DA 5/16-1]*

- E. **The NJSBA believes** that local school boards should be permitted by statutory authority to mandate a compulsory education age beyond the mandatory compulsory age of 16. *[Authority: DA 5/16-2, DA 11/17-SR, DA 11/22-SR]*

School-to-Work/Career Education

- A. **The NJSBA believes** that districts should be allowed to address career awareness and education according to their own needs and should not specifically require the selection of a "career major" nor participation in a "structured learning experience" for both students and school districts.
- B. **The NJSBA believes** that the Workplace Readiness Standards should not be implemented until such time as the New Jersey Student Learning Standards and Assessments in Language Arts, Math, Science, Social Studies, World Languages, Performing Arts and Health and Physical Education are proven to be achievable, valid and reliable. *[Authority: DA 5/99-1 a & b Reaffirmed with Changes: DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR, DA 11/22-SR]*

Assessment of Special Education Students

- A. **The NJSBA believes** that any state assessment system must take into consideration the impact it will have on students eligible for special education and related services, and the opportunity it affords those students to meet their full potential. Any State assessment system should reflect the following principles:
1. Special education students should be included.
 2. A district's accountability for the proficiency of special education students should be based on incremental progress against standards that take into account the special challenges faced by these students.
 3. Schools and districts should not be labeled in need of improvement based solely on the proficiency of

special education students.

4. Remedial action that may be required of a school or district because special education students did not achieve proficiency goals, should be directed exclusively at those students. *[Authority: DA 11/03-CR (Special Education), DA 11/02- SR, DA 11/07-SR, DA 11/12-SR]*

B. **The NJSBA believes** that, when assessing students with disabilities, federal and state authorities should adopt a flexible approach that will yield useful data on student growth and the effectiveness of the student's educational program. IEP teams should determine whether a student with disabilities takes the general education assessment or some alternative assessment based on the student's developmental and pedagogical progress, not necessarily on the student's chronological grade level. *[DA 5/17-CR (Special Education), DA 11/17-SR, DA 11/22-SR]*

Cross References:

1430	State and national units
5119	Transfers
6146	Graduation requirements
6147	Subject fields
6171.1	Remedial Instruction
6174	Summer schools

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