

CHAPTER 13**PROGRAMS AND PRACTICES TO SUPPORT STUDENT ACHIEVEMENT****Authority**

P.L. 2007, c. 260.

Source and Effective Date

R.2009 d.393, effective November 25, 2009.
See: 41 N.J.R. 1926(a), 41 N.J.R. 4701(b).

Chapter Expiration Date

Chapter 13, Programs and Practices to Support Student Achievement, expires on November 25, 2014.

Chapter Historical Note

Chapter 13, Programs and Practices to Support Student Achievement, was adopted as special new rules by R.2008 d.181, effective June 2, 2008. See: 40 N.J.R. 4229(a).

Chapter 13, Programs and Practices to Support Student Achievement, was readopted as R.2009 d.393, effective November 25, 2009. See: Source and Effective Date. See, also, section annotations.

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SUBCHAPTER 1. GENERAL PROVISIONS**6A:13-1.1 Purpose and applicability of rules**

(a) These rules are promulgated pursuant to the School Funding Reform Act, P.L. 2007, c. 260, to ensure that all students receive the educational entitlements guaranteed them by the New Jersey Constitution. These rules shall ensure that all districts provide students with a rigorous curriculum that is based on the Core Curriculum Content Standards; that relies on the use of State assessments to improve instruction; and that is supported by a professional development plan for teachers and school leaders. In addition, secondary school districts shall provide students with an academically rigorous

personalized environment to prepare them for post-secondary education and/or careers after graduation. These rules also address class size in high poverty school districts and focus on improving instruction in literacy and mathematics in high need school districts.

(b) These rules shall supercede the rules in N.J.A.C. 6A:10 and 6A:10A where inconsistencies occur.

Amended by R.2009 d.393, effective December 21, 2009.

See: 41 N.J.R. 1926(a), 41 N.J.R. 4701(b).

In (a), inserted "secondary".

SUBCHAPTER 2. STANDARDS-BASED INSTRUCTIONAL PRIORITIES**6A:13-2.1 Standards-based instruction**

(a) All school districts shall implement a coherent curriculum for all students, including English language learners (ELLs), gifted and talented students and students with disabilities, that is content-rich and aligned to the most recent revision of the Core Curriculum Content Standards (CCCS). The curriculum shall guide instruction to ensure that every student masters the CCCS. Instruction shall be designed to engage all students and modified based on student performance. Such curriculum shall include:

1. Interdisciplinary connections throughout;
2. Integration of 21st century skills;
3. A pacing guide;
4. A list of instructional materials, including various levels of text at each grade;
5. Benchmark assessments; and
6. Modifications for special education students, for English language learners in accordance with N.J.A.C. 6A:15 and for gifted students.

(b) All schools and school districts shall develop and implement professional development plans for teachers aligned with the requirements and the Professional Development Standards set forth at N.J.A.C. 6A:9. Professional development activities shall:

1. Improve teachers' understanding of the content and pedagogy related to their teaching assignment;
2. Promote individual and collaborative professional learning with adequate and consistent time for teachers, including English as a second language, gifted and talented, bilingual and special education teachers, to work together in and across content areas and grade levels to review student work, analyze classroom assessments and

other achievement data, critique lesson plans, and solve instructional problems;

3. Include evaluation and analysis of professional development results in order to improve professional development by reviewing the following:

- i. Student test scores, work products and attitudinal measures;
- ii. Progress made in achieving professional development goals;
- iii. Staff feedback on the effectiveness of professional learning activities and Professional Development Plans; and
- iv. Analysis of the costs associated with professional development opportunities in relation to the impact on student achievement and district goals;

4. Include ongoing analysis by administrators and teachers regarding the effectiveness of implementation of professional development initiatives; and

5. Include school district support through policies and adequate resources.

(c) All school leaders shall develop and implement a professional growth plan aligned with the requirements and the Professional Development Standards set forth at N.J.A.C. 6A:9.

(d) All schools and school districts shall collect and analyze student achievement data by subgroups (such as economically disadvantaged, race and ethnicity, students with disabilities, English language learners) and make educational decisions based on such data.

1. The school district shall transmit required student, faculty, school and school district data to New Jersey Standards Measurement and Resources for Teaching (NJ SMART), the New Jersey Department of Education's data warehouse, on a schedule and in a form specified by the Department.

2. The schools and school district shall use NJ SMART and its data query resources to track student progress year-to-year and school-to-school and to identify continuously enrolled students by school and school district.

3. The school district shall ensure that teachers, school administrators and central office supervisors receive training in NJ SMART and its data query resources.

4. The schools and school district shall analyze assessments of student progress in relation to curricular benchmarks and the results of State and non-State year-end tests reported by subgroups (such as economically-disadvantaged, race and ethnicity, students with disabilities and English language learners).

5. The school district central office shall prepare data on comparative performance for all schools in the district and make them available to the schools. This analysis shall include the following comparisons using State assessment data:

- i. Each grade level across all schools within the district;
- ii. Schools within the district;
- iii. Comparable districts by district factor groups; and
- iv. Data with State averages.

(e) All school districts shall ensure that a free appropriate public education is available to all students with disabilities according to the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§1400 et seq., and N.J.A.C. 6A:14.

(f) All school districts shall provide English language learners with instructional services pursuant to N.J.A.C. 6A:15.

(g) All school districts shall provide gifted and talented students with appropriate instructional services pursuant to N.J.A.C. 6A:8-3.1.

(h) All school districts shall provide library-media services that are connected to classroom studies in each school building, including access to computers, district-approved instructional software, appropriate books including novels, anthologies and other reference materials, and supplemental materials that motivate students to read in and out of school and to conduct research. Each school district shall provide these library-media services under the direction of a certified school library media specialist.

6A:13-2.2 Secondary education initiatives

(a) The secondary education initiatives in this section shall apply to all secondary school districts, which shall be defined as school districts that include students in at least two of the grades from six through 12. Where applicable, secondary school districts shall collaborate with sending and receiving districts to implement the secondary education initiatives in this section.

(b) All secondary school districts shall develop a plan in 2008-2009 for implementing the secondary education initiatives specified in (c) through (e) below by the 2009-2010 school year, except that secondary school districts previously subject to N.J.A.C. 6A:10 and 6A:10A shall immediately comply with the secondary education initiatives specified in this section.

(c) Secondary school districts shall have a school-level planning team to guide the development and implementation of the secondary education reforms described in this section.