

## **NCLB PERFORMANCE GOALS**

The No Child Left Behind Act of 2001 (NCLB), a reauthorization of the Elementary and Secondary Education Act (ESEA)/Improving America's Schools Act (IASA), was signed into law on January 8, 2002. NCLB continues many of the goals set forth in IASA and incorporates additional principles and strategies for strengthening the pre K-12 academic environment. The measures included in NCLB require the following: 1) increased accountability for all responsible authorities - states, school districts, and schools; 2) greater school choice for parents whose children are attending low-performing schools; 3) more flexibility for states and LEAs in their use of federal education funds; and 4) a focus of resources on proven educational methods, particularly relating to early reading.

### **Performance Goal 1:**

All students will reach high standards, at a minimum attaining proficiency or better in English Language Arts and Mathematics.

- 1.1 The percentage of students, in the aggregate and for each subgroup, who make academic progress in English Language Arts on the State's assessment.
- 1.2 The percentage of students, in the aggregate and for each subgroup, who make academic progress in Mathematics on the State's assessment.
- 1.3 The percentage of Title I schools that make academic progress.
- 1.4 LEA Derived Percentage Indicator

### **Performance Goal 2:**

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in English Language Arts and Mathematics.

- 2.1 The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 The percentage of limited English proficient students, who make academic progress in English Language Arts on the State Assessment, as reported for Performance Indicator 1.1.
- 2.3 The percentage of limited English proficient students, who make academic progress in Mathematics on the State Assessment, as reported for Performance Indicator 1.2.
- 2.4 The percentage of students making progress in learning English.
- 2.5 LEA Derived Percentage Indicator

### **Performance Goal 3:**

All students will be taught by highly qualified teachers.

3.1 The percentage of classes being taught by “highly qualified” teaches (as the term is defined in section 9101(23) of the ESEA, in the aggregate and in “high poverty” schools (as the term is defined in Section 1111(h)(1)(C)(viii) of ESEA.

3.2 The percentage of teachers receiving high-quality professional development (as the term “professional development” is defined in Section 9101(34).

3.3 The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. [See criteria in Section 1119(d].

3.4 LEA Derived Percentage Indicator

### **Performance Goal 4:**

All students will be educated in learning environments that are safe, drug free and conducive to learning.

4.1 Reduce the use rates of alcohol, tobacco or other drugs.

4.2 Decrease the incidents of student substance use on school grounds, including at school-sponsored functions or on school buses.

4.3 Increase the age of onset of students’ first use of alcohol, tobacco or other drugs.

4.4 Reduce the factors that place students at risk of involvement with alcohol, tobacco, or other drugs.

4.5 Reduce the incidents of student violence, including weapons incidents, on school grounds including school-sponsored functions or on school buses.

4.6 Reduce the factors that place students at risk for committing acts of violence or for being victims of acts of violence.

4.7 Reduce the number of persistently dangerous schools, as defined by the state.

### **Performance Goal 5:**

All students will graduate from high school.

5.1 The percentage of students who graduate from high school each year with a regular diploma disaggregated by race, ethnicity, gender, disability status, immigrant status, English proficiency, and status as economically disadvantaged.

5.2 LEA Derived Performance Indicator

**FORWARD LOOK: New Jersey Every Student Succeeds Act (ESSA) Plan Implementation July 1, 2017**

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