



# New Jersey Graduation Proficiency Assessment (NJGPA)



## **NJGPA & ACCESS Results: Spring 2023 Administration**

South Orange Maplewood School District



August 2023





# New Jersey Graduation Proficiency Assessment (NJGPA) History

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- The legislation signed by Governor Murphy on July 5, 2022 required the State Board of Education to designate the NJGPA administered in **spring 2022** as a **field test**.
- Spring 2022 NJGPA results were provided to districts for informational purposes and curricular review.





# 2023- NJGPA Overview (1 of 2)



- Statute requires the State graduation proficiency assessment to be **administered to all grade 11 students.** (N.J.S.A. 18A:7C-6).
- The NJGPA is designed to measure the extent to which students are graduation ready in English Language Arts (ELA) and mathematics.
- Graduation readiness is reported separately for each content component.
- The ELA component is **aligned** to the **grade 10 standards.**
- The mathematics component is **aligned** to **Algebra I and Geometry standards.**





# 2023 - NJGPA Overview (2 of 2)



- On May 3, 2023, the New Jersey State Board of Education adopted the proficiency level cut score (**725**) for the English Language Arts (ELA) and mathematics components of the NJGPA, as well as the menu of alternative assessments and aligned cut scores.
- Students who do not meet the minimum required score on each component of the assessment will have the opportunity to receive additional supports and may take the following steps:
  - Retake the ELA and/or mathematics components of the NJGPA in the following summer or fall.
  - Meet a designated cut score from the menu of substitute competency tests.
  - Complete a portfolio appeal.





# NJGPA Timeline



- The testing administration window was **March 13, 2023 – March 17, 2023**.
- Students received their assessment results in **July 2023**.
- Students who did not meet the minimum required score (**725**) on each component of the assessment will have the opportunity to receive additional supports and may take the following steps:
  - Retake the ELA and/or mathematics components of the New Jersey Graduation Proficiency Assessment in **October 10 - 16, 2023**.
  - Meet a designated cut score from the menu of substitute competency tests, or complete a portfolio appeal.



# Graduation Pathways ([NJDOE Website](#))



- The *first pathway* is achieving a 725 in the Math and ELA tests.
- The *second pathway* is achieving the cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER.

ELA	Mathematics
One of the following: <ul style="list-style-type: none"><li>• ACT Reading <math>\geq 17</math></li><li>• Accuplacer WritePlacer <math>\geq 5</math></li><li>• Accuplacer WritePlacer English Second Language <math>\geq 4</math></li><li>• PSAT10 Evidence Based Reading and Writing (EBRW) <math>\geq 420</math></li><li>• PSAT10 Reading <math>\geq 21</math></li><li>• PSAT/NMSQT EBRW <math>\geq 420</math></li><li>• PSAT/NMSQT Reading <math>\geq 21</math></li><li>• SAT EBRW <math>\geq 450</math></li><li>• SAT Reading <math>\geq 23</math></li></ul>	One of the following: <ul style="list-style-type: none"><li>• ACT Math <math>\geq 17</math></li><li>• Accuplacer Elementary Algebra <math>\geq 49</math></li><li>• Accuplacer Next-Generation QAS <math>\geq 250</math></li><li>• PSAT10 Math Section or PSAT/NMSQT Math Section <math>\geq 420</math></li><li>• PSAT10 Math or PSAT/NMSQT Math <math>\geq 21</math></li><li>• SAT Math Section <math>\geq 440</math></li><li>• SAT Math Test <math>\geq 22</math></li></ul>

- The *third pathway* is by submitting, through the District, a student portfolio appeal to the New Jersey Department of Education.



# SOMSD - NJGPA 11th Graders Assessed



- Total number of 11th graders registered in Spring 2023 was 453.
- 417 students were present for testing
- 36 did not test

SOMSD Students Tested	
<b>Total</b>	417
<b>Ethnicity/Race</b>	
Hispanic or Latino	36
American Indian or Alaska Native	<10
Asian	17
Black or African-American	131
Native Hawaiian or Other Pacific Islander	<10
White	206
Two or more races	26
Not Indicated	<10
<b>Economic Disadvantage</b>	
No	359
Yes	58
<b>Students with Disabilities</b>	
IEP - Yes	64
IEP - No	353
504	81

Note: “The number of students for reporting is a minimum of 10, as per suppression rules applied to student data to protect student confidentiality.”  
-NJDOE



# Unit Test Times for the NJGPA



Subject	Unit 1	Unit 2	Total Test Time
ELA*	90 minutes	90 minutes	3 hours
Mathematics	90 minutes	90 minutes	3 hours





# Comparison of SOMSD's Spring 2023 NJGPA Administration - Percentages



Content Component	Graduation Ready, District	Graduation Ready, State	Not Yet Graduation Ready, District	Not Yet Graduation Ready, State
English Language Arts (ELA)	93.8	80.5	6.2	19.5
Mathematics	69.8	55.0	30.2	45.0

Note: Percentages may not total 100 due to rounding.

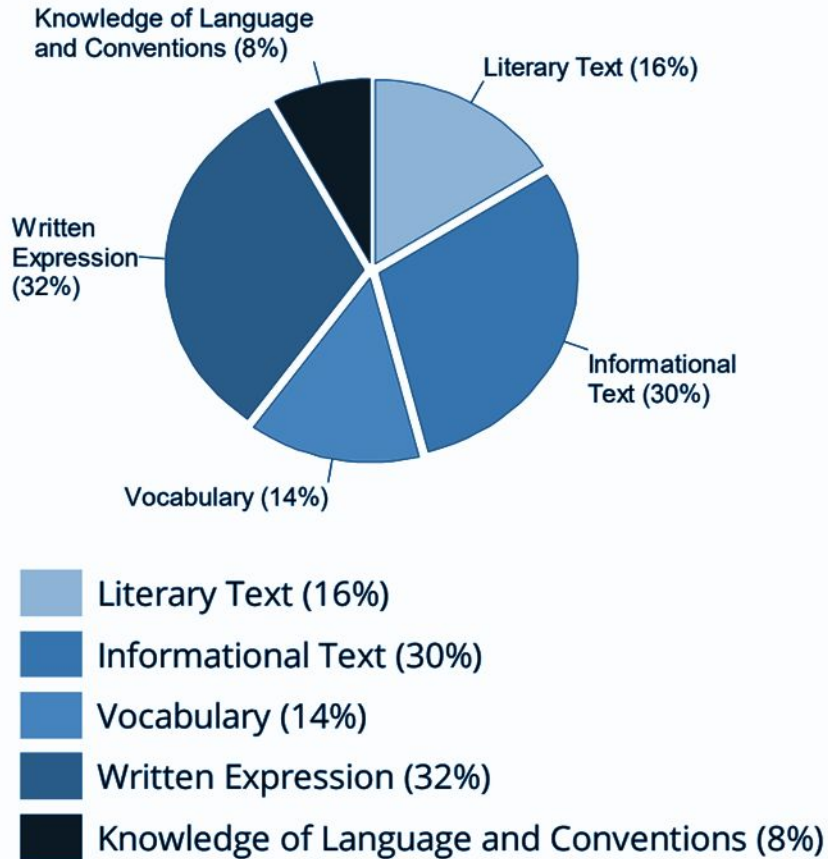


# Point Distribution of Content Areas



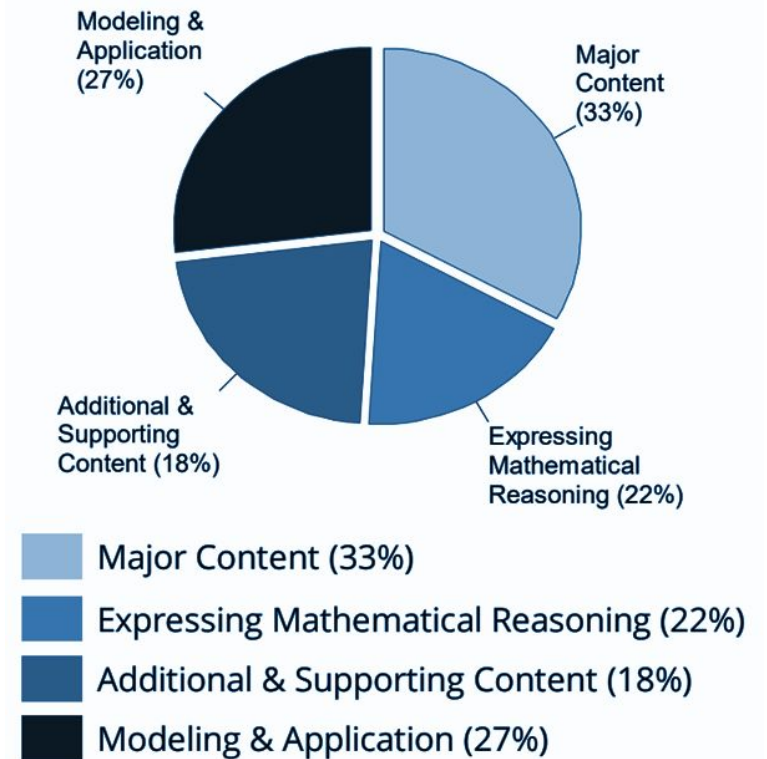
## ELA

Proportion of Available Points by Subclaim

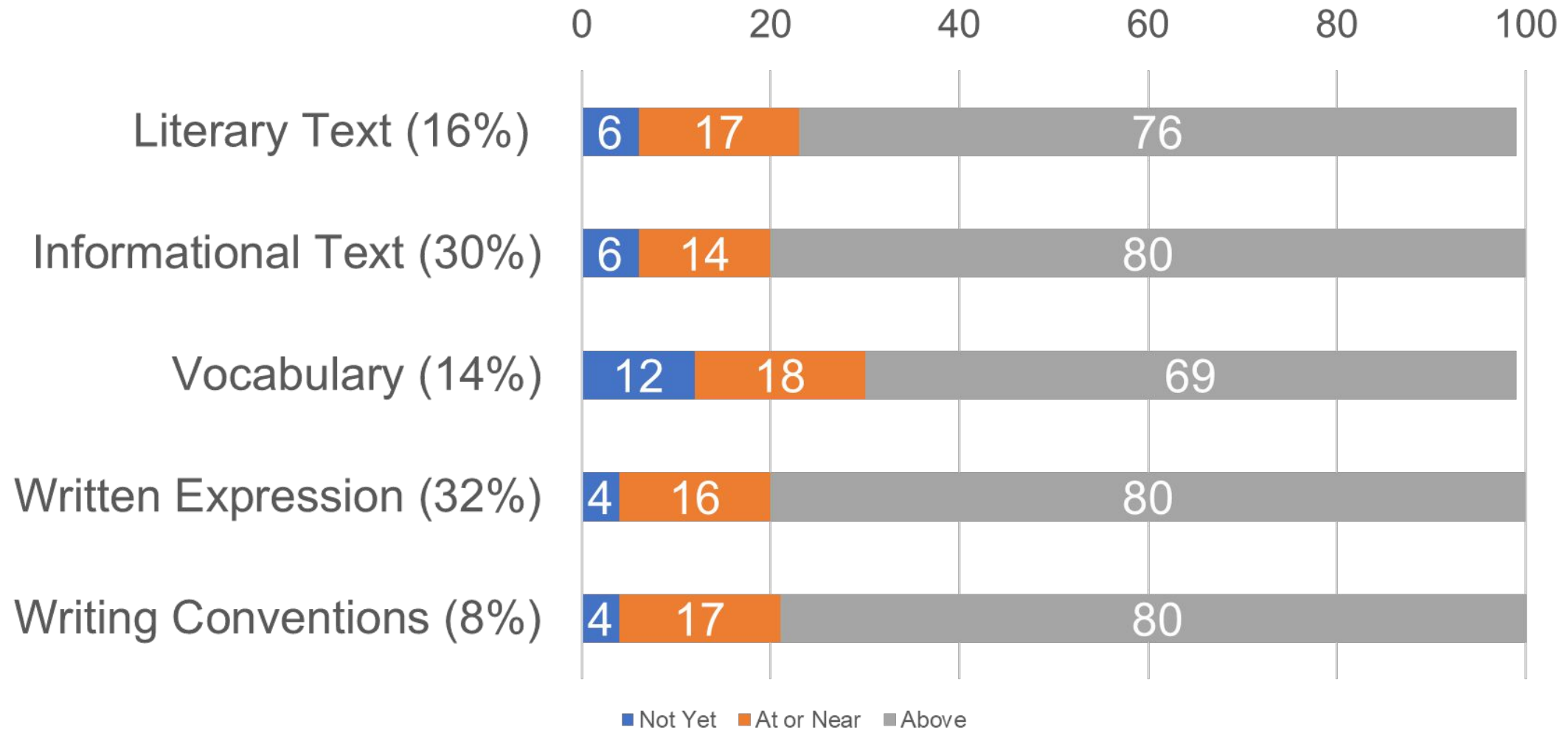


## Math

Proportion of Available Points by Subclaim

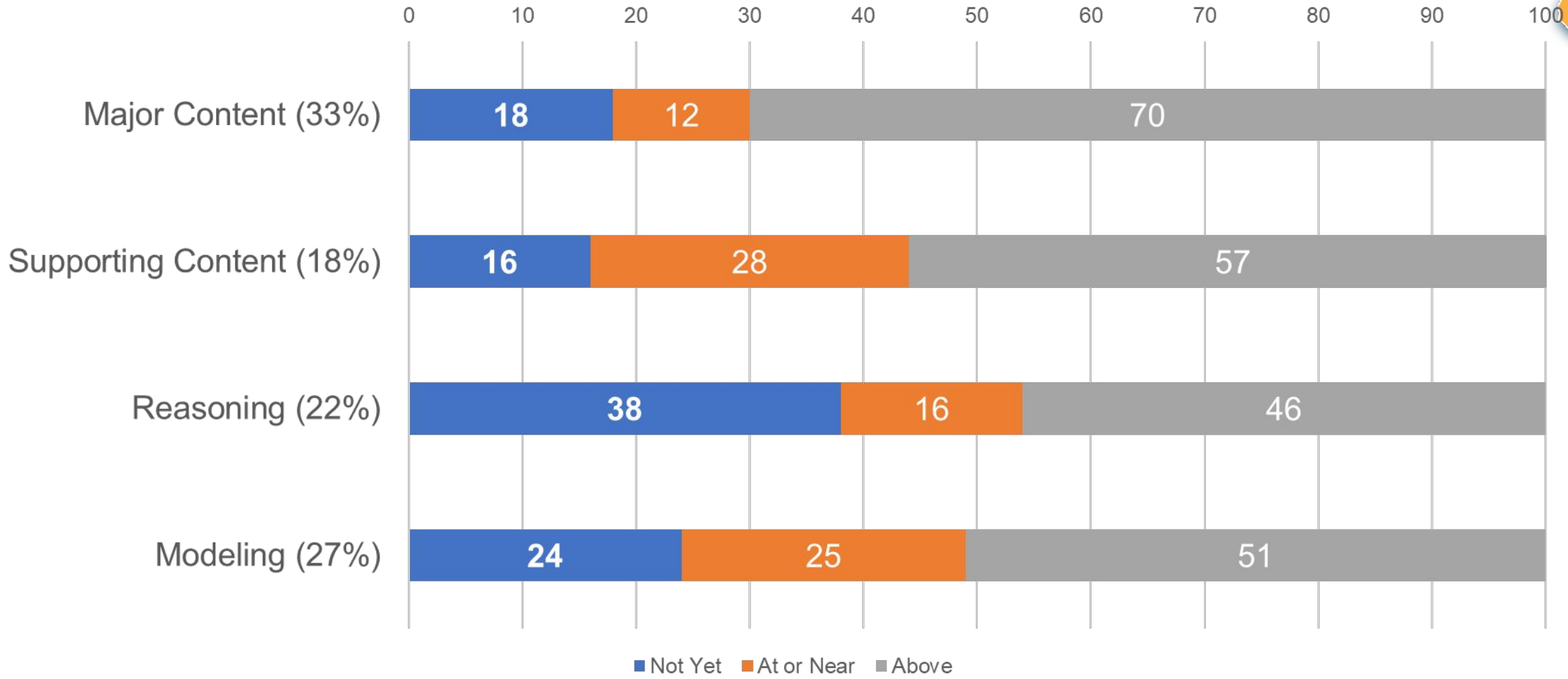


# ELA Subclaim Performance



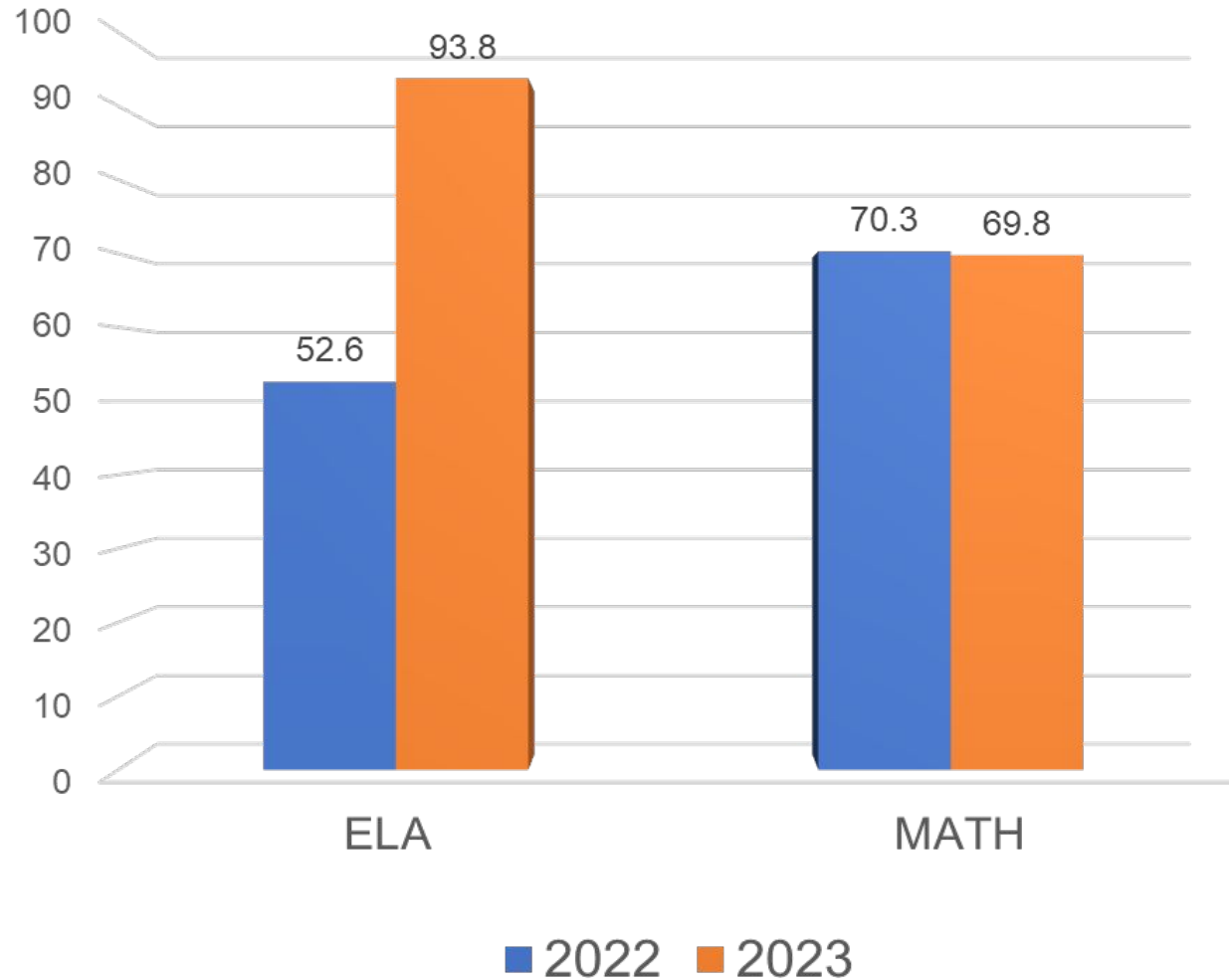
Note: Percentages may not total 100 due to rounding.

# Mathematics Subclaim Performance



Note: Percentages may not total 100 due to rounding.

# Comparison of **SOMSD**'s Spring 2022 and Spring 2023 NJGPA Percent of Students Graduation Ready





# Notable Achievements



## ELA:

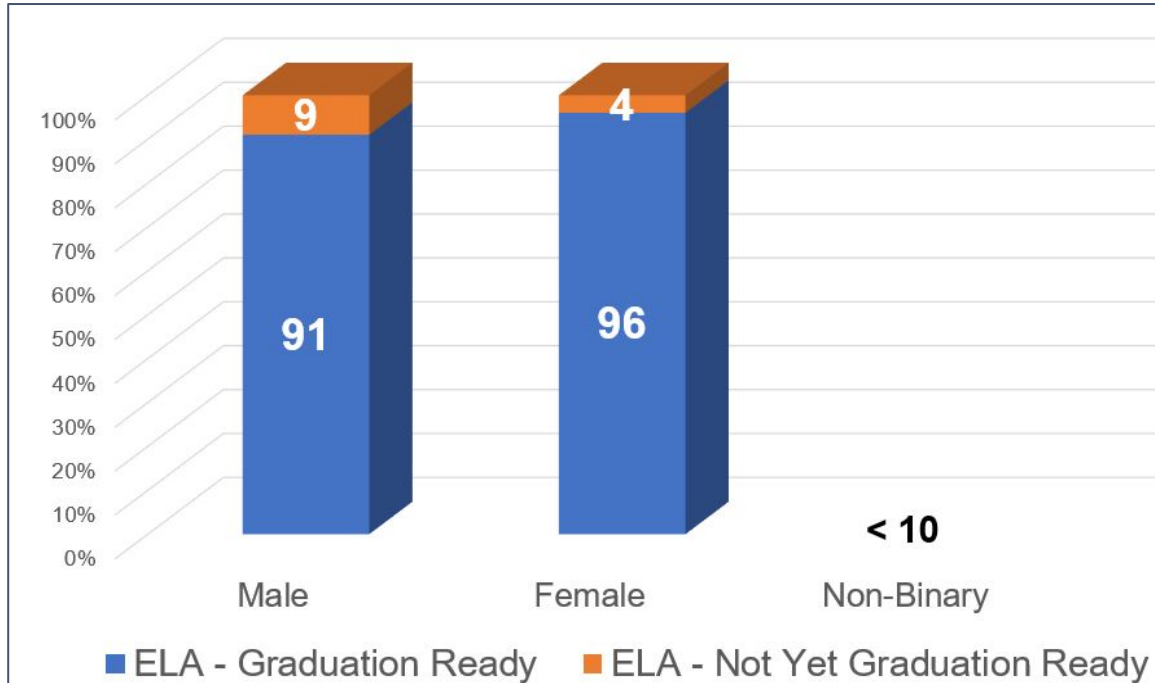
- In English Language Arts (ELA), our students have demonstrated exceptional skills, achieving a proficiency rate of **93.8%**, far surpassing the state average of 80.5%.
- 2023 NJGPA scores has risen by an amount equivalent to 41.2 percentage points since 2022.

## Mathematics:

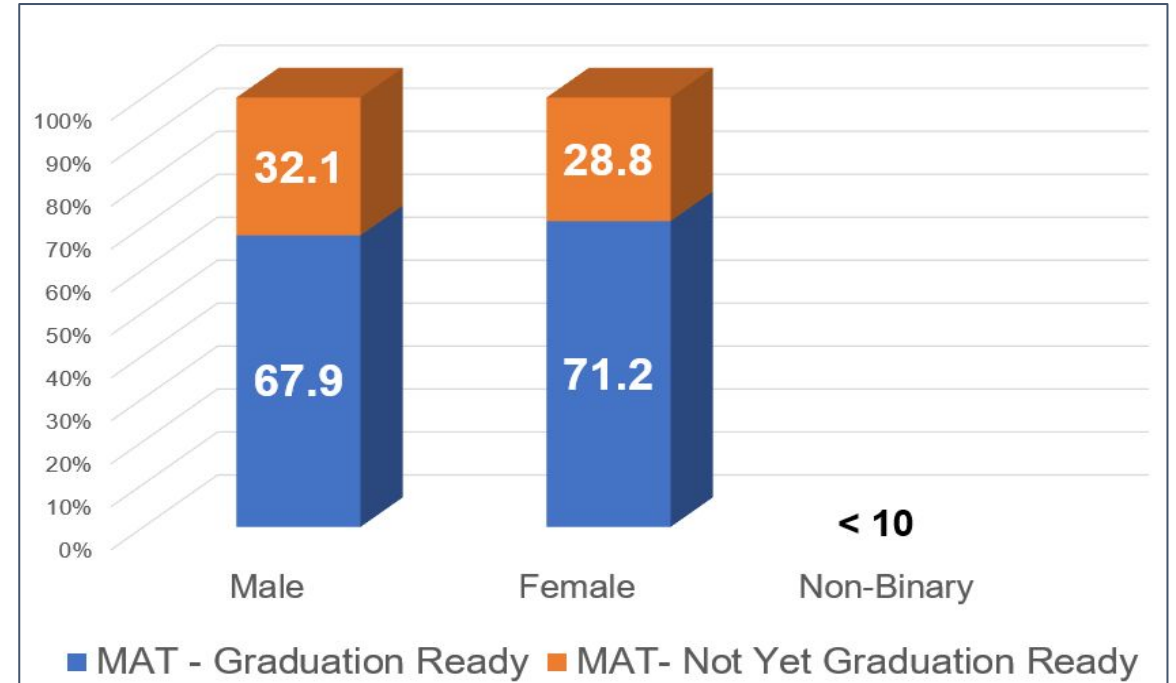
- In Mathematics, our students have achieved a proficiency rate of **69.8%**. Once again, we've exceeded the state average, which stands at 55.0%.



# Subgroup Charts: Gender (ELA & MAT)



**English Language Arts**

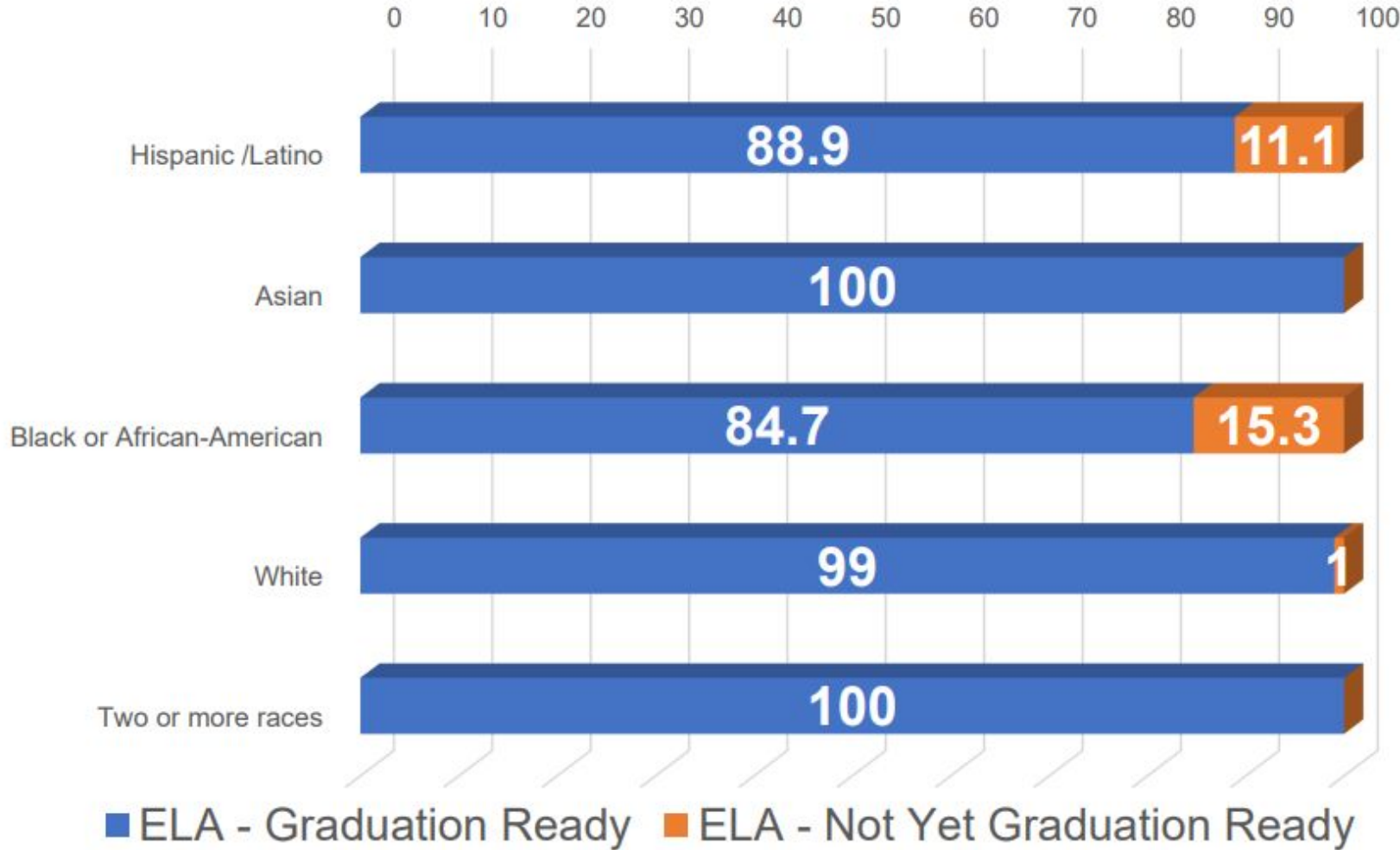


**Mathematics**



\* Numbers are percentages

# Subgroup Charts: Ethnicity/Race (ELA)

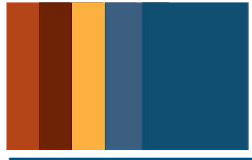


Note: Populations with less than 10 students are not represented in this chart



\* Numbers are percentages

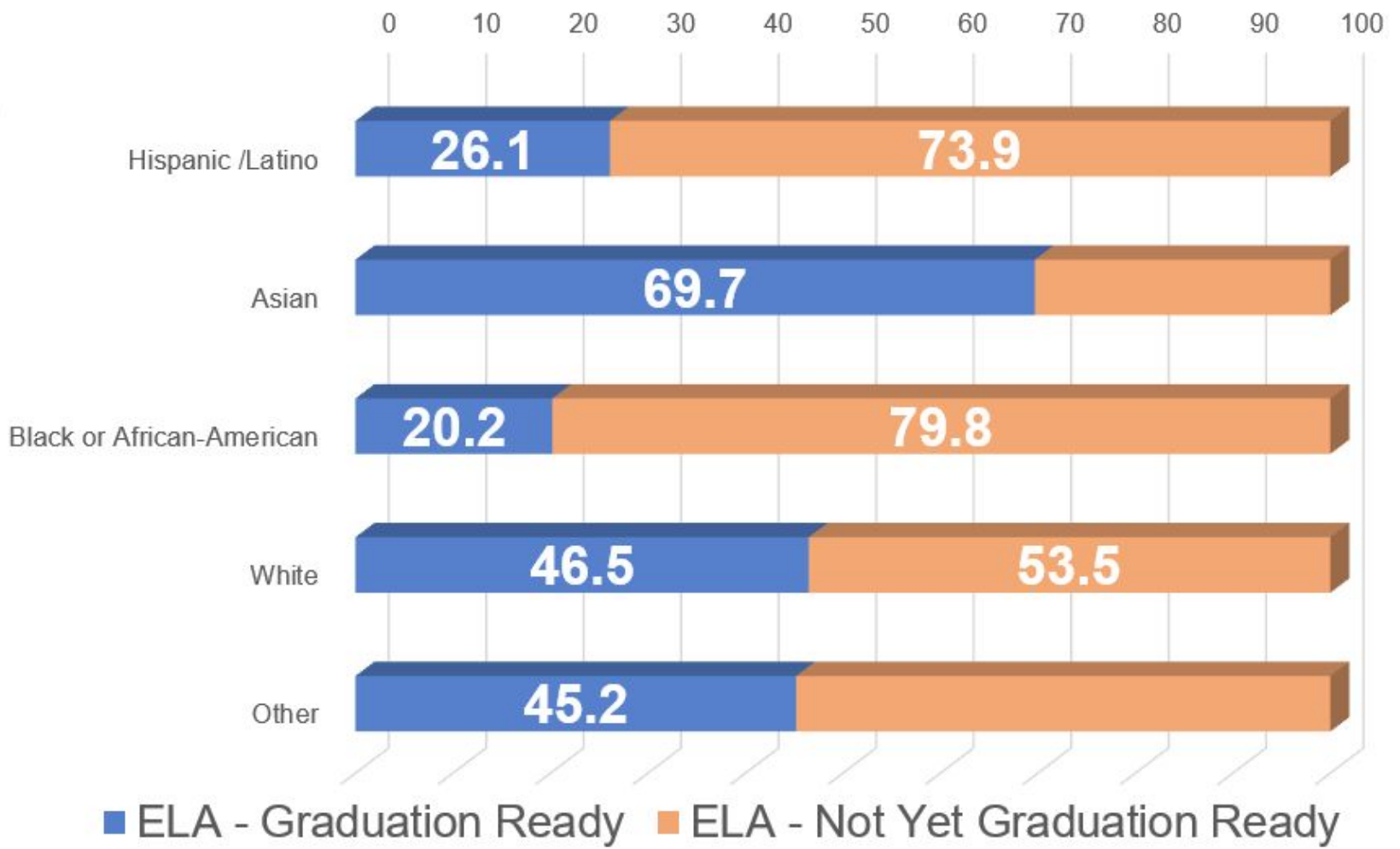




# Subgroup Charts: Ethnicity/Race (ELA)



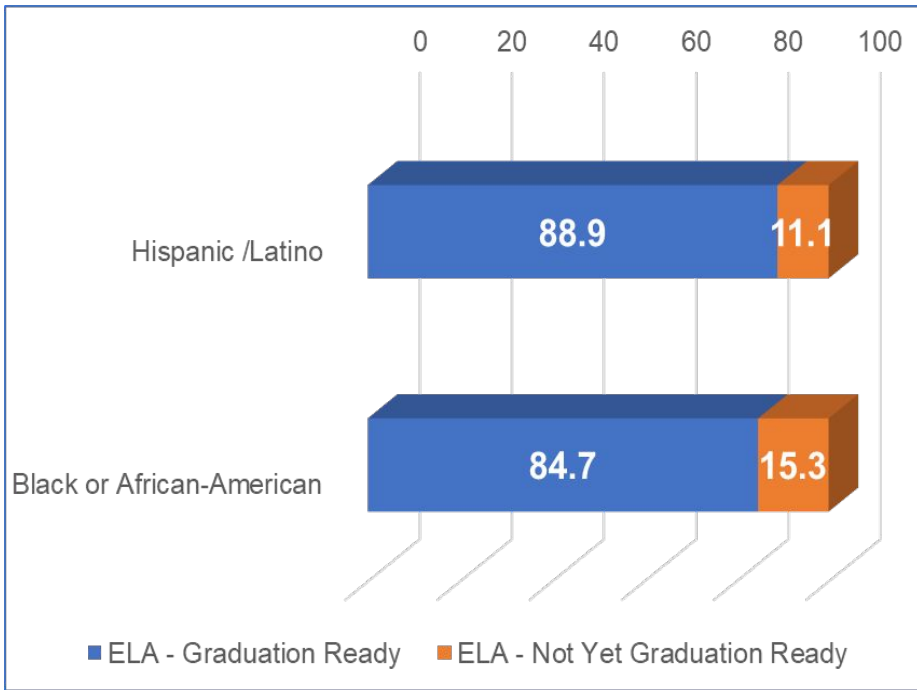
State Data  
Spring 2022 SY  
ELA Scores  
for comparison



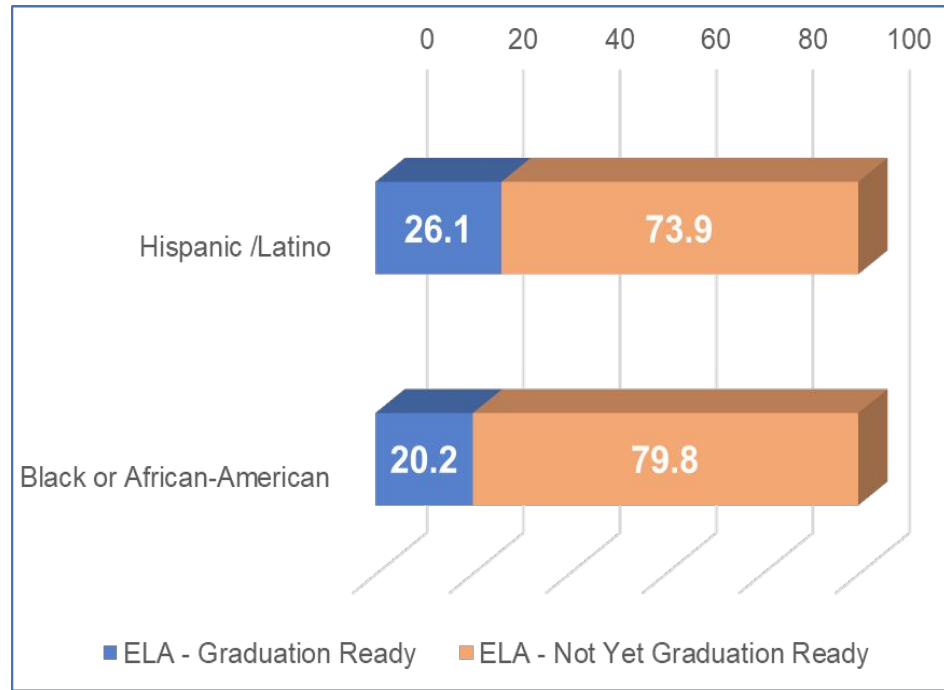
\* Numbers are percentages



# Subgroup Charts: Ethnicity/Race (ELA)



**SOMSD Data Spring 2023 SY ELA Scores for comparison**

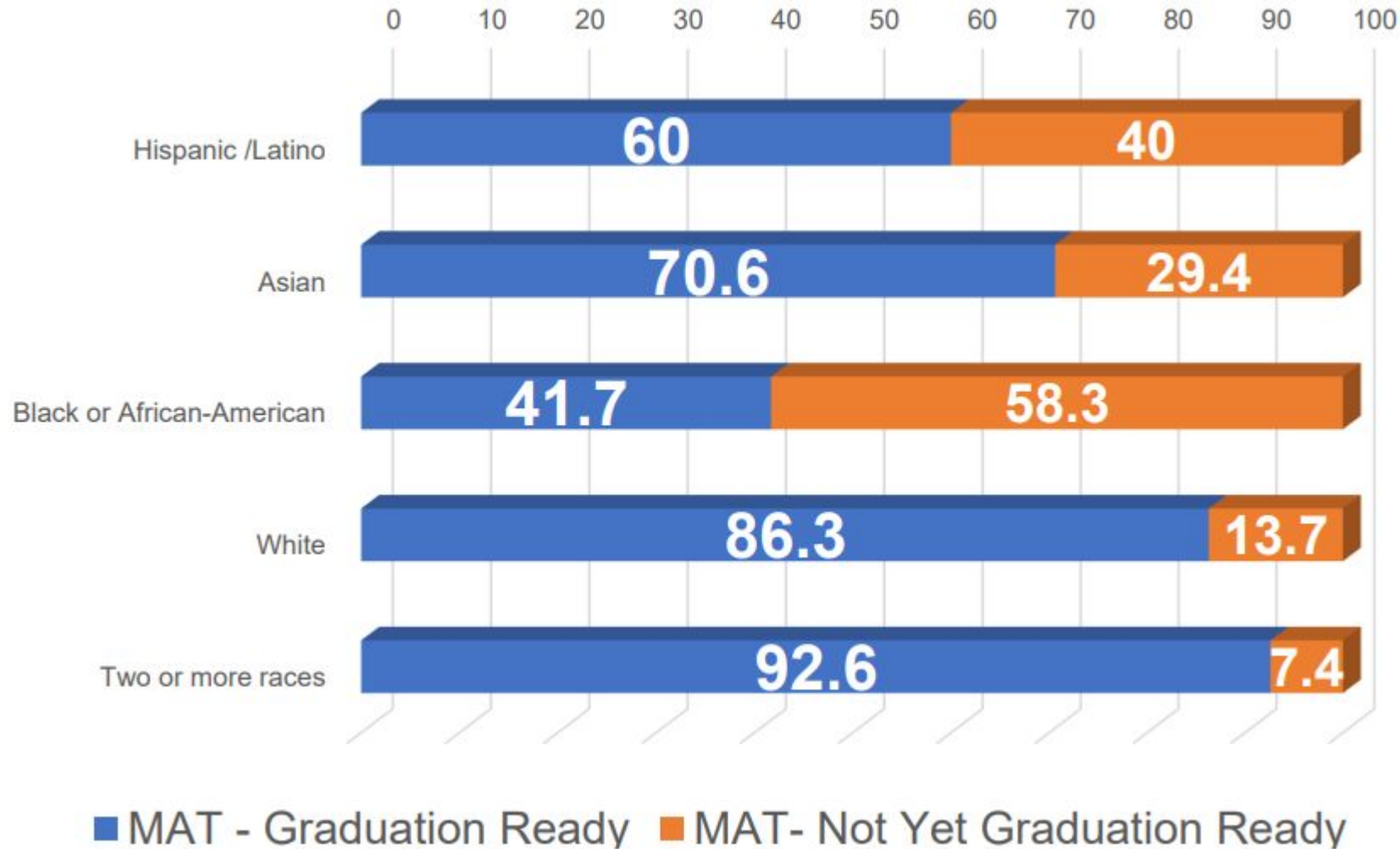


**State Data Spring 2022 SY ELA Scores for comparison**

**Notable Achievement:** In ELA, our Hispanic/Latino and Black/African-American students have demonstrated exceptional skills, achieving a proficiency rate of 88.9% and 84.7%, far surpassing the state average in 2022 of 26.1% and 20.2%.



# Subgroup Charts: Ethnicity/Race (Mathematics)



Note: Populations with less than 10 students are not represented in this chart



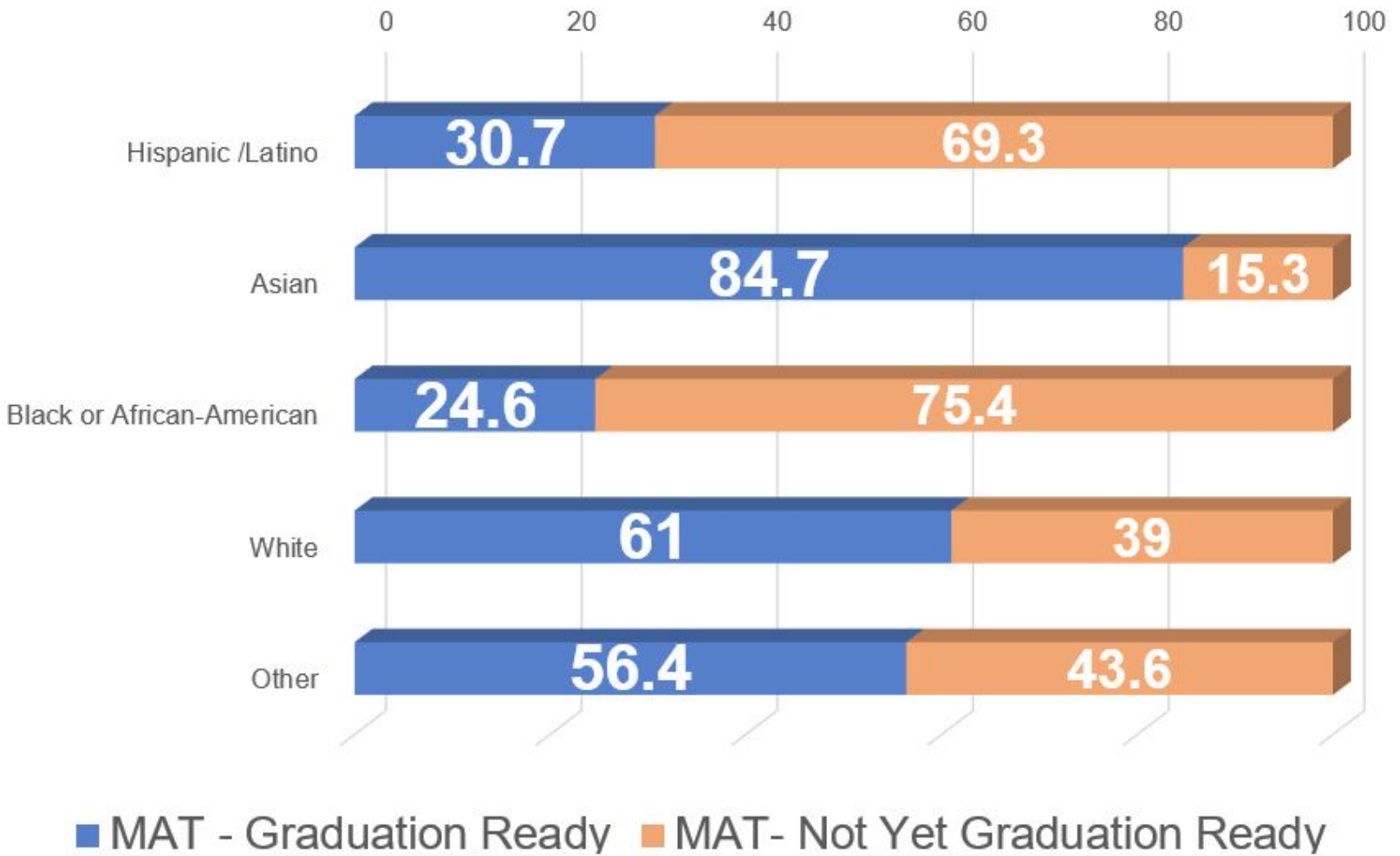
\* Numbers are percentages



# Subgroup Charts: Ethnicity/Race (Mathematics)



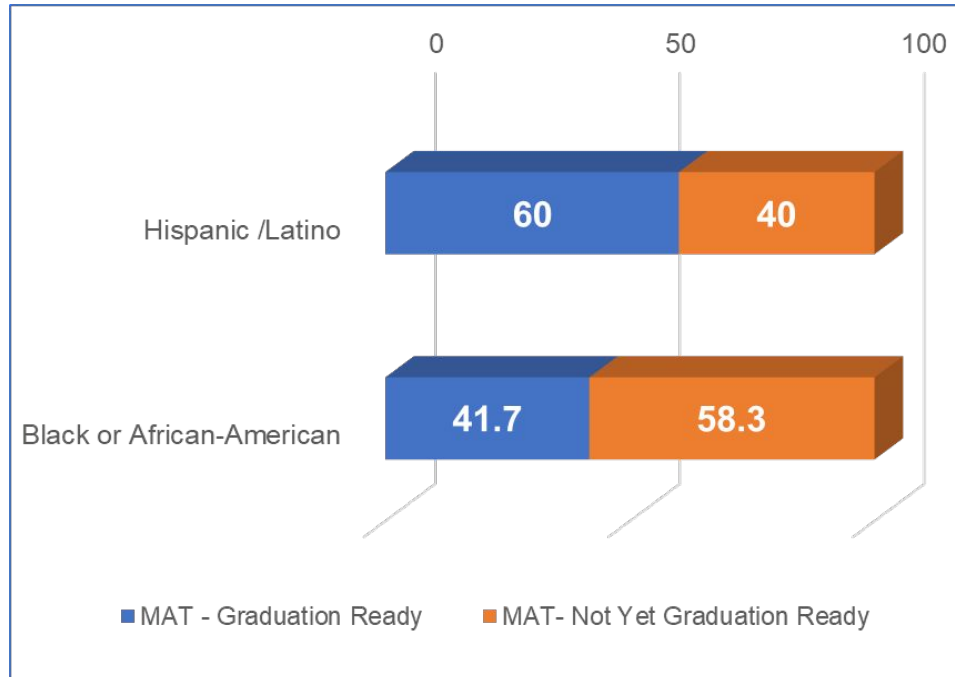
State Data  
Spring 2022 SY  
Mathematics  
Scores  
for comparison



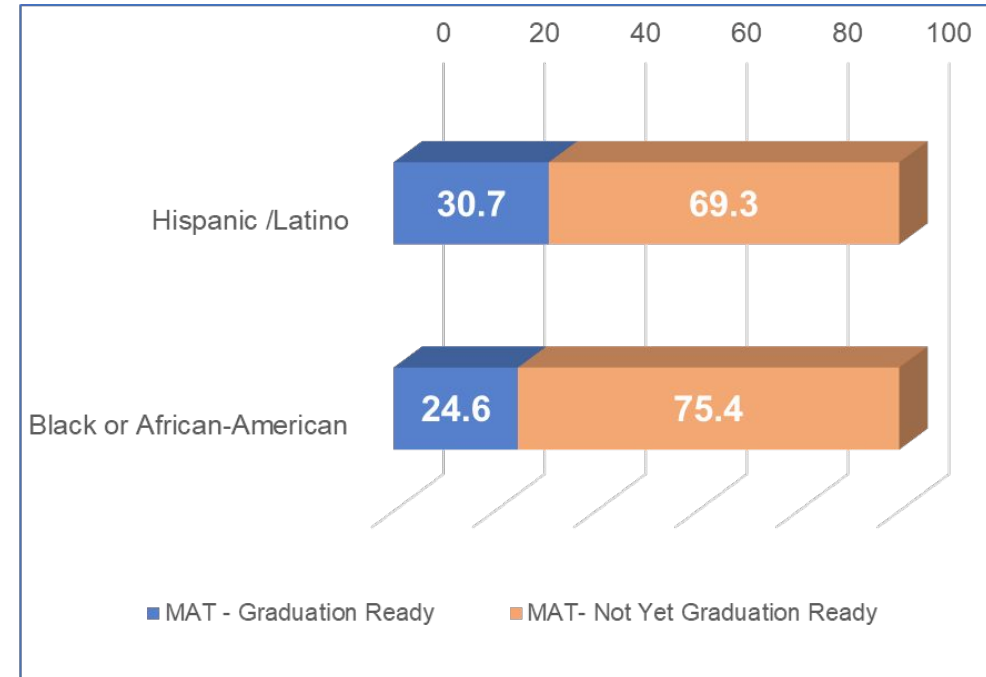
\* Numbers are percentages



# Subgroup Charts: Ethnicity/Race (Mathematics)



SOMSD Data Spring 2023 SY Math Scores for comparison

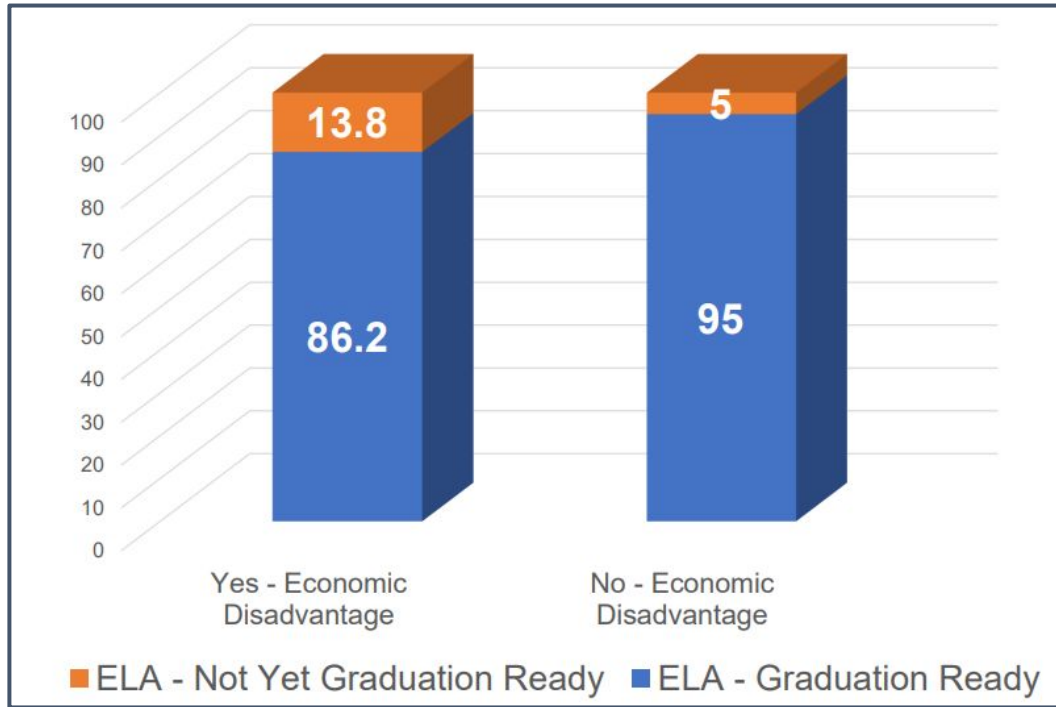


State Data Spring 2022 SY Math Scores for comparison

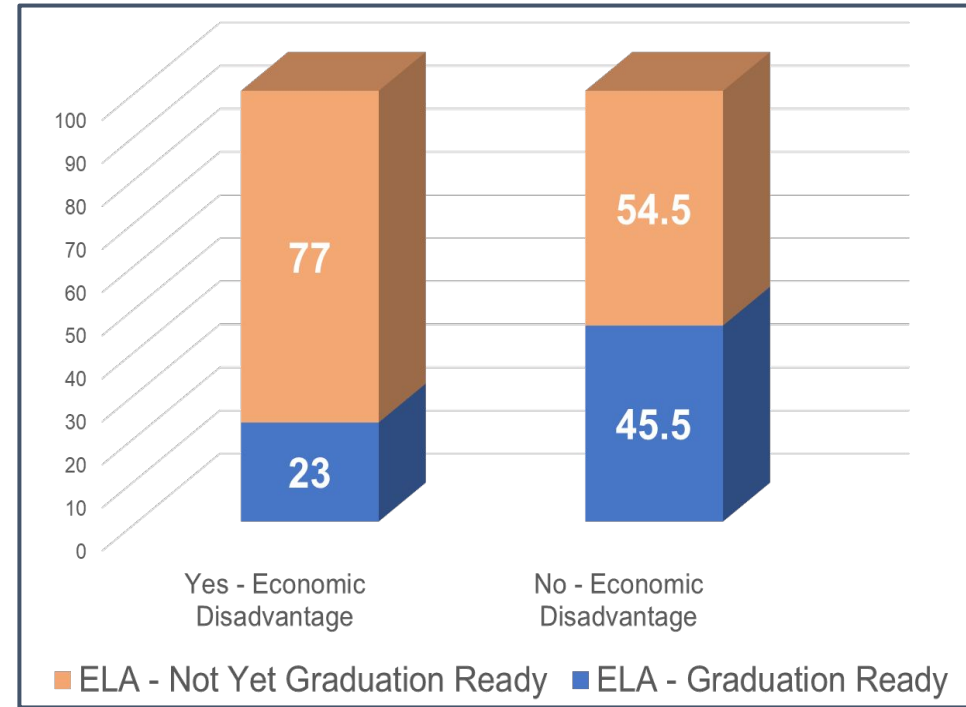
**Notable Achievement:** In Mathematics, our Hispanic/Latino and Black/African-American students have exceeded the state average, achieving a proficiency rate of 60% and 41.7%, far surpassing the state average in 2022 of 30.7% and 24.6%.



# Subgroup Charts: Economic Disadvantage (ELA)



**SOMSD Data Spring 2023 SY ELA Scores for comparison**



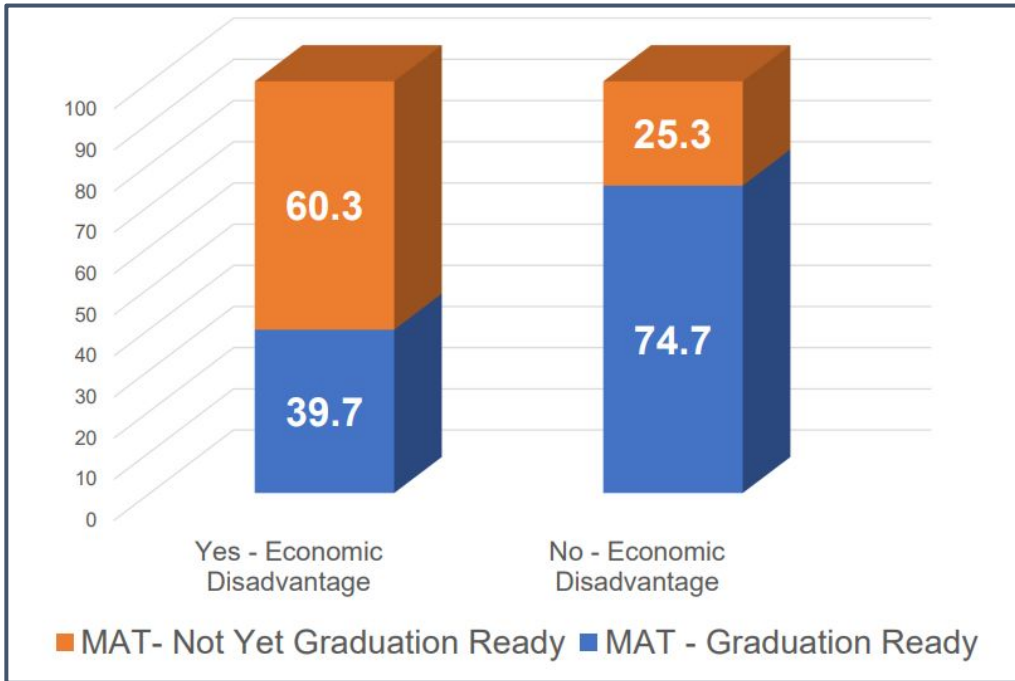
**State Data Spring 2022 SY ELA Scores for comparison**

**Notable Achievement:** In ELA, our economically disadvantaged students have exceeded the state average, achieving proficiency rate of 86.2%, far surpassing the state average in 2022 of 23% .

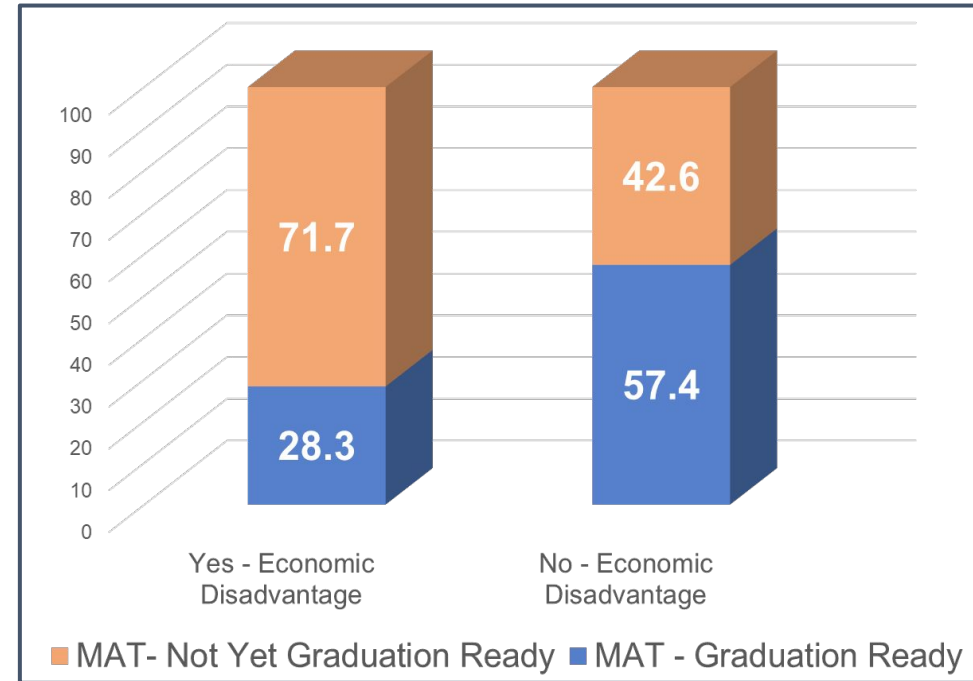


\* Numbers are percentages

# Subgroup Charts: Economic Disadvantage (MAT)



**SOMSD Data Spring 2023 SY Math Scores for comparison**



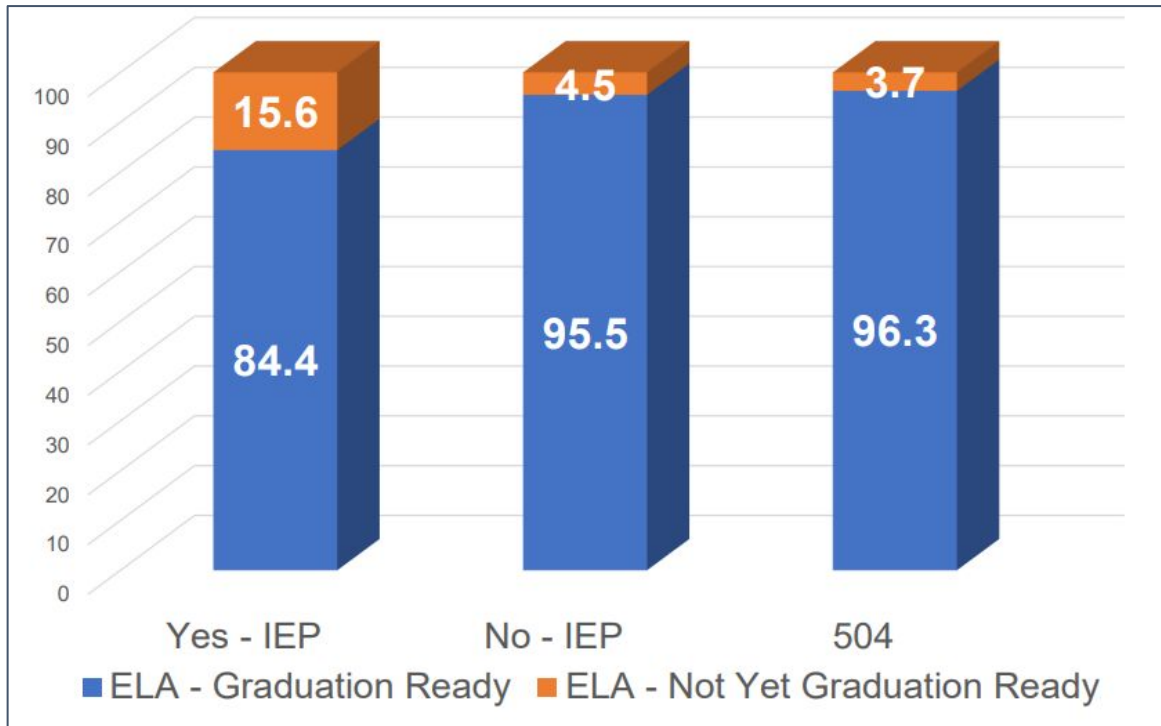
**State Data Spring 2022 SY Math Scores for comparison**

**Notable Achievement:** In Mathematics, our economically disadvantaged students have exceeded the state average, achieving proficiency rate of 39.7%, surpassing the state average in 2022 of 28.3% .

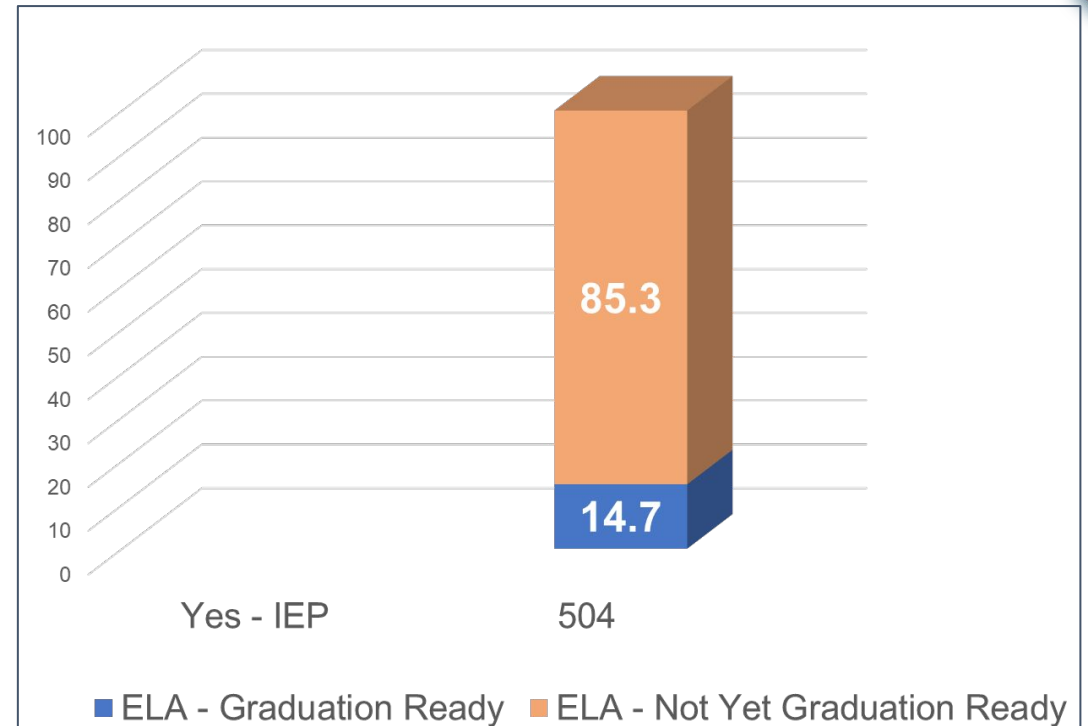


\* Numbers are percentages

# Subgroup Charts: Students with Disabilities (ELA)



**SOMSD** Data Spring 2023 SY ELA Scores for comparison



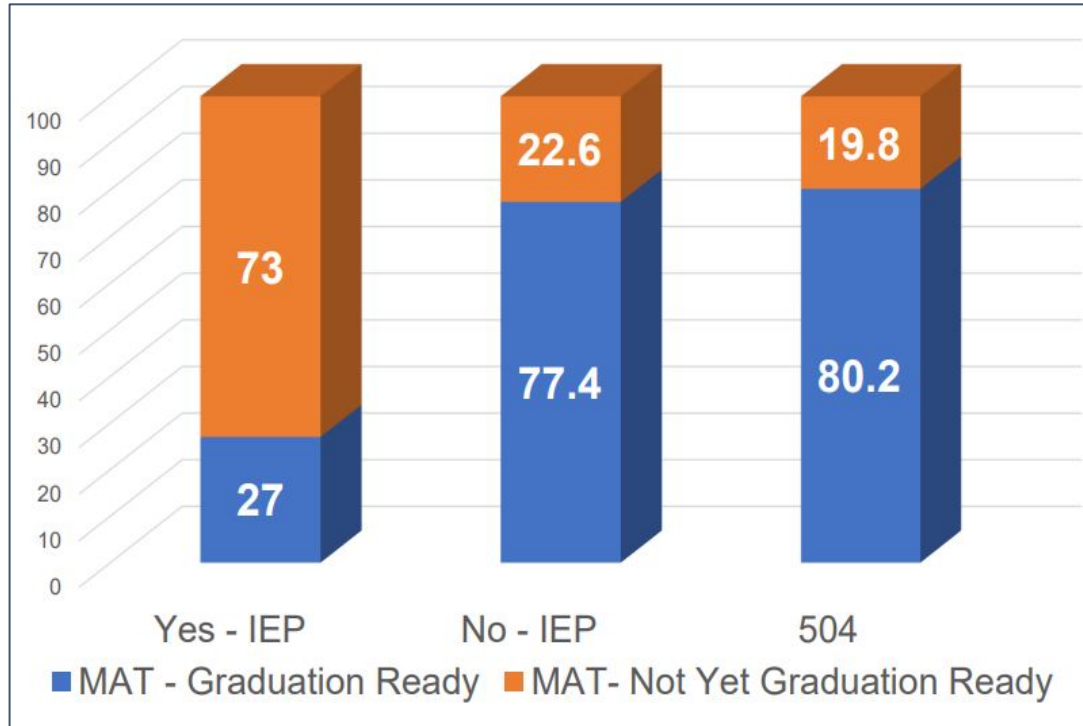
State Data Spring 2022 SY ELA Scores for comparison



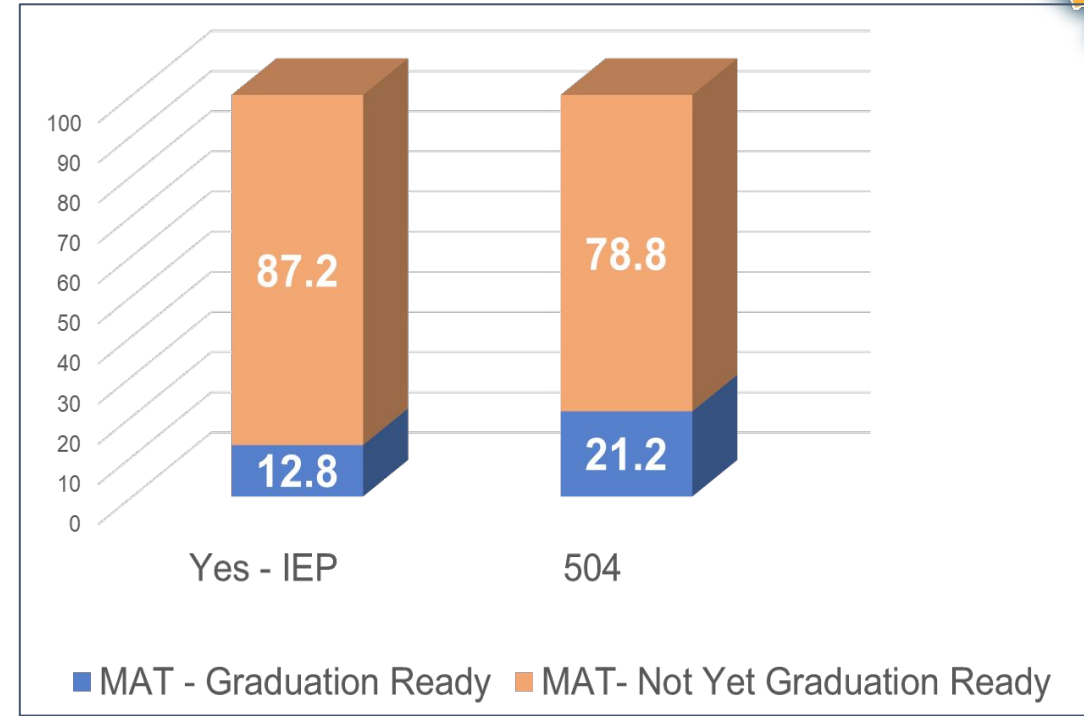
\* Numbers are percentages



# Subgroup Charts: Students with Disabilities (MAT)



**SOMSD Data Spring 2023 SY Math Scores for comparison**



**State Data Spring 2022 SY Math Scores for comparison**



\* Numbers are percentages



# Intervention Strategies



- CHS administrators have already determined which students missed the first pathway but who can still graduate since they have reached the second pathway and contacted those families
- We will continue to analyze summer SAT/ACT scores to see how many more students can reach the second pathway.
- Those students who have currently missed the second pathway have received [content resources](#) in preparation for October retakes.



# Intervention Strategies



- Seniors who need the third pathway will be scheduled to take an additional course focusing on the portfolio process during conference period to thereby meet the graduation requirements.
- NJSLA - 9 and NJGPA data from 2023 will be shared with teachers to review standards and subclaims that our students struggled with.



# ACCESS for ELLs

## English Language Proficiency Test

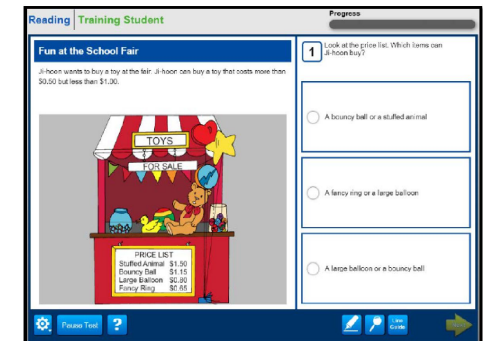


# ACCESS for ELL Testing



## What is ACCESS for ELLs?

- An English academic language proficiency assessment for students in Kindergarten through Grade 12
- Given every year to students who are Multilingual Learners
- Monitors the English language development of students
- Most students take the test online, but some may use a paper format.
- Students are tested in four domains: Listening, Reading, Writing, and Speaking



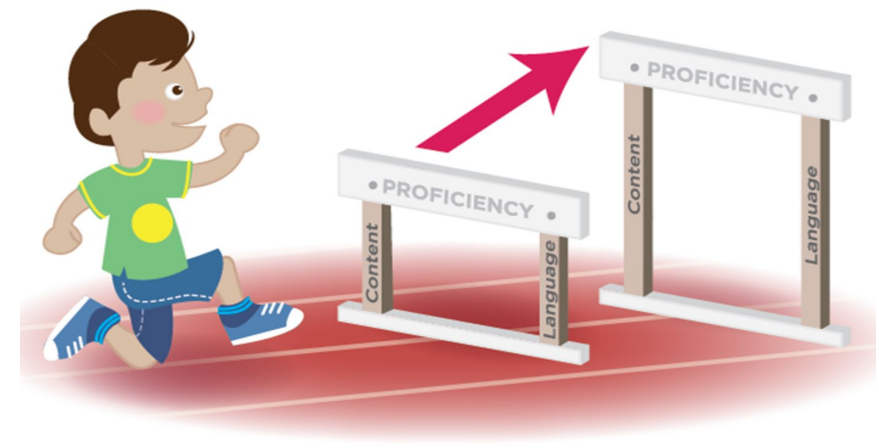
# ACCESS for ELL Testing



## Terms and Ideas

- **Multilingual Learners** are students who are eligible to receive support at school with their English language development.
- **Language development** is a process that takes time. Students move along this process at different rates.
- **Language proficiency** is a measurement of where students are in the process of language development.
- **ACCESS for ELLs** measures students' language proficiency every year.

Language and content expectations are closely related. As grade-level learning goals become more complex, each student will need support and “training” to clear the hurdles.



# English Language Proficiency Levels



**WIDA ACCESS for ELLs 2.0<sup>®</sup>**  
English Language Proficiency Test

**Sample Student**  
Birth Date: mm/dd/yyyy | Grade: sample grade  
Tier: sample tier  
District ID: XXXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXXX  
School: sample school  
District: sample district  
State: sample state

**Individual Student Report 20XX**  
This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (1-6)	Scale Score (100-600) and Confidence Band	
		100-200	200-600
Listening	4.0	300	350
Speaking	2.2	150	200
Reading	3.4	250	300
Writing	3.5	260	310
Oral Language (50% Listening + 50% Speaking)	3.2	240	290
Literacy (50% Reading + 50% Writing)	3.5	260	310
Comprehension (70% Reading + 30% Listening)	3.7	280	330
Overall* (10% Reading + 35% Writing + 15% Listening + 15% Speaking)	3.4	250	300

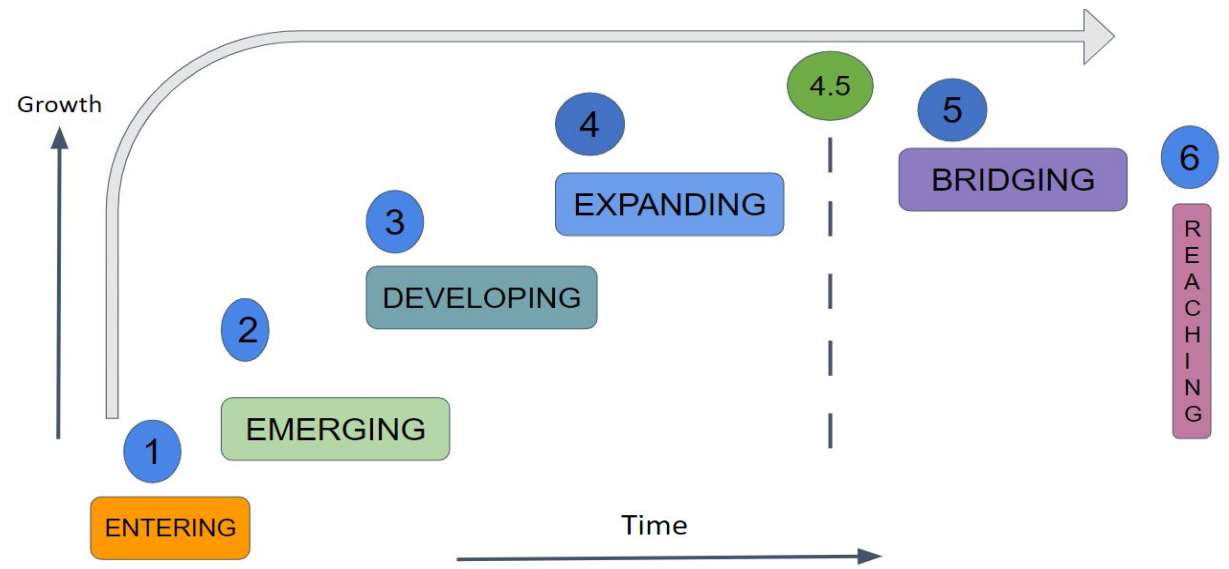
\*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	4	understand oral language in English related to specific topics in school and can participate in class discussions, for example: - Exchange information and ideas with others - Connect people and events based on oral information - Apply key information about processes or concepts presented orally - Identify positions or points of view on issues in oral discussions
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: - Share about what, when, or where something happened - Compare objects, people, pictures, events - Describe steps in cycles or processes - Express opinions
Reading	3	understand written language related to common topics in school and can participate in class discussions, for example: - Classify main ideas and examples in written information - Identify main information that tells who, what, when or where something happened - Identify steps in written processes and procedures - Recognize language related to claims and supporting evidence
Writing	3	communicate in writing in English using language related to common topics in school, for example: - Describe familiar issues and events - Create stories or short narratives - Describe processes and procedures with some details - Give opinions with reasons in a few short sentences

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at [www.wida.us/ceareport](http://www.wida.us/ceareport)

## Individual Student Report - (ISR)

- Score reports provide information on a student's progress in the development of English language proficiency.
- Proficiency level scores are reported from 1.0 (beginner) to 6.0 (advanced).



# Access for ELLs: 2023 Results



SOMSD - ELL Students Tested	
<b>Total</b>	120
<b>Students by Schools</b>	
Clinton Elementary School	55
Maplewood Middle School	25
Columbia High School	38
Other schools	<10

ELL Students Eligible to be Exited	
<b>Total</b>	19
<b>Students Eligible to be Exited</b>	
Clinton Elementary School	11
Maplewood Middle School	<10
Columbia High School	<10
Other schools	<10

ELL Students Continuing	
<b>Total</b>	93
<b>Students by Schools</b>	
Clinton Elementary School	44
Maplewood Middle School	24
Columbia High School	24
Other schools	<10





# Access for ELLs: 2023 Results



	Students Tested	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4)	Bridging (Level 5)	Reaching (Level 6)
Grade K	<10*	-	-	-	-	-	-
Grade 1	<10*	-	-	-	-	-	-
Grade 2	12	8%	25%	50%	17%	0%	0%
Grade 3	<10*	-	-	-	-	-	-
Grade 4	11	0%	9%	27%	45%	18%	0%
Grade 5	<10*	-	-	-	-	-	-

\*To protect student privacy, data for cohorts with fewer than 10 students were suppressed from this presentation. As a result, grade level data may not sum to the total number of students assessed. Additionally, subgroup data is not shown due to the limitations of students in each group.



# Access for ELLs: 2023 Results



	Students Tested	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4)	Bridging (Level 5)	Reaching (Level 6)
Grade 6	<10*	-	-	-	-	-	-
Grade 7	11	0%	0%	55%	45%	0%	0%
Grade 8	<10*	-	-	-	-	-	-
Grade 9	<10*	-	-	-	-	-	-
Grade 10	<10*	-	-	-	-	-	-
Grade 11	10	20%	40%	40%	0%	0%	0%
Grade 12	10	10%	0%	60%	30%	0%	0%

\*To protect student privacy, data for cohorts with fewer than 10 students were suppressed from this presentation. As a result, grade level data may not sum to the total number of students assessed. Additionally, subgroup data is not shown due to the limitations of students in each group.





# Purpose and Use of ACCESS for ELLs Results



- Monitoring the progress that students have made in English language proficiency
- Making decisions about whether students are ready to exit English language support services
- Decision-making for student placement into appropriate classes or groups for instruction, instructional planning
- Public reporting of multilingual learners' (MLs) progress toward English language proficiency and for Every Student Succeeds Act (ESSA) school accountability systems used to identify what schools need the most comprehensive and targeted support.