NJGPA and ACCESS for ELLs Results: Spring 2024 Administration

Hopatcong Borough Schools

August 26, 2024

Matt Robinson, Assistant Superintendent

NJGPA Overview (1 of 2)

- Statute requires the State graduation proficiency assessment to **administered to all grade 11 students**. (N.J.S.A. 18A:7C-6)

- 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.

- On May 3, 2023, the New Jersey State Board of Education adopted the proficiency level cut score 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 take but 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 New Jersey Graduation Proficiency Assessment in the following summer or fall;

    - Meet a designated cut score from the menu of substitute competency tests; or

    - Complete a portfolio appeal.

Comparison of Hopatcong's Spring 2024 NJGPA Administration - Percentages

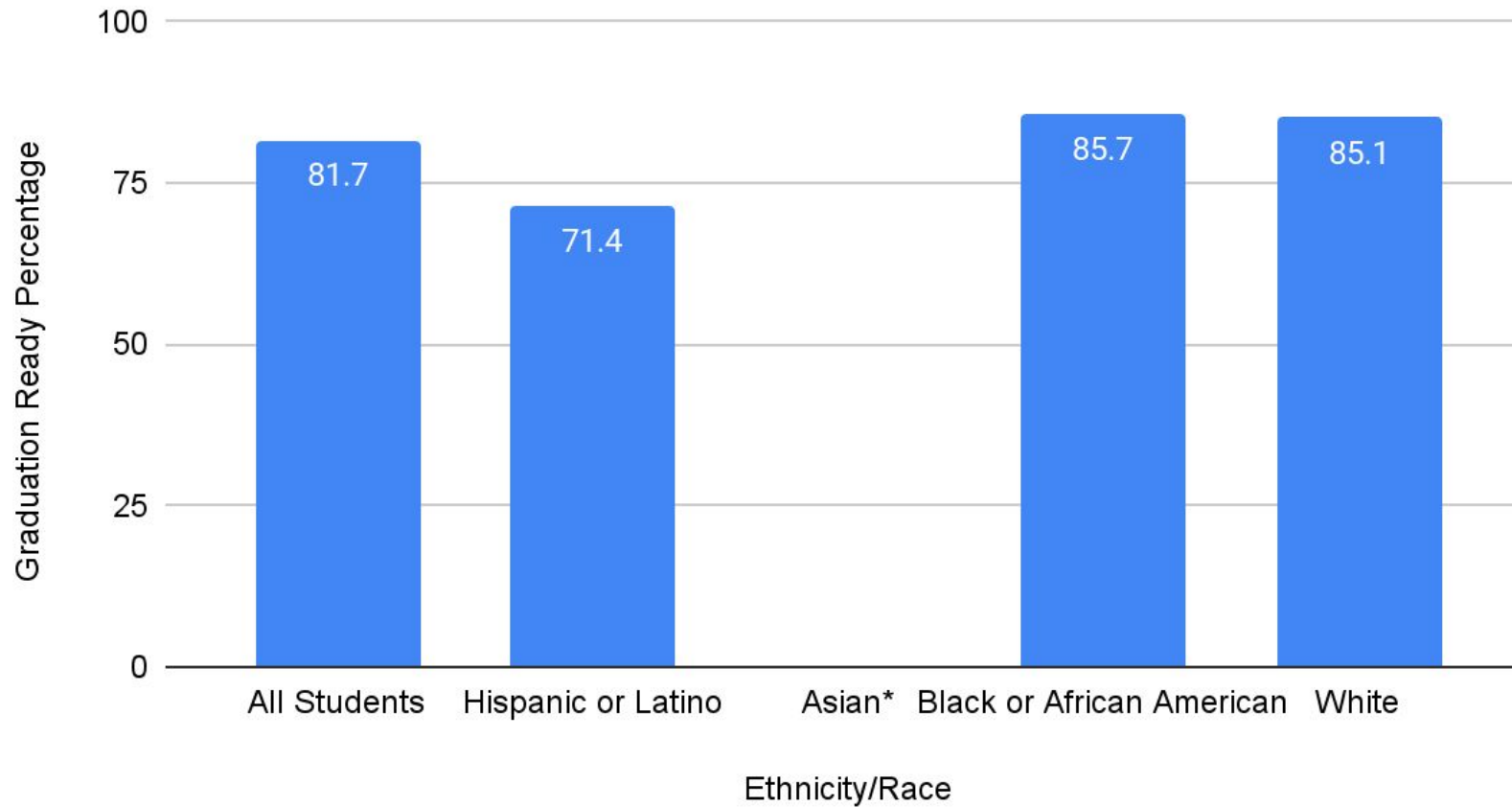| Content Component	Graduation Ready, District	Graduation Ready, State	Not Yet Graduation Ready, District	Not Yet Graduation Ready, State
English Language Arts (ELA)	81.7	81.6	18.3	18.4
Mathematics	41.3	54.7	58.7	41.3

Note: Percentages may not total 100 due to rounding.

Subgroup Charts – Ethnicity/Race - ELA
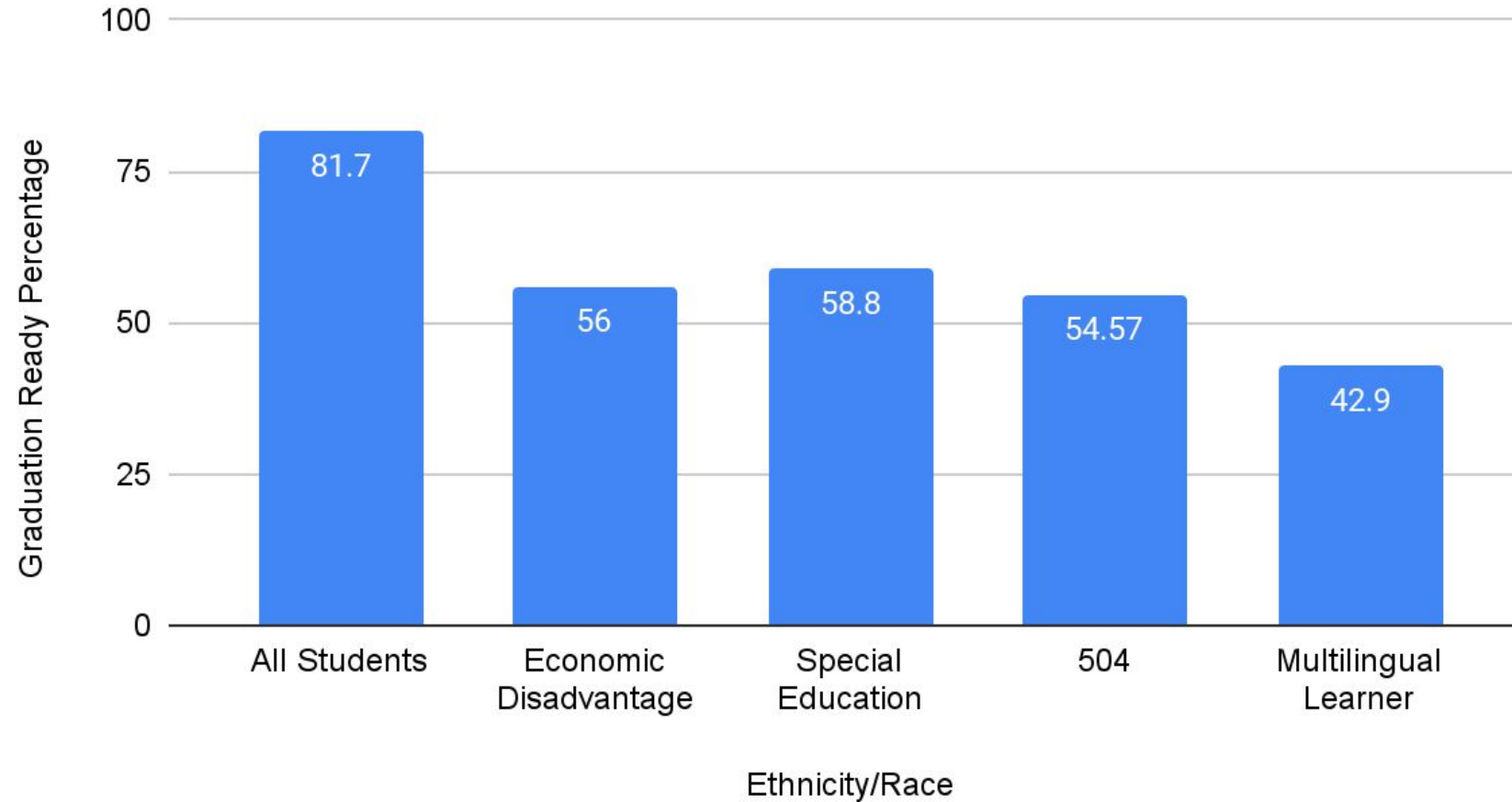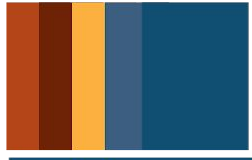
Graduation Ready Percentage

Subgroup Charts – Program - ELA

Graduation Ready Percentage

Bar chart titled "Graduation Ready Percentage" with y-axis "Graduation Ready Percentage" (0 to 100) and x-axis "Ethnicity/Race":
- All Students: 81.7
- Economic Disadvantage: 56
- Special Education: 58.8
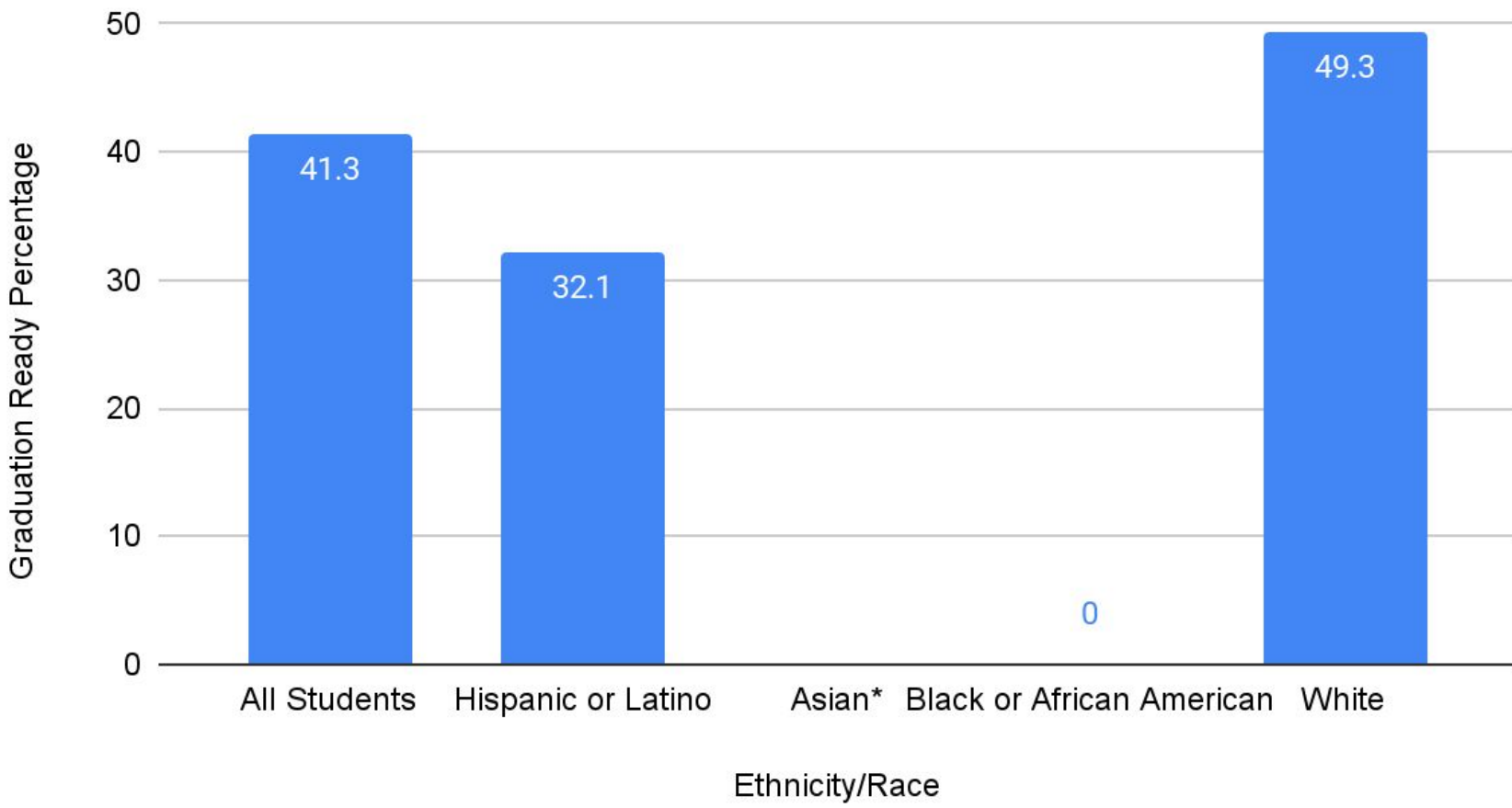- 504: 54.57
- Multilingual Learner: 42.9

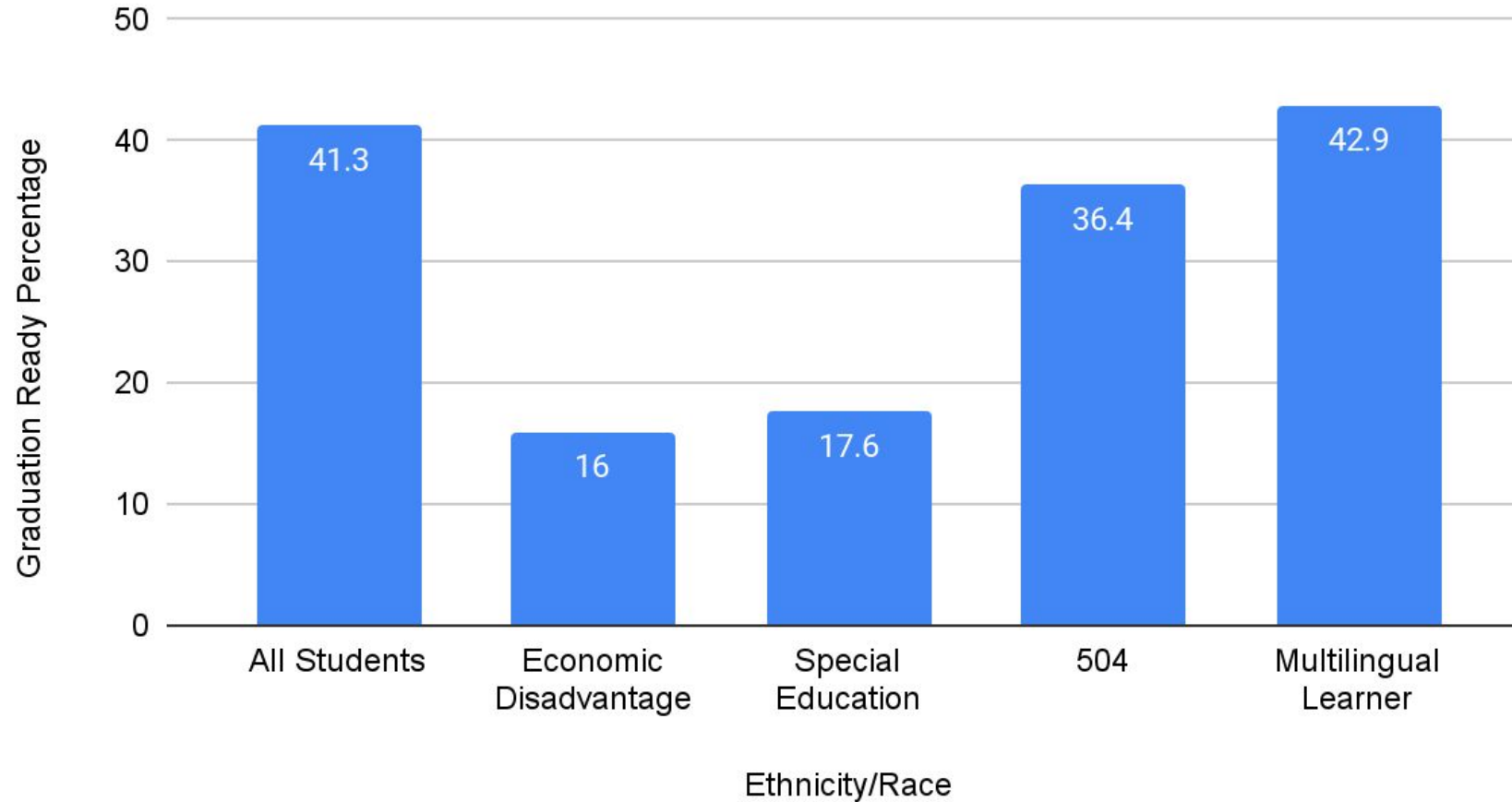# Subgroup Charts – Ethnicity/Race - Math

Graduation Ready Percentage

Subgroup Charts – Program - Math

Graduation Ready Percentage

Alternate Pathways

- As stated earlier, students had the opportunity to retake necessary components of the NJGPA this past July. Scores are forthcoming.
- Those who still do not achieve the cut score may take the Accuplacer, PSAT, SAT, or ACT, and as long as they demonstrate proficiency, they are eligible to graduate.
- Others may go through the portfolio appeals process
  - Last week, we shared that 100% of our students who were eligible to graduate did in fact graduate, and it is our intention to give all students access to pathways that will allow them to receive a diploma.

Intervention Strategies

- Benchmarking and individualized instruction:
    - Hopatcong is partnering with Linkit, a well-known vendor across the state that:
        - Tracks student progress on standards and skills
        - Gives teachers tools to differentiate instruction
        - Identifies students who are at-risk, either academically or due to attendance
        - Provides predicted success metrics for the NJGPA/NJSLA, allowing us to make instructional decisions that influence student outcomes.
        - Provides administrators with information on cohort tracking, demographics, and teacher progress
        - Gives teachers access to all student benchmark results via the Data Locker

Intervention Strategies (cont.)

- Work to further identify and assist Multilingual Learners (MLs) by training teachers in strategies for teaching these students AND by providing access to WIDA fingertip profiles.
- Monitor implementation of new curricula that will be approved at the next BOE meeting - focus on standards mastery!
- Teacher data conversations during common planning and faculty meetings
- School goals/administrator goals that are based on:
  - Improvement of student outcomes
  - Decrease in chronic absenteeism

Intervention Strategies (cont.)

- We are offering Accuplacer/NJGPA/Portfolio classes during 3 different periods both in fall and spring semesters to assist students who did not pass the spring or summer block testing.
    - The teachers in these classes are subject-specific and have had success in helping students achieve grad requirements.
    - During semester 2, we will start after school portfolio classes for students who need to go through the process.

ACCESS for ELLs Overview

Purpose: Measures English language proficiency of English Language Learners (ELLs) in the U.S.

Administered by: WIDA (World-Class Instructional Design and Assessment)

Components:

Listening: Assesses understanding of spoken English in various contexts.

Speaking: Evaluates the ability to communicate orally in English.

Reading: Tests comprehension of written texts in English.

Writing: Measures the ability to write in English, including grammar and content organization.

Levels: Divided into different proficiency levels to match students' English proficiency.

Grades: Designed for students in kindergarten through 12th grade.

Frequency: Administered annually.

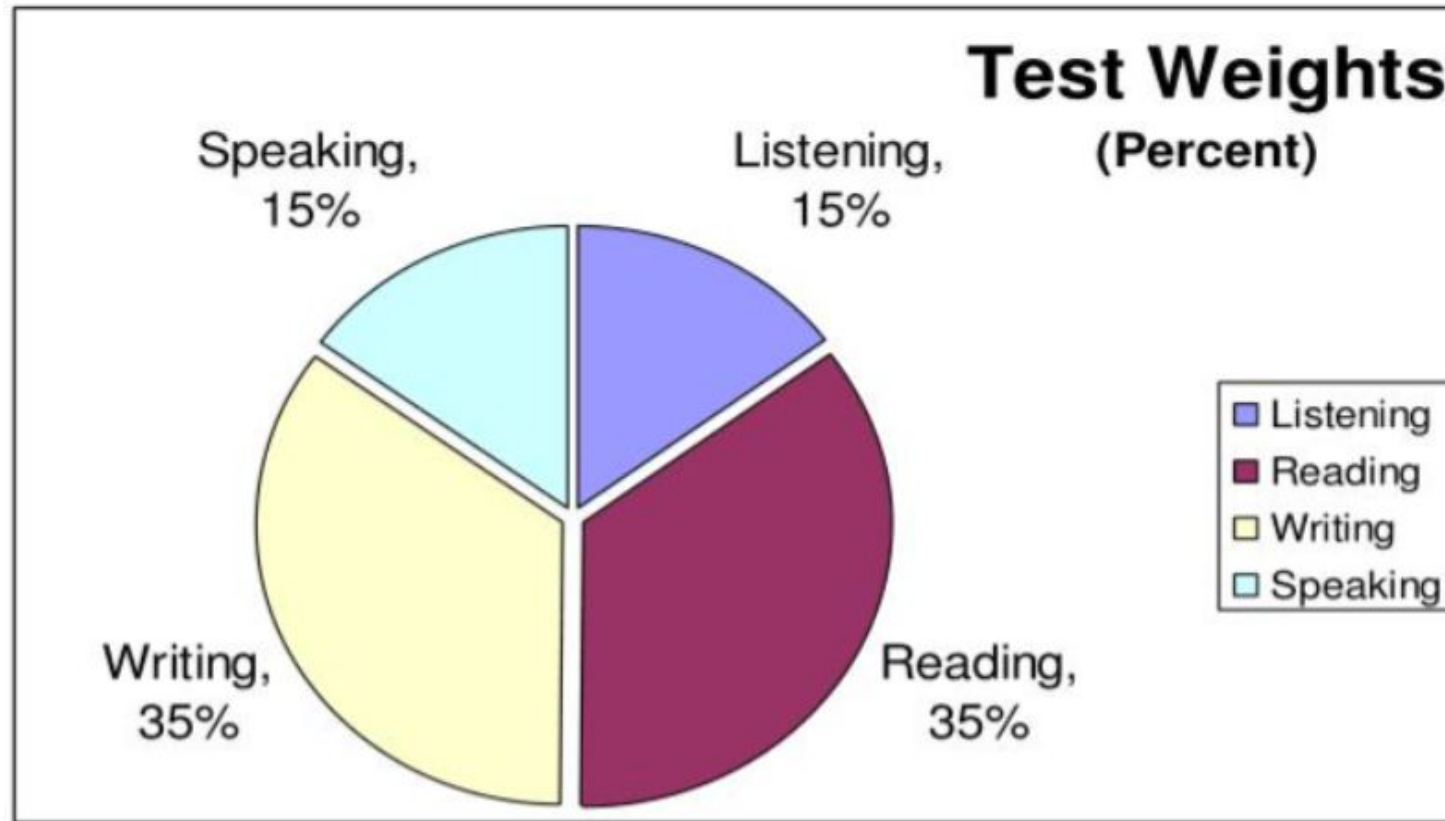**Format:** Includes both multiple-choice and constructed-response items.

Scoring: Provides scores for each language domain and an overall proficiency level.
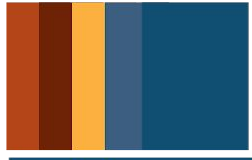
Usage: Helps educators tailor instruction, track progress, and make decisions about language support services.

Overview (cont.)

Test Weights
(Percent)

Speaking, 15%

Listening, 15%

Writing, 35%

Reading, 35%

Legend:
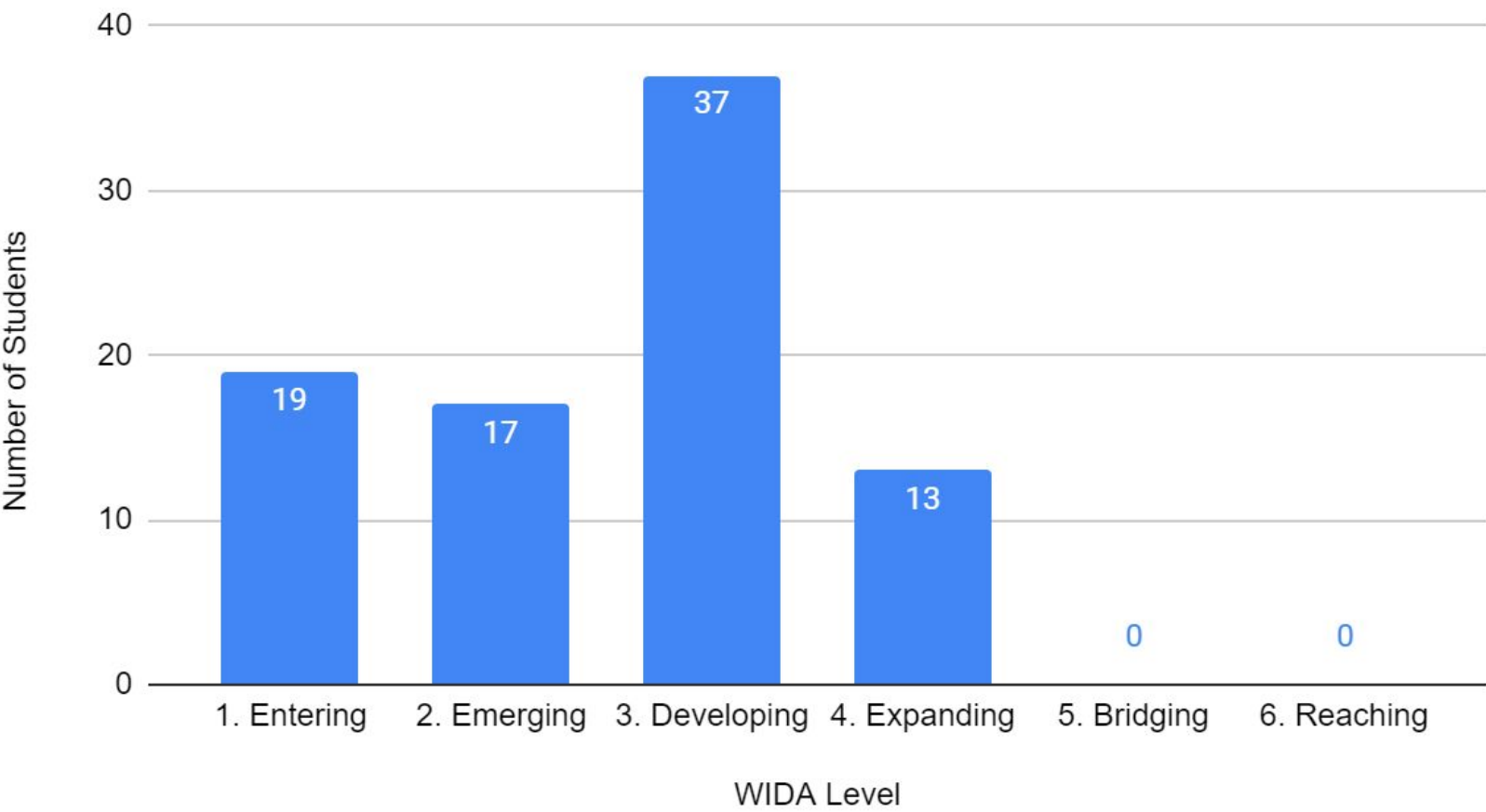- Listening
- Reading
- Writing
- Speaking

Student Performance

Hopatcong ACCESS for ELLs Test Proficiency Levels - Spring 2024

Student Performance (cont.)

- 86 students took the test during the spring.
- Of those 86, two received a score of 4.5 or higher
  - 4.5 is New Jersey's 'exit,' score, meaning that they no longer require ML services
  - Students who exit are monitored for two years as required by statute.
  - 11 students were in the 'expanding,' category. These students will be re-assessed via the WIDA MODEL in September to determine whether or not they have shown growth in their language skills over the summer.
  - If any of these students achieves a 4.5 on the MODEL, they are also eligible for exit.

Next steps

- Scores/Interpretation guides have already been sent to families in their native language and English.
- We will continue to monitor our population of ML students. In the 2018-2019 school year, we had 39 ML students. Last year, we had 88. This represents a 126% increase in our ML population over five years.

Next steps (cont.)

- ML 'fingertip profiles,' will be shared with every teacher who interacts with a ML student. This will allow the teacher to differentiate instruction based on students' strengths and areas for growth.
- We will begin to research PD opportunities for staff to learn more about how to meet the needs of ML students in the general education environment.
- We will begin to analyze existing ML curricula and instructional programming to maximize student success, and will report out on our progress throughout the school year.