



Student Achievement Presentation Measuring College and Career Readiness

Ocean City School District
August 24, 2023
Dr. Curt Nath



New Jersey's Statewide Assessment Program

New Jersey's assessment platform includes the following required assessments:

- NJSLA (New Jersey Student Learning Assessments)
 - English Language Arts
 - Mathematics
 - Science
- **NJGPA (Graduation Proficiency Assessment)**
- Start Strong (Discontinued 2023)
- **Dynamic Learning Maps (DLM)**
- **Access 2.0**
- NAEP



History of Standardized Testing

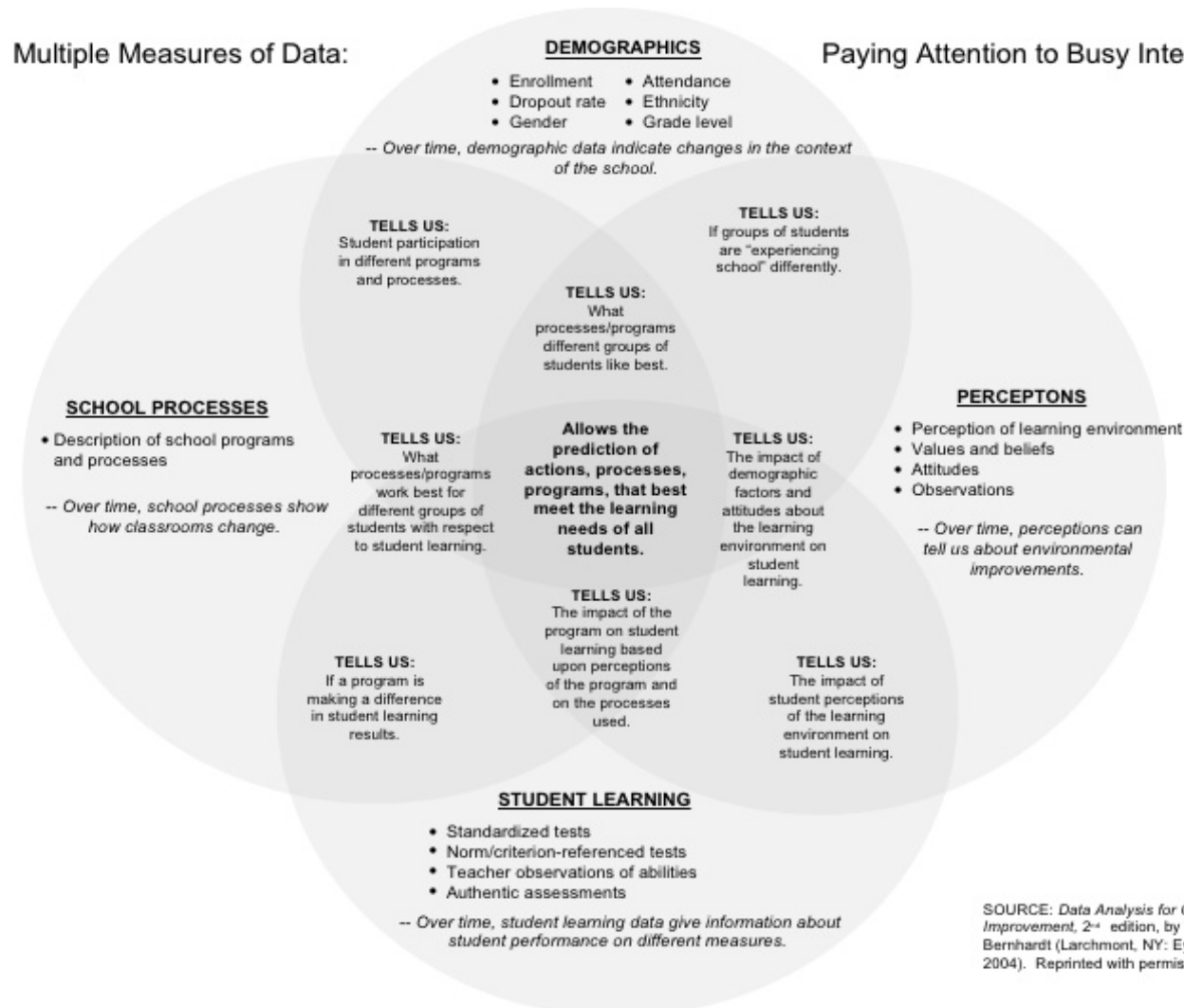
- New Jersey has administered statewide assessments since the 1970s, and over the years the testing program has evolved. It began as a measure of basic skills, and after 1996 it has assessed the state's academic standards. In 2002, after the federal government enacted the *No Child Left Behind* Act, every state was required to test students in mathematics and English language arts (ELA) in grades 3 through 8 and at least once in high school. That mandate is still in effect under the *Every Student Succeeds Act* of 2015.
- In 2014-15, the PARCC electronic assessments replaced the previous statewide assessments -- the NJASK in grades 3-8 and HSPA in high school.
- 2018-19 marked the first administration of the New Jersey Student Learning Assessment platform.
- Assessments were canceled during the 2019-20 school year and the 2020-2021 school year (except for DLM and Access 2.0).
- The Start Strong assessment was added for 2020-2021 and 2022-2023 as an additional assessment in the fall and was discontinued for the 2023-24 school year.

Multiple Measures



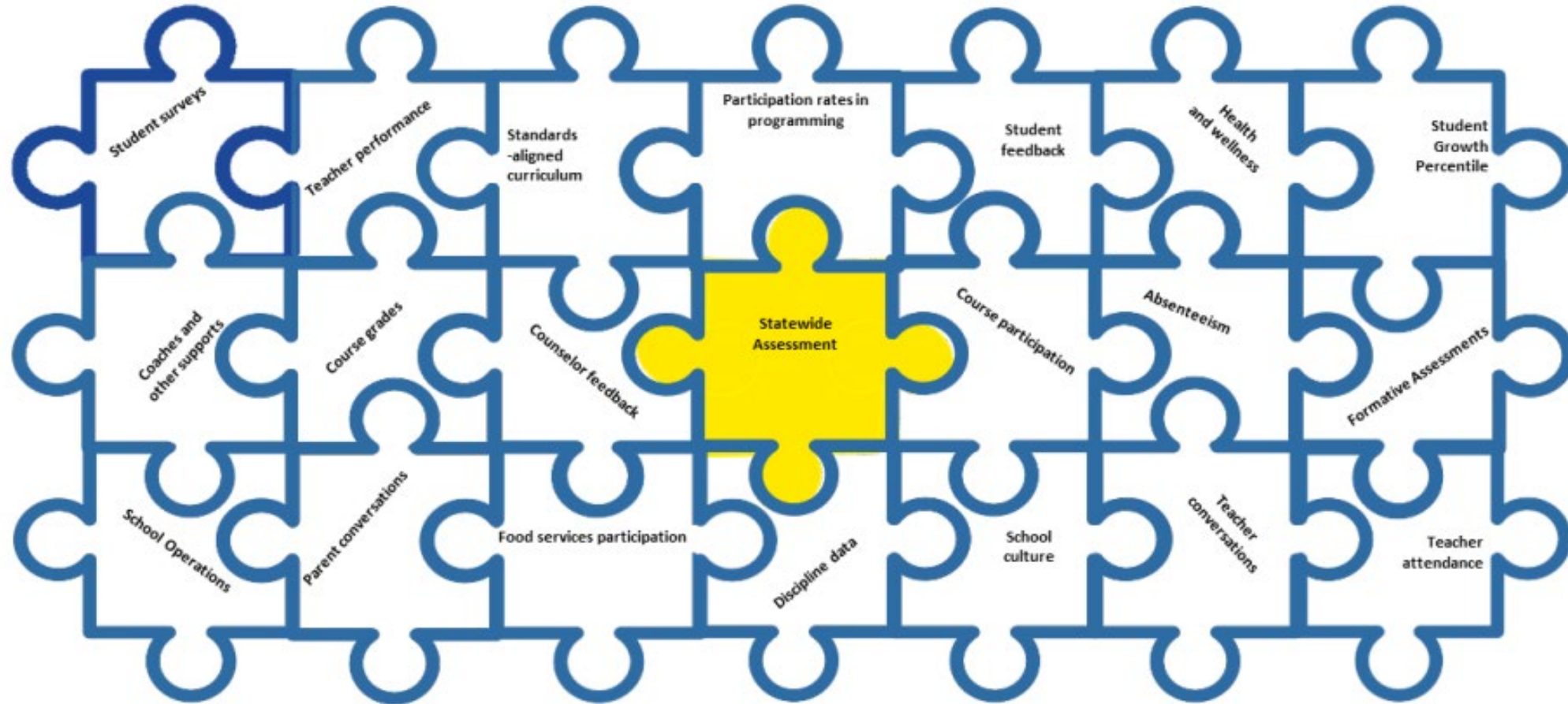
Multiple Measures of Data:

Paying Attention to Busy Intersections



SOURCE: *Data Analysis for Continuous School Improvement*, 2nd edition, by Victoria L. Bernhardt (Larchmont, NY: Eye on Education, 2004). Reprinted with permission.

Single Piece of the Puzzle





New Jersey Graduation Proficiency Assessment

NJGPA 2023

NJGPA Overview



- Statute requires the State graduation proficiency assessment to be **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 with the grade 10 standards.
- The Mathematics component is aligned to Algebra I and Geometry standards.

NJGPA Overview



- 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 support 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.

Spring 2023 NJGPA Administration



Content Component	Graduation Ready, District	Graduation Ready, State	Not Yet Graduation Ready, District	Not Yet Graduation Ready, State
English Language Arts (ELA)	95.5 (+15)	80.5	4.5	19.5
Mathematics	72.4 (+17.4)	55.0	27.6	45.0

Note: Percentages may not total 100 due to rounding.



Questions to Guide NJGPA Data Reflection

- How will we use NJGPA data to identify strengths and gaps that exist in our curriculum and instruction?
- How will we use NJGPA data as a tool to address areas in need of improvement or enhancement?
- How can we provide additional resources and support for our educators to meet the learning needs of all our students?

Data Analysis Plan: Drilling Down



District/School Level Data: Math and ELA

Disaggregated data, by subgroups

Disaggregated data, by
categories (i.e., standards
sub-claims)

Item analysis

Student-level
Analysis

2023 NJGPA ELA



SPRING 2023
SPRING 2023

ENGLISH LANGUAGE ARTS

New Jersey Graduation Proficiency Assessment, 2022–2023

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE	LITERARY	READING* INFORMATION	VOCABULARY	AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
STATE 	98,329	765	55				38		
DISTRICT 	308	781	62				41		
OCEAN CITY HIGH SCHOOL 	308	781	62				41		

Not Yet Graduation Ready (650-749)	Graduation Ready (750-850)
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Not Yet	At or Near	Above
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2023 NJGPA ELA



SPRING 2023

ENGLISH LANGUAGE ARTS

New Jersey Graduation Proficiency Assessment, 2022–2023

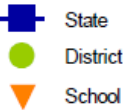
Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels			
			Not Yet Graduation Ready		Graduation Ready	
			#	%	#	%
State	98,329	765	19,221	19.5%	79,108	80.5%
District	308	781	14	4.5%	294	95.5%
School	308	781	14	4.5%	294	95.5%
Gender						
Female	152	784	5	3.3%	147	96.7%
Male	155	778	9	5.8%	146	94.2%
Ethnicity/Race						
White	271	781	11	4.1%	260	95.9%
Economic Disadvantage						
No	282	783	11	3.9%	271	96.1%
Yes	26	763	3	11.5%	23	88.5%
Students with Disabilities						
IEP - Yes	22	721	10	45.5%	12	54.5%
IEP - No	286	786	4	1.4%	282	98.6%
504	30	788	0	0.0%	30	100.0%

2023 NJGPA ELA



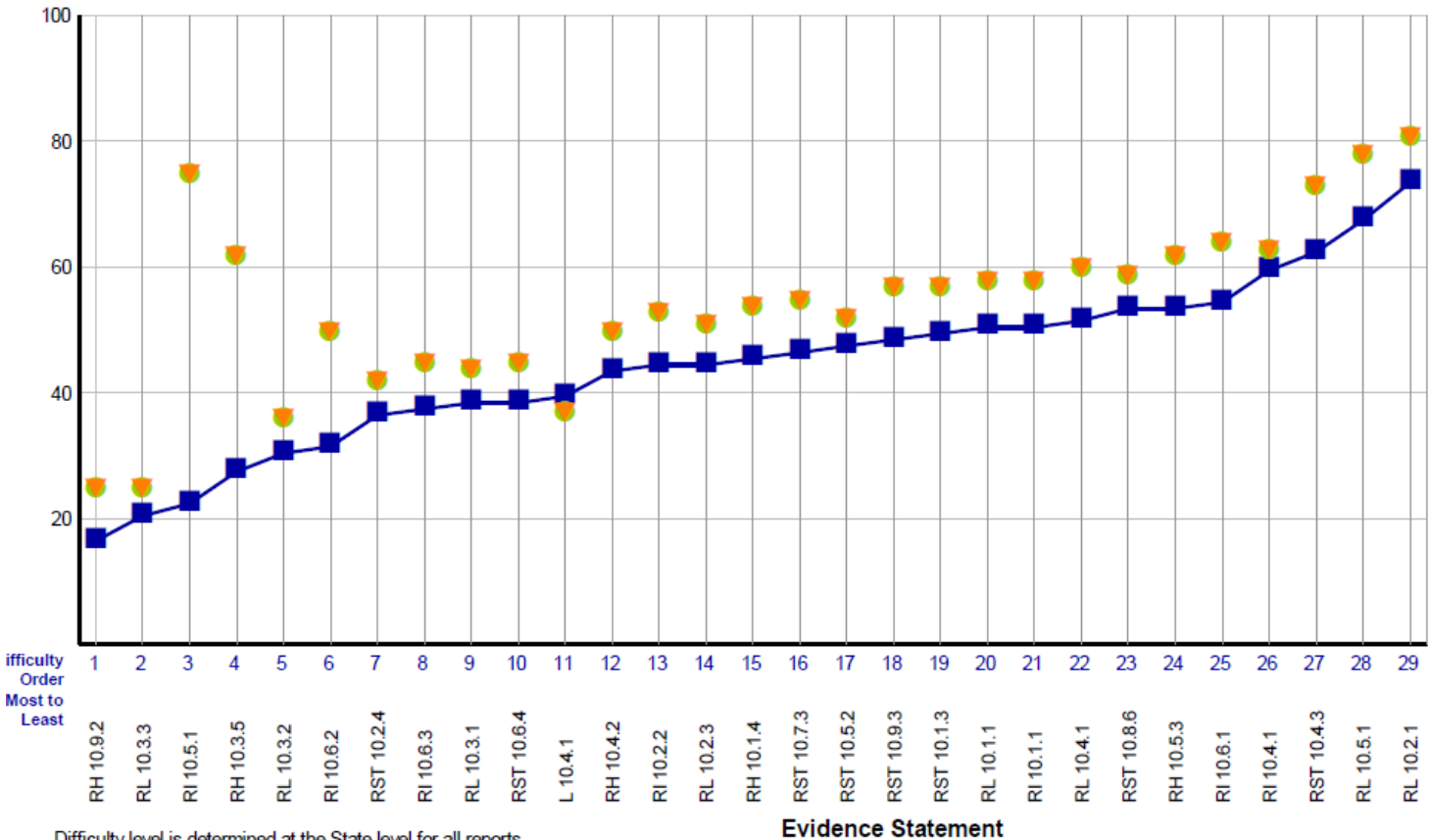
SPRING 2023

ENGLISH LANGUAGE ARTS New Jersey Graduation Proficiency Assessment, 2022–2023

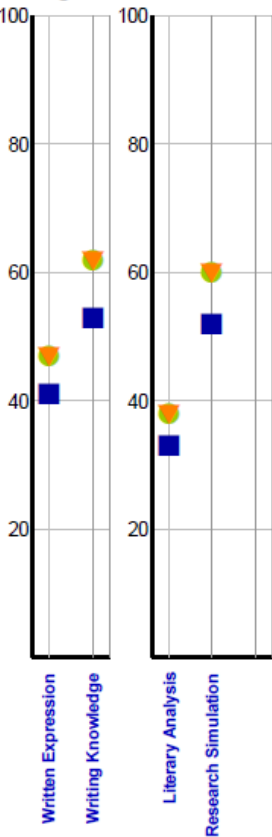


Students with Valid Scores (308)

Purpose: This report presents the average percent correct by Evidence Statement for school, district and state.



Writing Categories PCR Task



Difficulty level is determined at the State level for all reports.
Evidence Statements not tested in district or school are left blank. Refer to page two, student column for the number of students included at each Evidence Statement.

2023 NJGPA Math



SPRING 2023

MATHEMATICS

New Jersey Graduation Proficiency Assessment, 2022–2023

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
STATE 	99,012	734				
DISTRICT 	308	744				
OCEAN CITY HIGH SCHOOL 	308	744				

Not Yet Graduation Ready (650-749)	Graduation Ready (750-850)
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Not Yet	At or Near	Above
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2023 NJGPA Math



MATHEMATICS

New Jersey Graduation Proficiency Assessment, 2022–2023

SPRING 2023

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels			
			Not Yet Graduation Ready		Graduation Ready	
			#	%	#	%
State	99,012	734	44,513	45.0%	54,499	55.0%
District	308	744	85	27.6%	223	72.4%
Gender						
Female	152	740	46	30.3%	106	69.7%
Male	155	749	38	24.5%	117	75.5%
Ethnicity/Race						
White	271	745	71	26.2%	200	73.8%
Economic Disadvantage						
No	282	746	72	25.5%	210	74.5%
Yes	26	726	13	50.0%	13	50.0%
Students with Disabilities						
IEP - Yes	22	707	20	90.9%	2	9.1%
IEP - No	286	747	65	22.7%	221	77.3%
504	30	748	6	20.0%	24	80.0%

2023 NJGPA Math



SPRING 2023

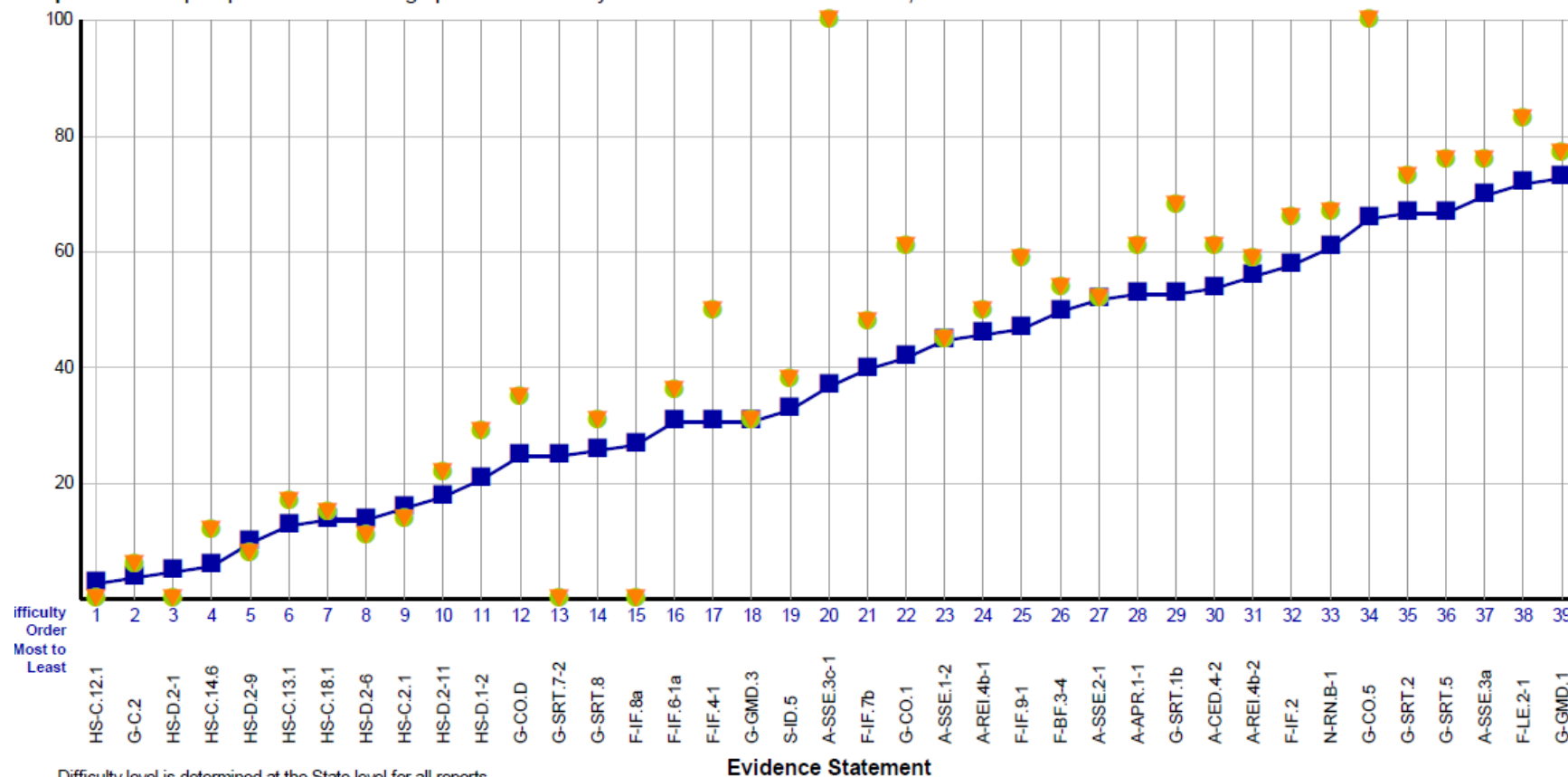
MATHEMATICS

New Jersey Graduation Proficiency Assessment, 2022–2023



Students with Valid Scores (308)

Purpose: This report presents the average percent correct by Evidence Statement for school, district and state.



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2023 NJGPA Math



D	HS-D.2-1	Solve multi-step contextual problems with degree of difficulty appropriate to the course involving perimeter, area, or volume that require solving a quadratic equation.	<p>i) Tasks do not cue students to the type of equation or specific solution method involved in the task.</p> <p>For example:</p> <p>An artist wants to build a right-triangular frame in which one of the legs exceeds the other in length by 1 unit, and in which the hypotenuse exceeds the longer leg in length by 1 unit. Use algebra to show that there is one and only one such right triangle, and determine its side lengths.</p>
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A	G-SRT.7-2	Use the relationship between the sine and cosine of complementary angles.	<p>i) The "explain" part of standard G-SRT.7 is not assessed here; See Sub-Claim C for this aspect of the standard.</p>
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Resources



Information on New Jersey State Assessments:

<https://www.nj.gov/education/assessment/>

Practice Tests, Content of Assessments, and Released Questions:

<https://nj.mypearsonsupport.com/>

<https://nj.digitalitemlibrary.com/home>

New Jersey Parent Portal:

<https://nj-results.pearsonaccessnext.com/>

Understanding the Results & Student Score Reports (with translations):

understandthescore.org/

Family Guide to Your Child's Scores

<https://nj.mypearsonsupport.com/ForParent/>

New Jersey Graduation Assessment Requirements

<https://www.nj.gov/education/assessment/requirements/>

Resources for Assisting at Home for Every Grade Level

<http://bealearninghero.org/skill-builder>

<http://www.greatschools.org/>



ACCESS for ELLs 2.0[®]

English Language Proficiency Test

Access 2.0 for ELLs



In order to comply with the federal regulations to improve results for ELLs, all school districts in New Jersey are required to administer the Assessing Comprehension and Communication in English State to State (ACCESS for ELLs 2.0) language proficiency assessment to all ELLs in grades K-12 for the 2018-2019 school year. Results from the 2018- 19 administration will be used to determine schools' and districts' performance on the English language proficiency indicator in the statewide accountability system.

ACCESS for ELLs is administered online in New Jersey, except for the Kindergarten and Alternate ACCESS assessments, which remain paper-based.

The purpose of ACCESS for ELLs 2.0 is to monitor student progress in English language proficiency on a yearly basis and to serve as a criterion to aid in determining when ELLs have attained language proficiency comparable to that of their English-proficient peers. The test is carefully designed to be representative of the social and academic language demands within a school setting as exemplified in the WIDA English Language Development Standards.



Access 2.0 for ELLs

Proficiency Level Scores

The proficiency level scores are interpretive scores and describe student performance in terms of the six WIDA English language proficiency levels:

- 1–Entering,
- 2–Emerging,
- 3–Developing,
- 4–Expanding,
- 5–Bridging,
- 6–Reaching.

Proficiency level scores are presented as whole numbers followed by a decimal. The whole number indicates the student's language proficiency level based on the WIDA ELD Standards. The decimal indicates the proportion within the proficiency level range that the student's scale score represents, rounded to the nearest tenth.

Key Points on Proficiency Level Scores

- They are interpretations of grade level specific (not grade-level cluster) scale scores.
- The interpretation of scale scores to proficiency level scores is domain specific.
- They describe student performance based on six ELP levels.
- The Literacy, Oral Language, Comprehension, and Overall composite proficiency levels are derived from the scale scores for the domains, not the proficiency level scores.
- To monitor growth over time, it is recommended to use scale scores and not the proficiency level scores.



Access 2.0 for ELLs

- We tested 40 students for the 2022-2023 school year.
 - Average Score: 3.20
 - Range: 1.5 to 5.5
 - Entering (1): 7
 - Emerging (2): 10
 - Developing (3): 14
 - Expanding (4): 8
 - Bridging (5): 1
 - Reaching (6): 0
 - Exited 7 students (score of 4.5 or higher)
- The District's ESL team analyzes individual scores and score frequencies for listening, speaking, reading, writing, oral language, literacy and comprehension based on the tier and cluster of the students with the goal of exiting all ESL students within four years.
- Due to the distinguishing characteristics of the test which can be directly tied to specific students, aggregate and disaggregate data can not be presented in order to protect student privacy.



DYNAMIC[®]
LEARNING MAPS



2022 Dynamic Learning Maps (DLM)

The DLM assessment is the alternate state assessment for students with the most significant intellectual disabilities and tests English Language Arts, Mathematics, and Science. The DLM test specifications and Essential Elements skill statements, used for instruction and assessment, are currently available and accessible via the DLM website. For information on the DLM, go to <https://dynamiclearningmaps.org/newjersey>.

****We are unable to present DLM performance data. Accountability calculations require 20 or more students. We cannot display data for categories with less than 20 students in order to protect student privacy.**



Pathways to Graduation



Pathways to Graduation



Class of 2023 High School Graduation Assessment Requirements

On Tuesday, July 5, 2022, Governor Murphy signed P.L.2022, c.60 (ACS for A-3196/S-2349), which required the State Board of Education to administer the New Jersey Graduation Proficiency Assessment (NJGPA) as a field test for the class of 2023. There was no graduation assessment requirement for any student who was expected to graduate with the class of 2023. Students in the class of 2023 had to meet all the other State and local graduation requirements, including but not limited to credit, curriculum, and attendance requirements.

Class of 2024 and 2025 (Updated May 2023)

On May 3, 2023, the State Board of Education approved the graduation-ready cut score (725) for the ELA and mathematics components of the NJGPA, as well as the menu of alternative assessments and aligned cut scores.

If, after completing the New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing either the ELA or Math component, such students may access the following pathways:

- **Second Pathway:** By meeting the designated cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER; or
- **Third Pathway:** By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Note: Second/Third pathways are only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

Students with disabilities whose IEPs specify an alternative way to demonstrate proficiencies will continue to follow the graduation assessment requirements set forth in their IEPs. The student's IEP team is responsible for ensuring that the IEP is implemented as written, including components addressing state graduation assessment requirements.

Pathways to Graduation



First Pathway—NJGPA

Note: Cut Scores Approved by the New Jersey State Board of Education on May 3, 2023

ELA	Mathematics
New Jersey Graduation Proficiency Assessment—ELA ≥ 725 (Graduation Ready)	New Jersey Graduation Proficiency Assessment—Mathematics ≥ 725 (Graduation Ready)

Second Pathway—Menu of Substitute Competency Tests

Note: Cut Scores Approved by the New Jersey State Board of Education on May 3, 2023

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

Third Pathway—Portfolio Appeals

ELA	Mathematics
Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math



Pathways to Graduation

NJAC 6A:8-5.2(f) requires an annual report to the district board of education with the following information:

- The total number of students graduated;
- The number of students graduated under the substitute competency test process;
- The number of students graduated under the portfolio appeals process;
- The number of students receiving State-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their IEPs;
- The total number of students not graduating with their cohort; and
- The number of students not graduating solely because of failure to pass the high school end-of-course PARCC assessments, substitute competency tests, or portfolio appeals process based on the provisions of this chapter.

Pursuant to PL2022, c.60 signed by Governor Murphy on July 5, 2022, there are no graduation assessment requirements for any student graduating with the Class of 2023. The value of “W” (No graduation assessment requirements) must be reported for any students graduating in 2023.

Questions

