New Jersey Graduation Proficiency Assessment Results

Spring 2024 Administration

Teaneck Public Schools
September 11, 2024

Patricia Dent
Director of School Innovation, English, ESL and School Counseling

Alicia Lyle
K-12 Supervisor of Mathematics

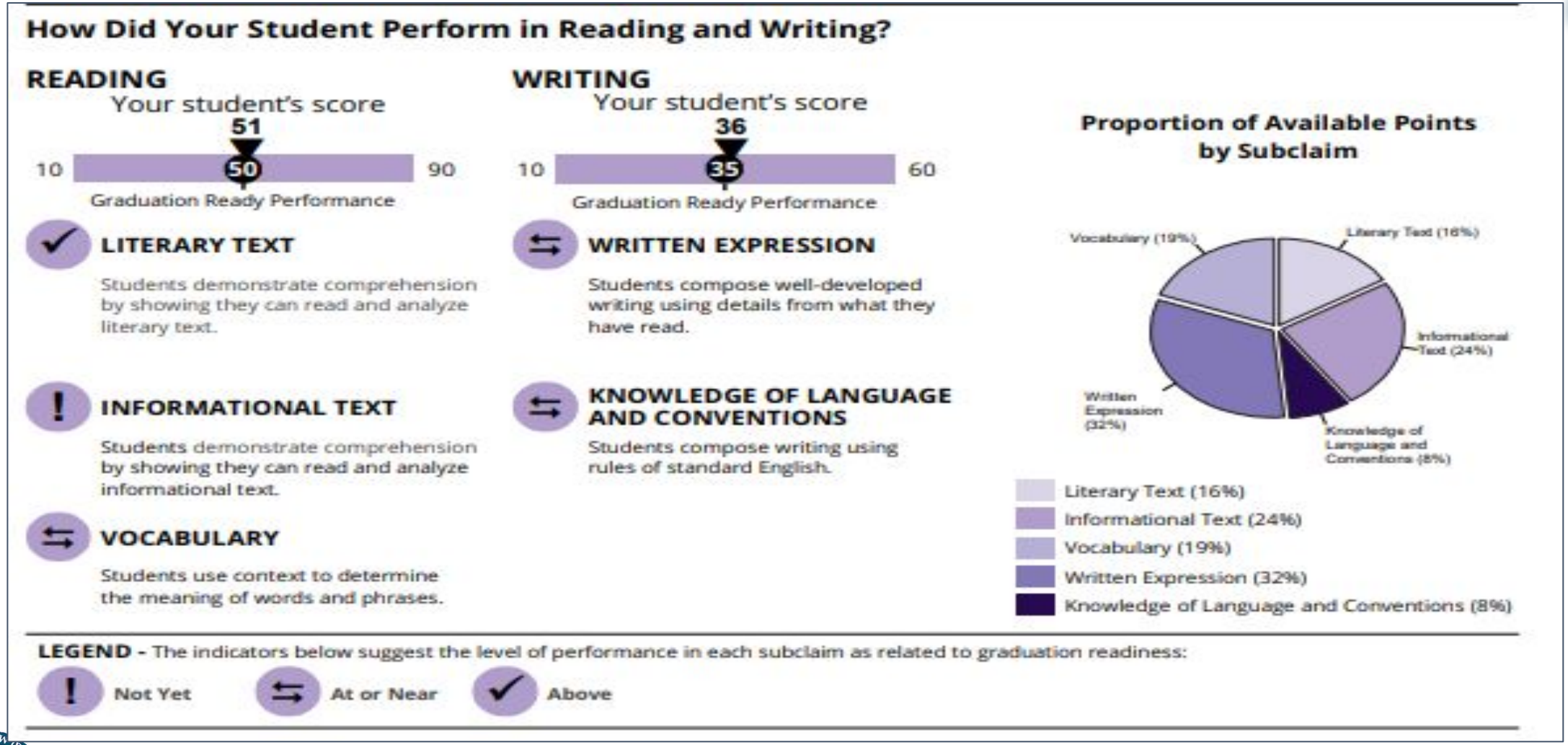
Understanding the New Jersey Graduation Proficiency Assessment

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

Understanding the New Jersey Graduation Proficiency Assessment

- Students who take but do 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 the following summer or fall;
  - Meet a designated cut score from the menu of substitute competency tests; or
  - Complete a portfolio appeal.

Description of the Individual Student Report (ISR)



How Did Your Student Perform in Reading and Writing?

READING

Your student's score

51

10 — 50 — 90

Graduation Ready Performance

WRITING

Your student's score

36

10 — 35 — 60

Graduation Ready Performance

LITERARY TEXT

Students demonstrate comprehension by showing they can read and analyze literary text.

INFORMATIONAL TEXT

Students demonstrate comprehension by showing they can read and analyze informational text.

VOCABULARY

Students use context to determine the meaning of words and phrases.

WRITTEN EXPRESSION

Students compose well-developed writing using details from what they have read.

KNOWLEDGE OF LANGUAGE AND CONVENTIONS

Students compose writing using rules of standard English.

Proportion of Available Points by Subclaim

- Literary Text (16%)
- Informational Text (24%)
- Vocabulary (19%)
- Written Expression (32%)
- Knowledge of Language and Conventions (8%)

LEGEND - The indicators below suggest the level of performance in each subclaim as related to graduation readiness:

Not Yet | At or Near | Above

Description of the Individual Student Report (ISR)

How Did Your Student Perform in the Mathematical Subclaims?

MAJOR CONTENT

Students are assessed using items that require:

- Performing arithmetic operations on polynomials; solving linear, quadratic, and exponential equations; understanding, interpreting, and using functional relations, algebraic expressions, and linear models.
- Applying geometric concepts; identifying and performing transformations on shapes; solving right triangles; using coordinate geometry; and understanding and using different types of geometric proof.

ADDITIONAL & SUPPORTING CONTENT

Students are assessed using items that require:

- Understanding the full set of real numbers and performing operations with irrational numbers; changing algebraic expressions to equivalent forms; creating and solving systems of linear equations; creating and/or critiquing linear, quadratic, and exponential models; and interpreting data.
- Using a coordinate plane to quantify transformations; using properties of circles; understanding basic geometric constructions; and finding volume of shapes.

EXPRESSING MATHEMATICAL REASONING

Students are assessed using open-ended items that require:

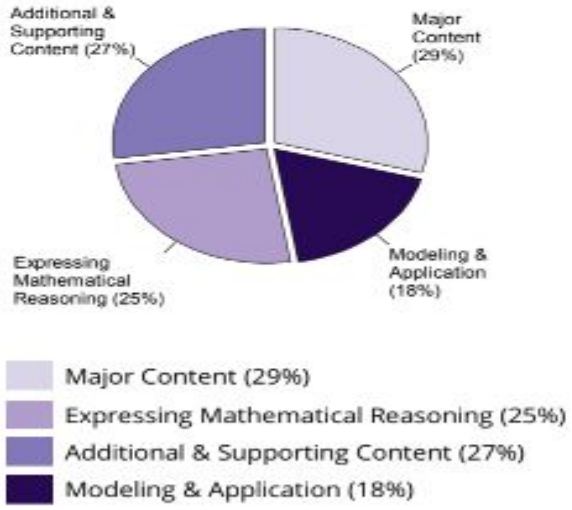
- Creating and justifying logical mathematical solutions.
- Analyzing and correcting the reasoning of others.

MODELING & APPLICATION

Students are assessed using open-ended items that require:

- Solving real-world problems with symbols.
- Reasoning quantitively.
- Strategically using appropriate tools.

Proportion of Available Points by Subclaim



NJGPA: English/Language Arts Scoring

Scoring Subclaims for Reading Complex Text: 44 total points

- **Reading Literature:** Students demonstrate comprehension and draw evidence from readings of grade 10, complex literary text.
- **Reading Informational Text**: Students demonstrate comprehension and draw evidence from readings of grade 10, complex informational texts.
- **Vocabulary Interpretation and Use**: Students use context to determine the meaning of words and phrases.

Scoring Subclaims for Writing: 30 total points

- **Written Expression**: Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- **Knowledge of Language and Conventions**: Students demonstrate knowledge of conventions and other important elements of language.

NJGPA: Composition of the Mathematics Assessment

Standards for Mathematical Content (30 out of 55 points)

- **Major Content**

  The student solves problems involving the Major Content in Algebra I and Geometry.

- **Supporting Content**

  The student solves problems involving the Additional and Supporting Content in Algebra I and Geometry.

Standards for Mathematical Practice (25 out of 55 points)

- **Reasoning (10 out of 55 points)**

  The student expresses Algebra I and Geometry course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others (MP.3), and/or attending to precision when making mathematical statements(MP.6).

- **Modeling (15 out of 55 points)**

  The student solves real-world problems by applying knowledge and skills articulated in the standards for Algebra I and Geometry, engaging particularly in the Modeling practice, and where helpful making sense of problems and persevering to solve them (MP.1), reasoning abstractly and quantitatively (MP.2), using appropriate tools strategically (MP.5), looking for and making use of structure (MP.7), and/or looking for and expressing regularity in repeated reasoning (MP.8).

Teaneck Public School's Number of Students Tested for Spring 2024 NJGPA Administration

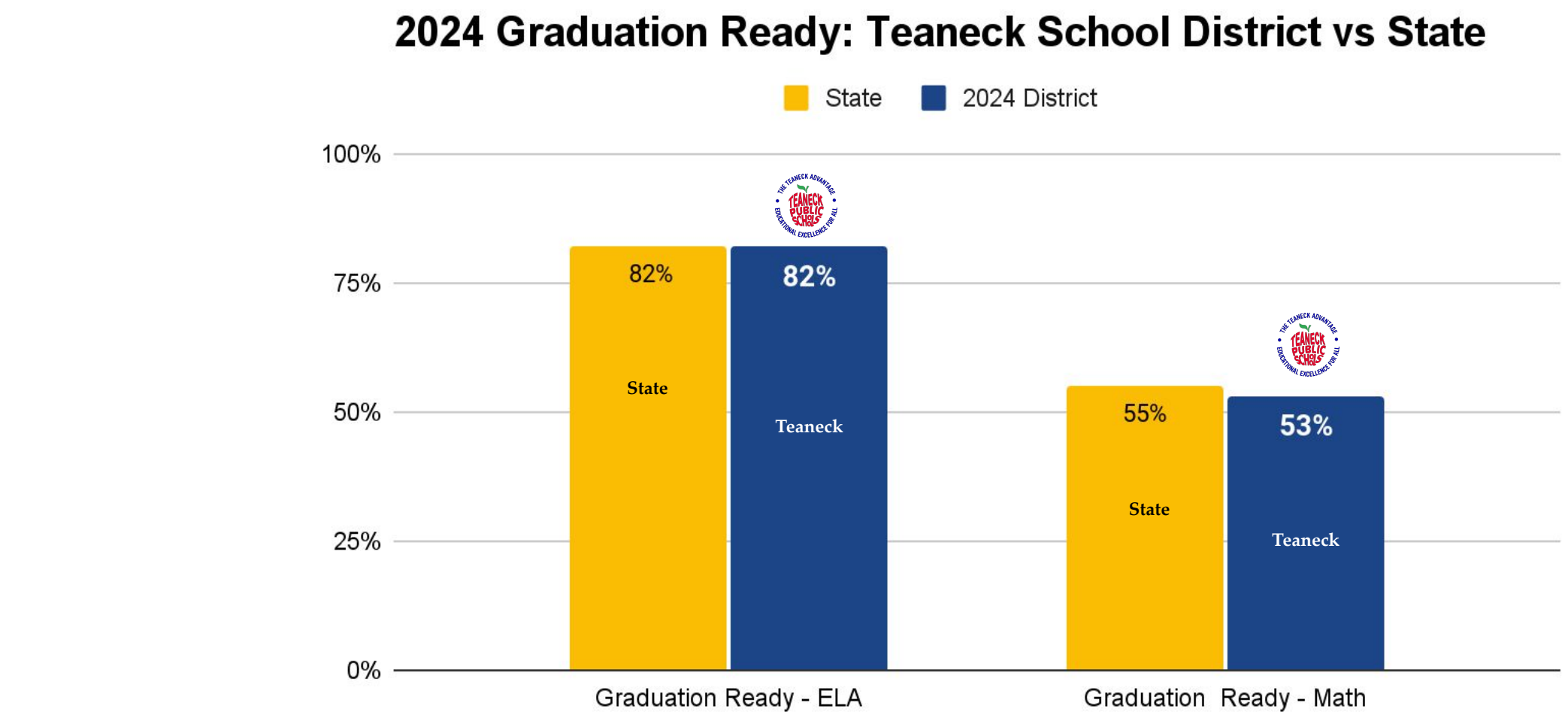
Number of Students Tested

Content Component	Grade 11	Grade 12	Total Students Tested
English Language Arts (ELA)	350	8	358
Mathematics	352	5	357

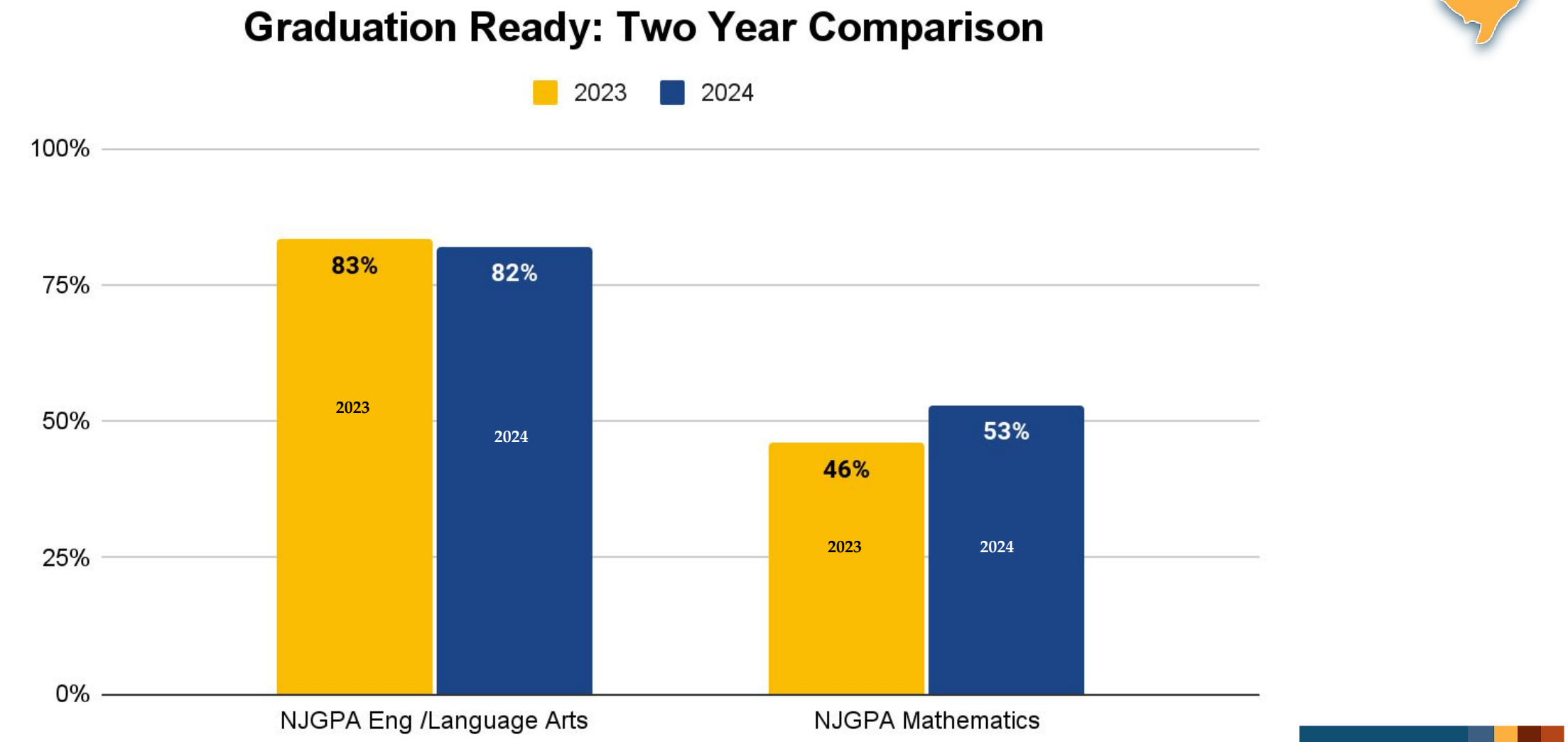
Participation

Content Component-	Eligible Test Takers	Grade 11
English Language Arts (ELA)	355 eligible students	350 valid scores
Mathematics	355 eligible students	352 valid scores

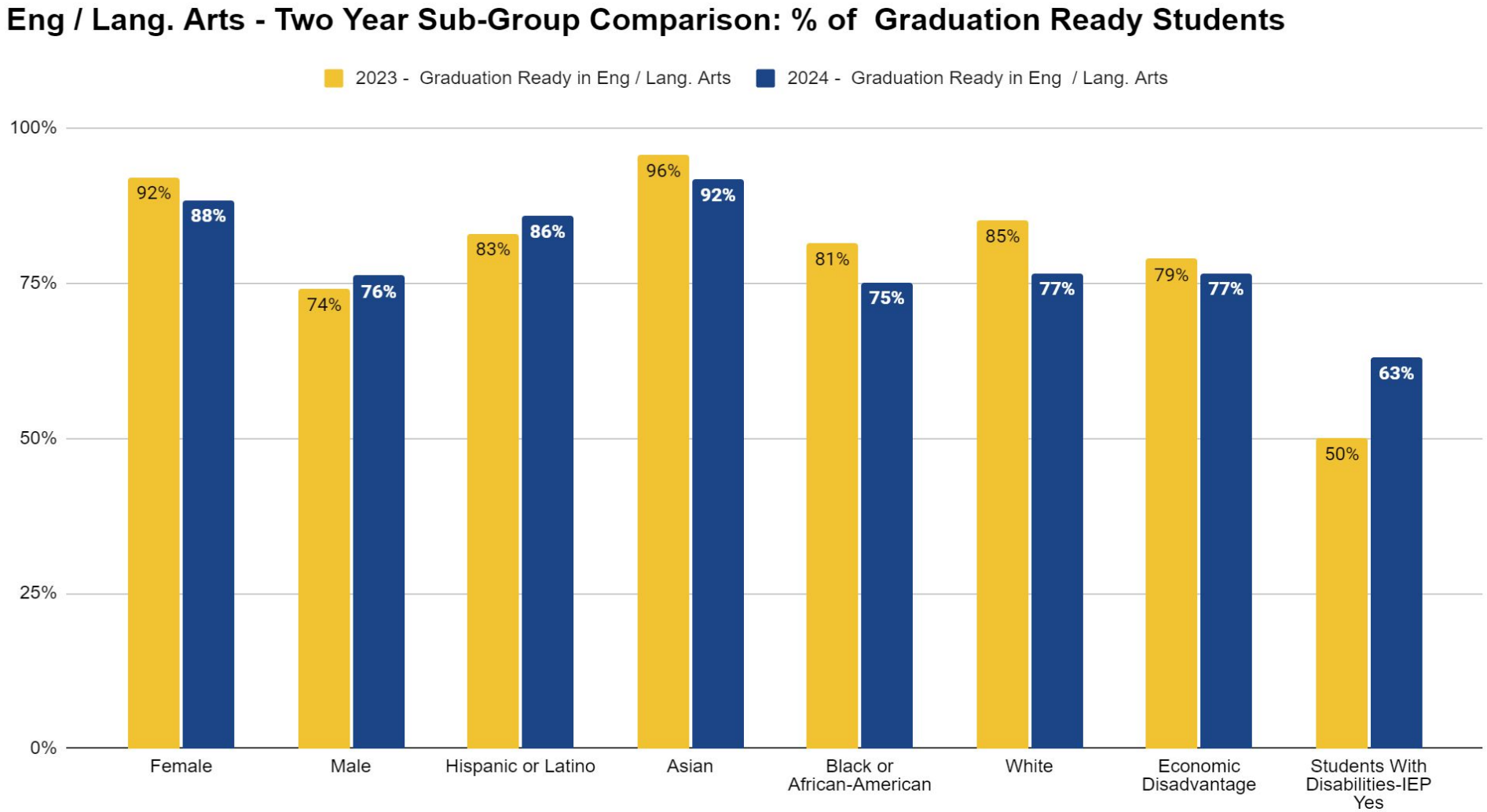
Spring 2024 NJGPA Test Administration:
Graduation Ready: Teaneck Public Schools vs the State



Spring 2024 NJGPA Test Administration: Graduation Ready: Two Year Comparison [2023 vs 2024]

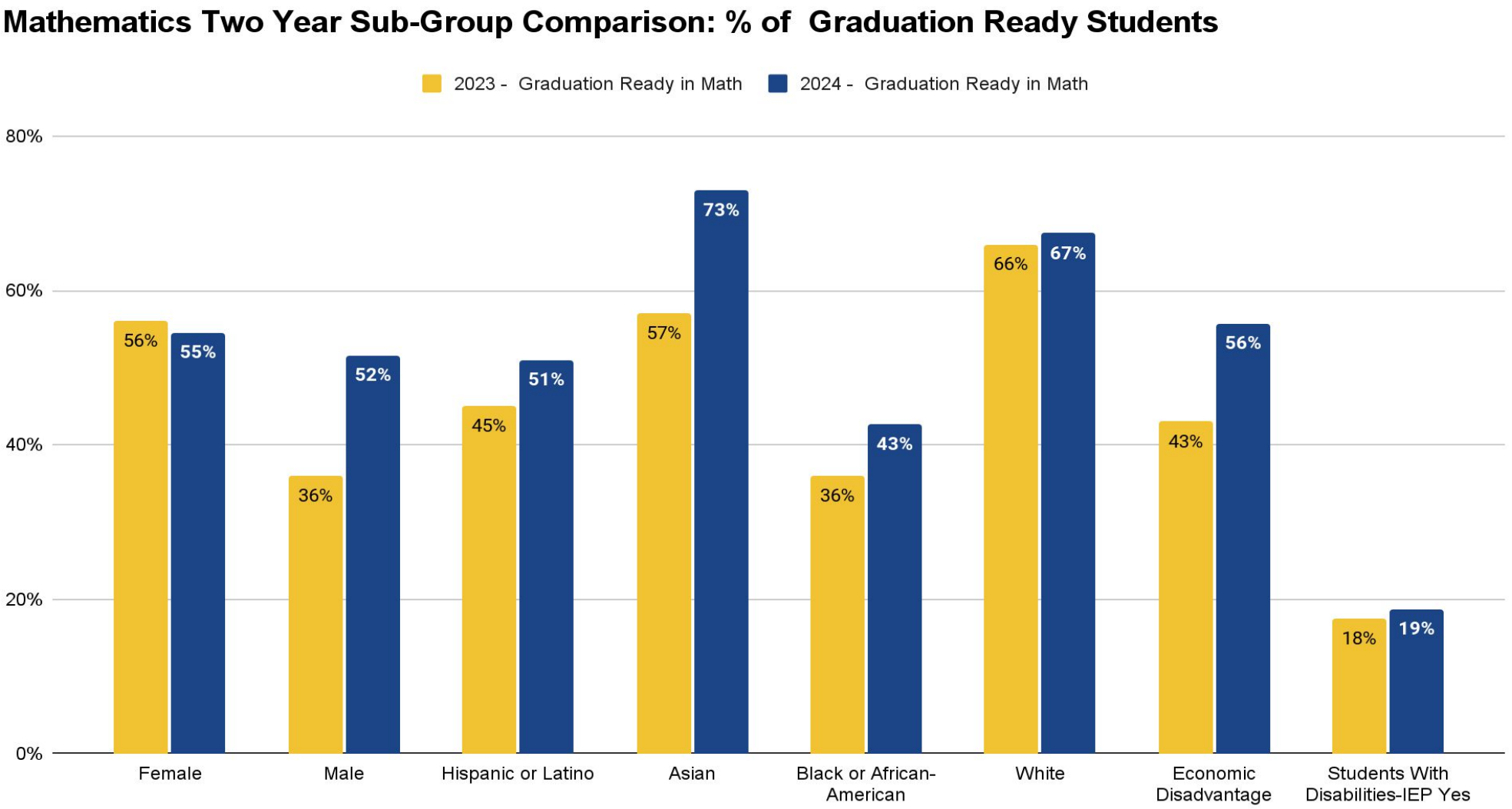


NJGPA: English / Language Arts - Two Year Subgroup Comparison



New Jersey Graduation Proficiency Assessment: Subgroup Comparison

NJGPA: Mathematics - Two Year Subgroup Comparison



New Jersey Graduation Proficiency Assessment

Graduation Requirements

Current Senior Class: Class of 2025

If, after completing the New Jersey Graduation Proficiency Assessment in grade 11, students do not demonstrate proficiency by passing the ELA or Mathematics 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.

Meeting the Assessment Requirements

** New Initiative*

July 2024

Teaneck High School ACCUPLACER Assessment

Teachers worked with groups of students over the summer to take the ACCUPLACER assessment, clearing 20% of students in mathematics and 17% of students in ELA who needed an alternative assessment for graduation.

October 2024

Retake the New Jersey Graduation Proficiency Assessment

Eligible seniors who have not yet taken the NJGPA will take the Graduation Proficiency Assessment during the October testing window.

September 2024 to January 2025

Pathways offered to take alternative Assessments

Eligible seniors will continue to work with the school counseling department to determine alternative assessments to meet the graduation requirements, if needed. *Coordination of alternative assessments will continue for any senior who is yet to be graduation ready.*

Current Seniors: Class of 2025

NJGPA ELA Instructional Planning

Current Junior Class: Class of 2026

Item Analysis and Supporting Content

- Department meetings will be used to review NJGPA question types, and complete an item analysis in support of addressing the three key standards of focus.

    - RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
    - RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
    - RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

NJGPA Mathematics Instructional Planning

Current Junior Class: Class of 2026

Item Analysis and Supporting Content

- Department meetings will be used to review the question types, and complete an item analysis in support of sharpening content area instruction in Algebra 1, Geometry, and Algebra II.

Increasing Opportunities to Engage in Rich Mathematics Tasks:

- We will continue to work on opportunities for students to engage in rich mathematical tasks in the classroom. Rich mathematical tasks engage scholars in sense-making of **content standards** through **multi-part items** that require high levels of **critical thinking, reasoning, mathematical modeling,** and **problem-solving**.

Focused Skill Review

- After students take the NJGPA LinkIt Benchmark Assessment in September, the Supervisor of Mathematics will identify the top 6 skills in need of remediation and will assign practice assignments via Delta Math to each student.
  - Teachers will provide mini-lessons on these previously learned topics in their courses to support student work.
  - Students will be re-assessed in January to determine the effectiveness of the intervention and to identify any new areas needed to target.

Questions