Perth Amboy Public Schools State Assessment Results

Board of Education Presentation
August 29, 2024

State Assessment Reporting Requirements

Districts must report statewide assessment results to local school boards. This report includes the results of the following statewide assessment:

- New Jersey Graduation Proficiency Assessment (NJGPA)

As per the NJ Department of Education, Districts must report statewide assessment results to local school boards within 60 days of receipt. This includes the NJGPA for English Language Arts and Mathematics. The report must include aggregated and disaggregated subgroup data, comparative analyses, and appropriate intervention strategies.

New Jersey Graduation Proficiency Assessment (NJGPA) Scores

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

New Jersey Graduation Proficiency Assessment (NJGPA)

- The NJ Department of Education stated in the January 18, 2023 Broadcast Memo that all students in grade 11, including students with disabilities whose IEP states that they are not eligible for the alternative assessment (DLM), must take the ELA and mathematics component of the NJGPA to meet the high school graduation assessment requirement.

- On May 3, 2023, the New Jersey State Board of Education approved the proficiency level cut score for the ELA and mathematics components of the NJGPA. The graduation ready cut score for ELA is ≥ 725 and the graduation ready cut score for Math is ≥ 725.

Graduation Requirements for Classes of 2023-2025

First Pathway

Students must take and demonstrate proficiency in grade 11 on the NJGPA, which includes content aligned to the grade 10 New Jersey Student Learning Standards (NJSLS) in ELA, and the NJSLS in Algebra 1 and Geometry.

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

Second Pathway

Students who sat for the NJGPA in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics by meeting the designated cut score on one of the assessments on the menu of substitute competency tests in the table for the second pathway (below).

English Language Arts	Mathematics
One of the following: ● 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:* ● 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

NJGPA Performance Levels

NJGPA - ELA and Math

Level 1: Not Graduation Ready

Level 2: Graduation Ready

NJGPA Proficiency by Content: Historical Comparison

Content Area	2021-2022 School Year*		2022-2023 School Year		2023-2024 School Year	
	Not Yet Graduation Ready	Graduation Ready	Not Yet Graduation Ready	Graduation Ready	Not Yet Graduation Ready	Graduation Ready
NJGPA ELA - PAPS	76.6%	23.4%	38.3%	61.7%	50.5%	49.5%
NJGPA ELA - NJ	60.6%	39.4%	19.5%	80.5%	18.4%	81.6%
NJGPA Math - PAPS	78.5%	21.5%	77.7%	22.3%	79.9%	20.1%
NJGPA Math - NJ	50.5%	49.5%	45.0%	55.0%	45.3%	54.7%

*The legislation signed by Governor Murphy on July 5, 2022 required the State Board of Education designate the NJGPA administered in Spring 2022 as a field test.

NJGPA 2023-2024 Proficiency by Subgroup

Subgroup	NJGPA - ELA		NJGPA - Math	
	Not Yet Graduation Ready	Graduation Ready	Not Yet Graduation Ready	Graduation Ready
Schoolwide	50.5%	49.5%	79.9%	20.1%
White	*	*	*	*
Hispanic	50.8%	49.2%	80.0%	20.0%
Black or African American	45.2%	54.8%	87.0%	13.0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska	*	*	*	*
Two or More Races	*	*	*	*
Economically Disadvantaged	51.8%	48.2%	80.1%	19.9%

Targeted Interventions and Programs to Enhance English Language Arts

Countdown to Success: Countdown to success provides standard-based instruction of ELA power standards for students in grade 11 to ensure that they are prepared for the NJGPA by exposing students to released items.

Compass PD: Provides 23 days of professional development and coaching to high school ELA, ESL and Social Studies teachers on effective reading and writing strategies.

Albert.iO: Provides practice reading passages and questions aligned to the NJSLS and the NJGPA that teachers can assign and review with students throughout the school year.

Targeted Interventions and Programs to Enhance Math

Math Initiative: Year 3 of the Math Initiative is being implemented during the 2024-25 School Year. The math initiative is focused on the shift of the teacher becoming a facilitator in the classroom. The shift in practice will focus on students engaging in reasoning and problem solving, math discourse, and real world applications through the implementation of resources and instructional framework. As a part of the Math Initiative, students in Algebra 1, Geometry and Algebra 2 will continue to utilize Carnegie Learning as the Core Mathematics resource.

Countdown to Success/Math Checkpoints: Each content level planning guide focuses on major standards to be reviewed/covered to prepare our students for the NJSLA and NJGPA in the Spring. Daily instruction prepares students for the rigor of the NJSLA and NJGPA through exposure to high level tasks that require reasoning. End of unit checkpoints use similar test items to integrate spiral review and formative assessments to provide teachers with data to show progress towards the NJSLA and NJGPA.

Targeted Instruction: Targeted math instruction is a component of the math instructional framework. This allocated time will continue to be used to address students' individual needs. As a part of targeted math instruction, all students in grades 6-12 will use Mathia.

Professional Development to Enhance Math

Teachers will continue to receive professional development on the implementation of Carnegie Learning/Mathia.

Teachers will participate in onsite coaching sessions in each building throughout the school year with Carnegie Learning.

Teachers will receive additional training on how to interpret MathIa and Benchmark data and use it to drive instruction during after school meetings.

Curriculum and Instruction will continue to support teachers during PLCs and after school meetings on the implementation of the math initiative, framework and resources.

Targeted Interventions, Programs, and Professional Development to Enhance Special Education

Unique Learning Systems: Coaching for teachers assigned to self-contained classrooms will be provided to more effectively use this resource to design specialized instruction aligned to grade level standards.

Focus on Universal Design for Learning principles for staff Professional Development: Universal design for learning (UDL) is a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary barriers in the learning process. Building Administration has been equipped during professional development sessions with resources and padlets to share with their staff, including UDL look fors for walk-throughs.

ACCESS for English Language Learners and Alternate ACCESS for English Language Learners

WiDA®
CONSORTIUM
ACCESS for ELLs®

ACCESS for ELLs 2.0®

- **A**ssessing **C**omprehension and **C**ommunication in **E**nglish **S**tate-To-**S**tate
- Measure academic English in all four language domains:
  - Reading
  - Writing
  - Speaking
  - Listening
- **3,245** students district-wide were administered the ACCESS for ELLs exam during the 23-24 school year

Alternate ACCESS for ELLs 2.0®

- Also assesses in 4 language domains
- Provides a paper based test individually administered to students in grades 1-12 who are identified as Multilingual Learners (MLs) who have significant cognitive disabilities.
- Intended for MLs who participate, or who would be likely to participate, in the Dynamic Learning Map Assessment in lieu of the NJSLA (DLM)
- **17** students district-wide were administered the Alternate ACCESS for ELLs exam during the 23-24 school year

WiDA®
CONSORTIUM
ACCESS for ELLs®

ACCESS Levels of Proficiency

6-REACHING	Knows and uses social and academic language at the highest level measured by the ACCESS for ELLs
5-BRIDGING	Knows and uses social and academic language working with grade level material
4-EXPANDING	Knows and uses social English and some technical academic language
3-DEVELOPING	Knows and uses social English and some specific academic language with visual and graphic support
2-EMERGING	Knows and uses some social English and general academic language with visual and graphic support
1-ENTERING	Knows and uses minimal social language and minimal academic language with visual and graphic support

Number of Students at Each English Proficiency Level by Grade

Grade Level	Total Tested	1-Entering	2-Emerging	3-Developing	4-Expanding	5-Bridging	6-Reaching
Kindergarten	408	301	57	35	14	0	0
1st	257	150	62	39	5	0	0
2nd	371	111	123	113	22	1	0
3rd	314	83	87	110	30	3	0
4th	279	54	59	89	67	10	0
5th	254	64	49	61	69	10	1
6th	240	60	79	89	12	0	0
7th	207	75	54	64	14	0	0
8th	202	58	42	72	28	2	0
9th	180	53	55	53	18	1	0
10th	193	68	53	67	5	0	0
11th	180	71	49	50	10	0	0
12th	147	63	45	35	4	0	0
OOD	13	1	10	2	0	0	0

Supports to Enhance Bilingual/ESL Education

ACCESS Scores will be distributed to all Bilingual and ESL practitioners in the district to drive instruction. The focus will be on reading, speaking and writing since ACCESS data shows these three language domains as opportunities for growth.

Sheltered English Instruction (SEI) Training will continue to be offered to teachers throughout the district. The training consists of 15 hours of professional development.

Continued Professional Development for bilingual and ESL staff on Effective Teaching Strategies for Emergent Multilinguals, ESL curriculum and data analysis will be provided throughout the school year.

Continued Achieve 3000 implementation in secondary classrooms. Achieve 3000 is a supplemental reading program that provides individualized reading lessons to MLs. MLs exceeded Lexile level growth expectations in the past academic school year.

Implementation of new ESL curriculum for grades K-12. The new ESL curriculum is aligned to New Jersey English Language Arts standards and English Language Development Standards.

"Every Test Score Has a Story and Within in it Lies the Potential of a Child."

Unknown