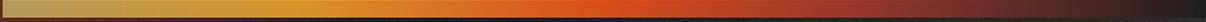




Annual Statewide
Assessment
Administration
Presentation
2024-25 SY



July 25, 2024

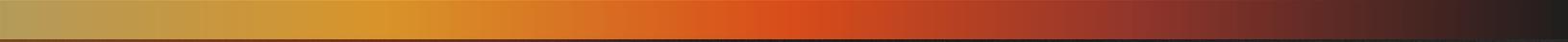


Table of Contents

1.

NJGPA Overview

2.

Performance HH vs State

3.

Subgroup Data

4.

3-Year Trend Analysis

5.

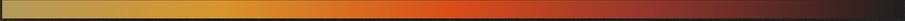
ACCESS
2.0

6.

Interventions/Strategies &
Professional Learning



1.
NJGPA
Overview



NJGPA Overview

The New Jersey Graduation Proficiency Assessment (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.

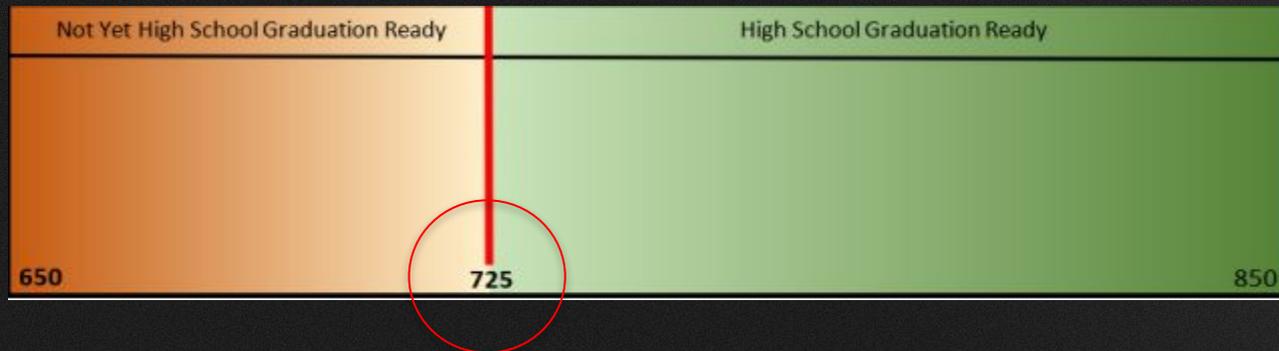
The Mathematics component is aligned to Algebra I and Geometry standards.

NJGPA Cut Score

The New Jersey Department of Education (NJDOE), New Meridian, and New Jersey Technical Advisory Committee (NJTAC) recommend the demarcation between “Not Yet High School Graduation Ready” and “High School Graduation Ready” is a set a minimum of 725 for both the ELA and mathematics components of the assessment.

This recommended cut score aligns with the statutory requirements that the graduation proficiency assessment measures the core skills all students must possess in order to be graduation ready.

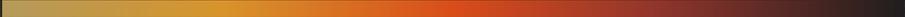
NJGPA Scale





2.

Performance
Comparison
HH vs. State



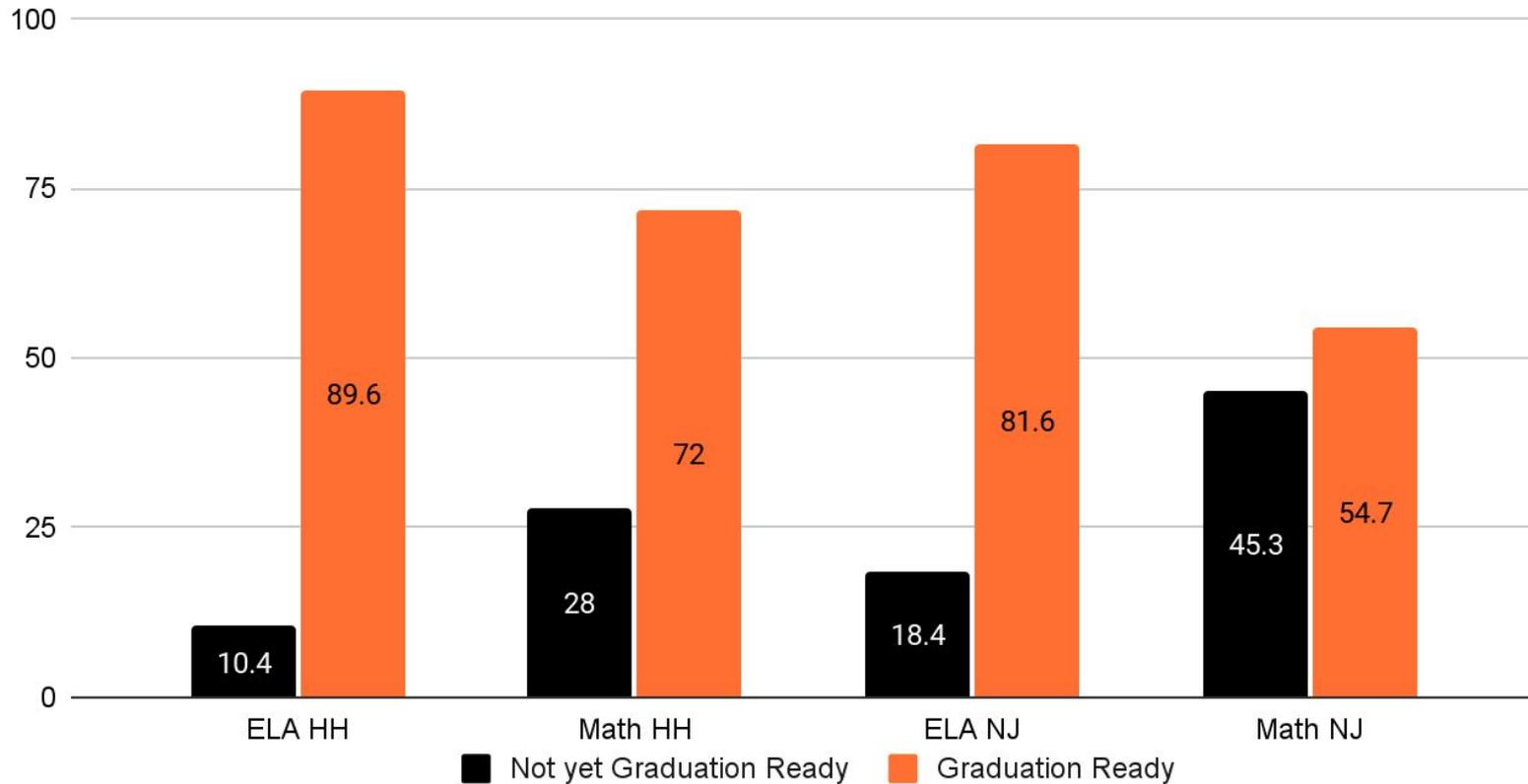
Performance Comparison HH vs. NJ

Content Component	Participation Rate HHS	Graduation Ready, HHS	Graduation Ready, NJ	Not Yet Graduation Ready, HHS	Not Yet Graduation Ready, NJ
English Language Arts (ELA)	100%	89.6%	81.6%	10.4%	18.4%
Mathematics	100%	72%	54.7%	28%	45.3%

Data Comparison HH vs. NJ

Content Component	HHHS Average Score	NJ Average Score	+/-
English Language Arts (ELA)	777	767	+ 10
Mathematics	746	735	+ 11

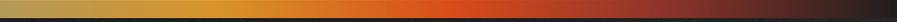
Distribution by achievement level



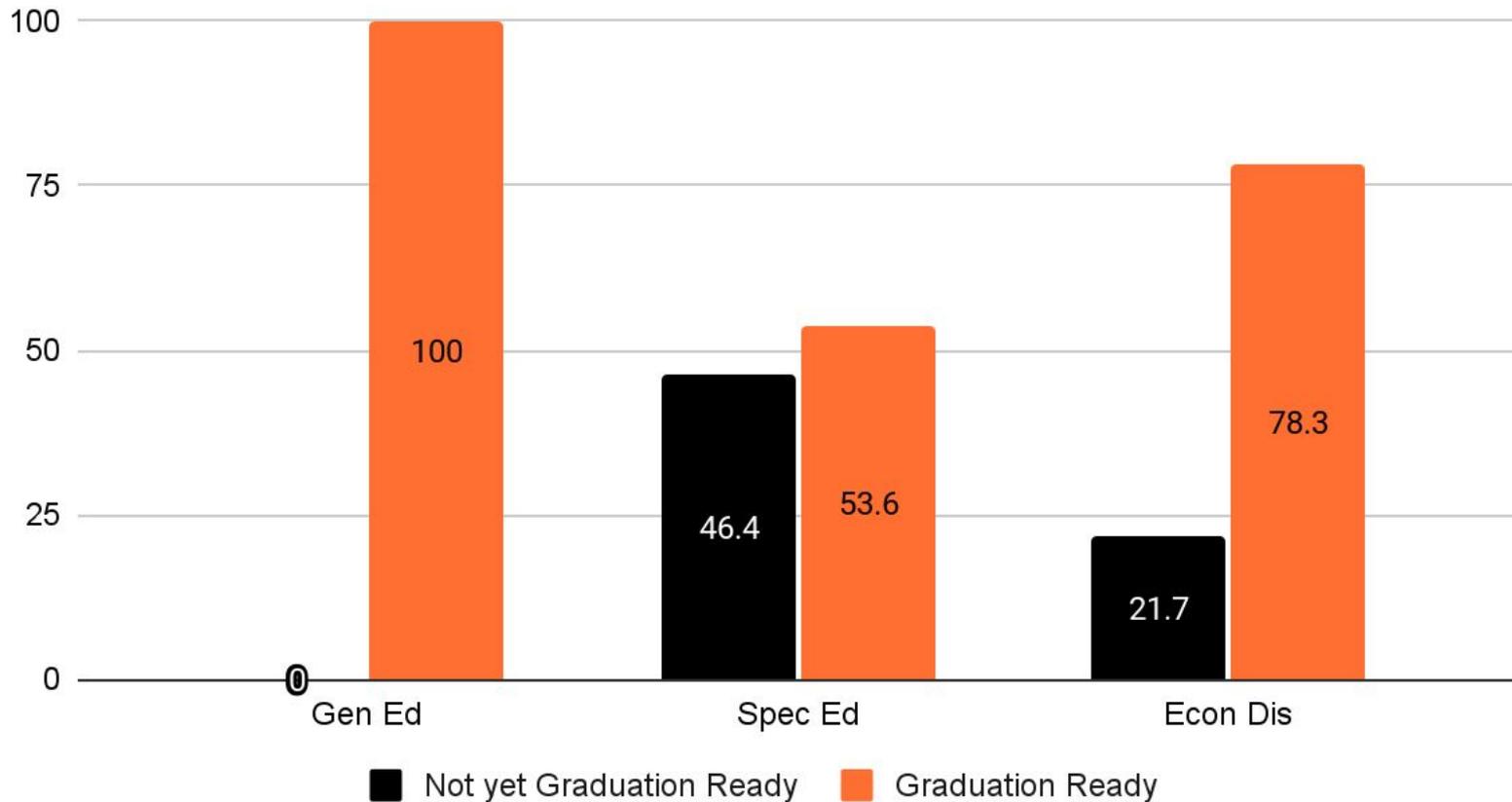


3.

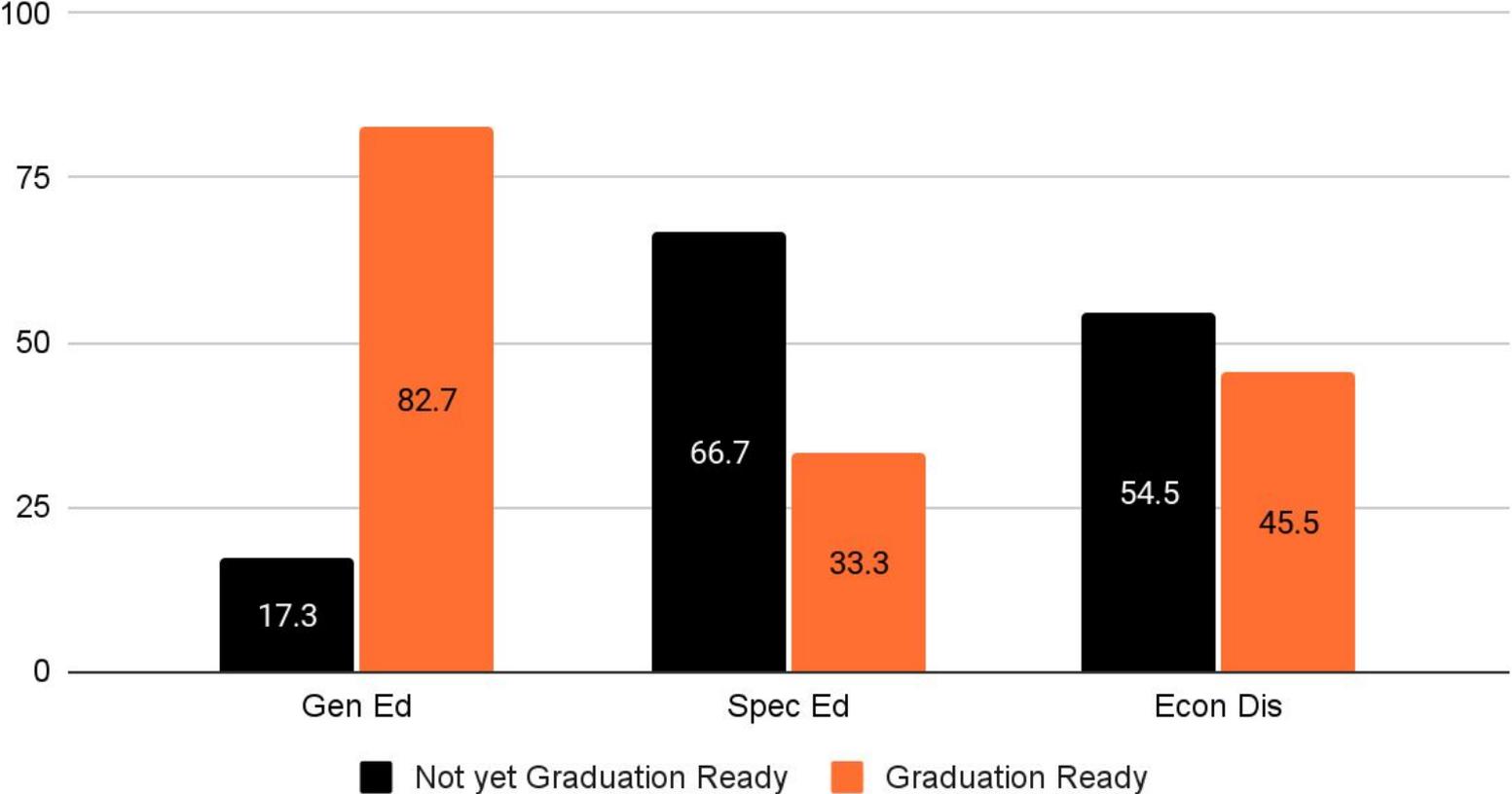
Subgroup Data



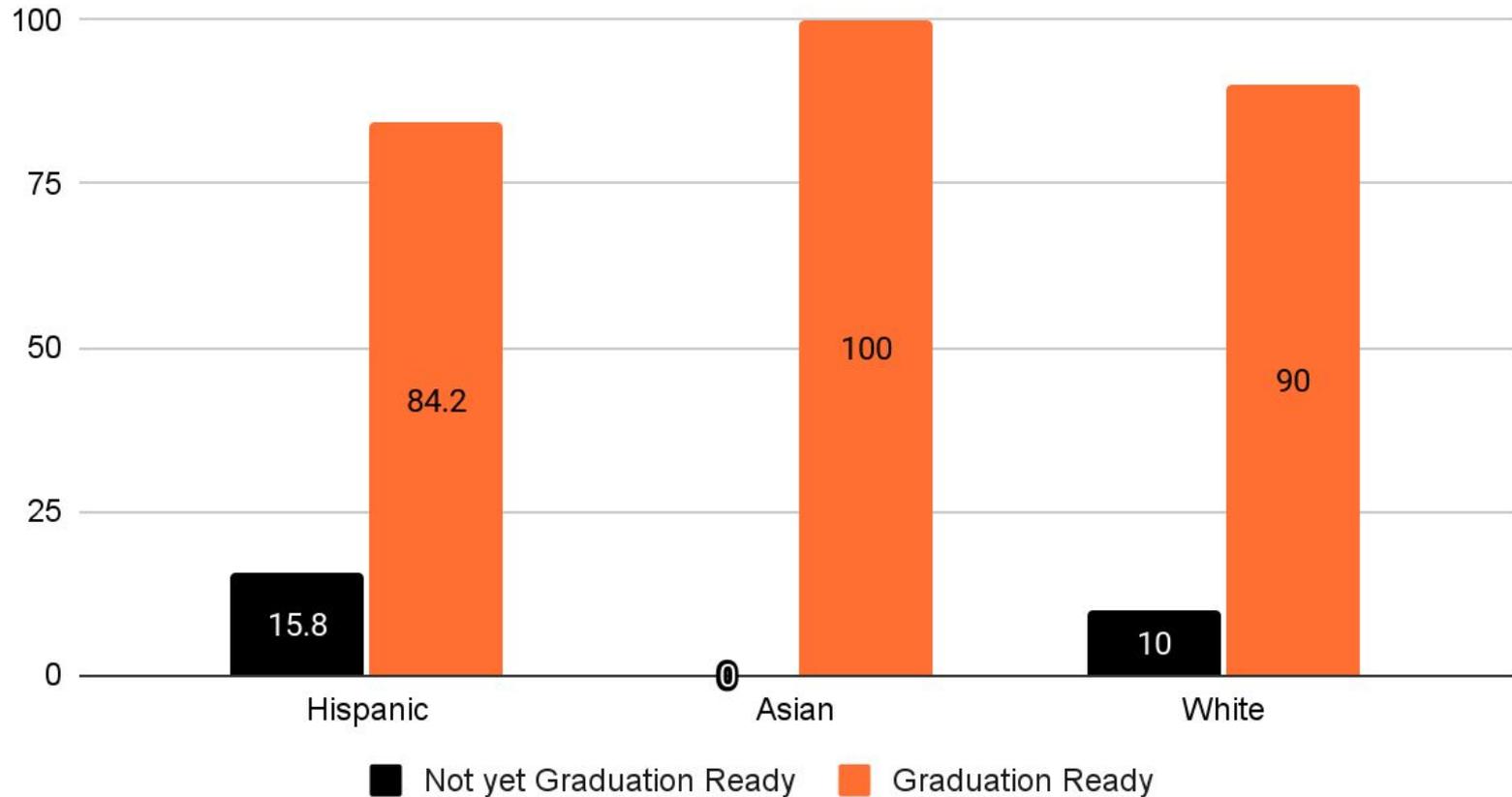
Distribution by achievement level by Program (ELA)



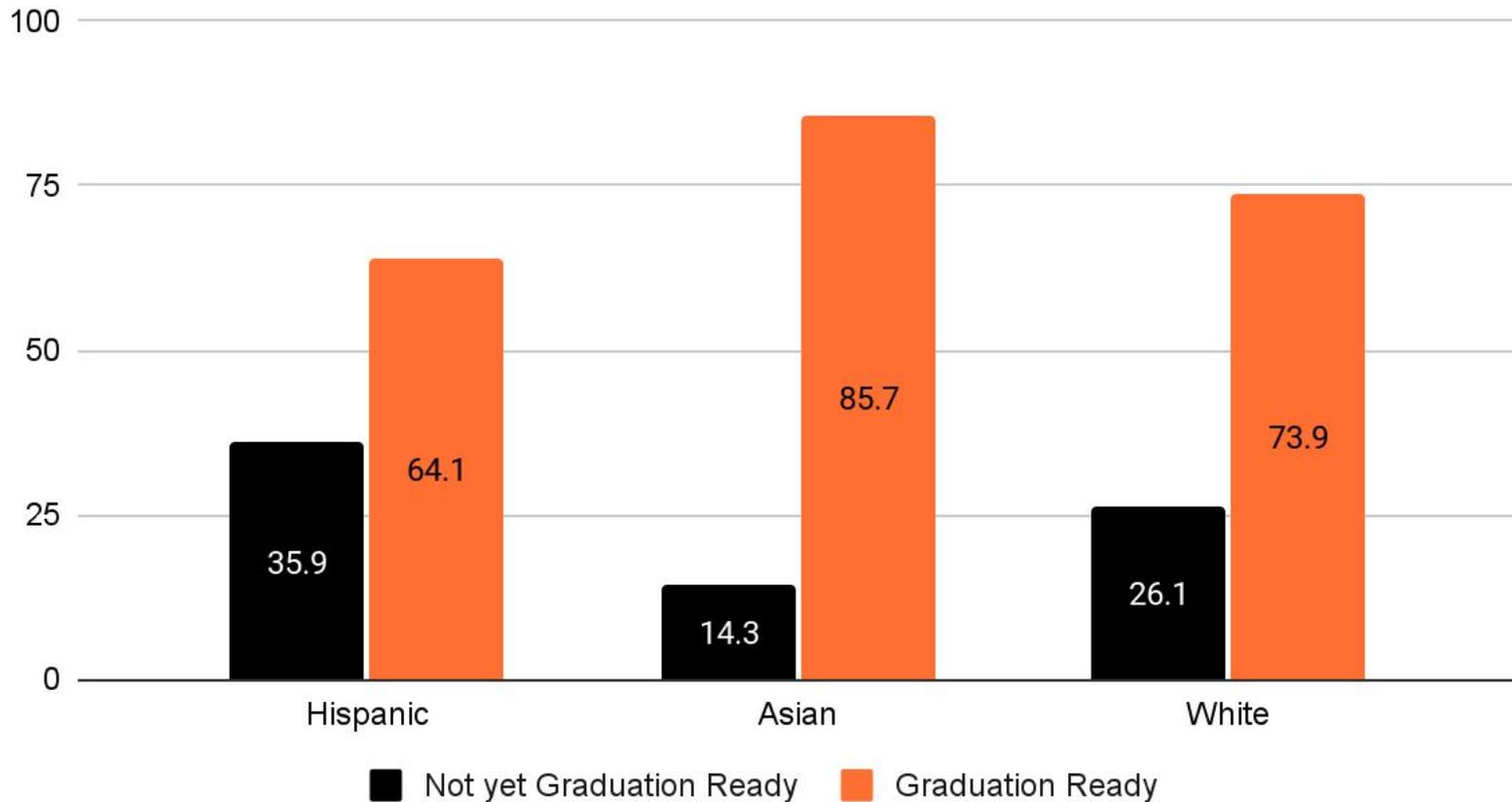
Distribution by achievement level by Program (Math)



Distribution by achievement level by Race (ELA)

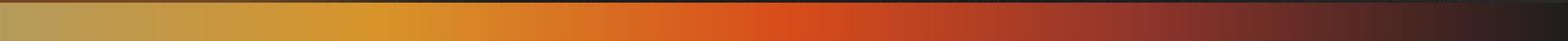


Distribution by achievement level by Race (Math)

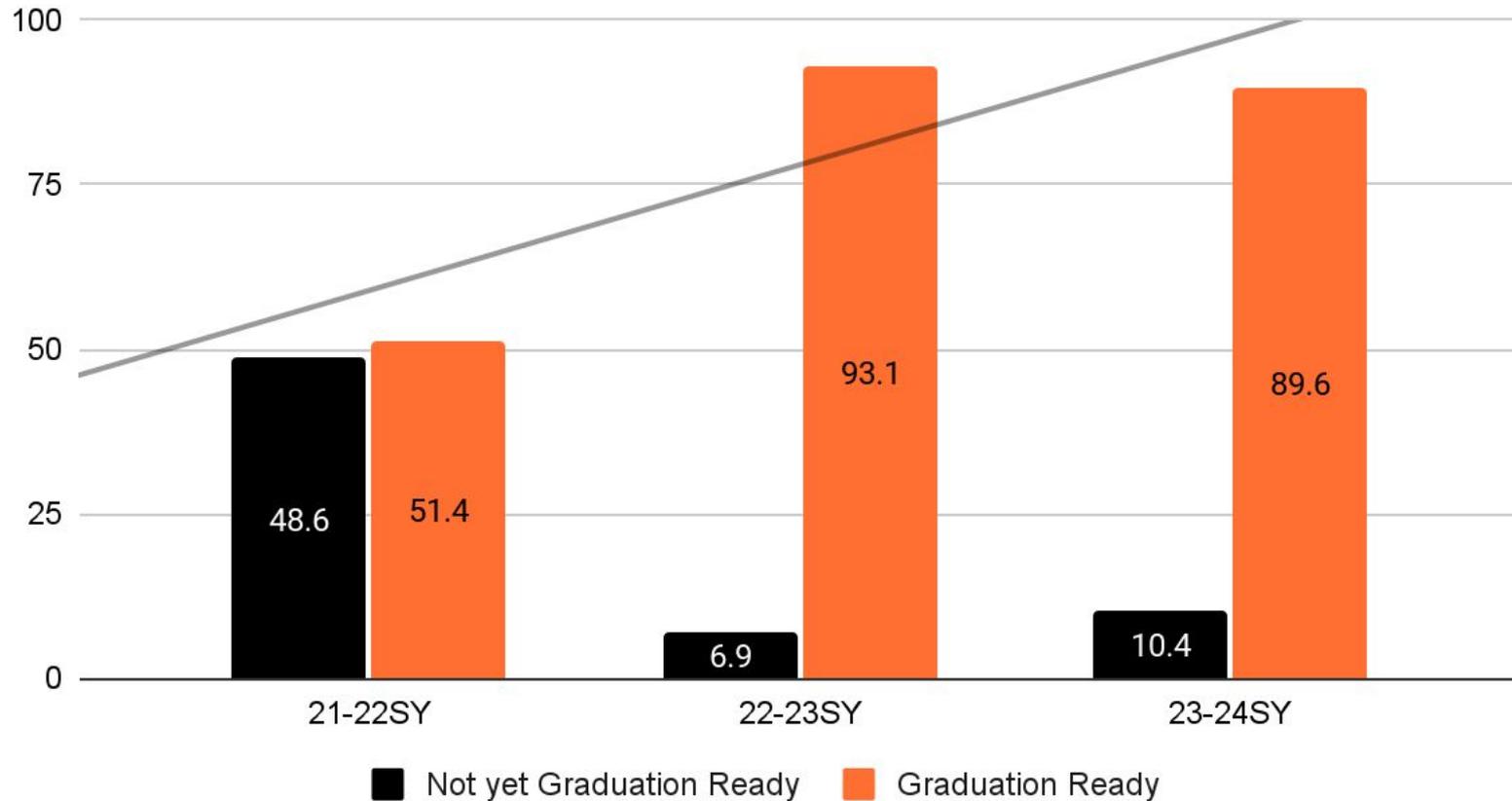




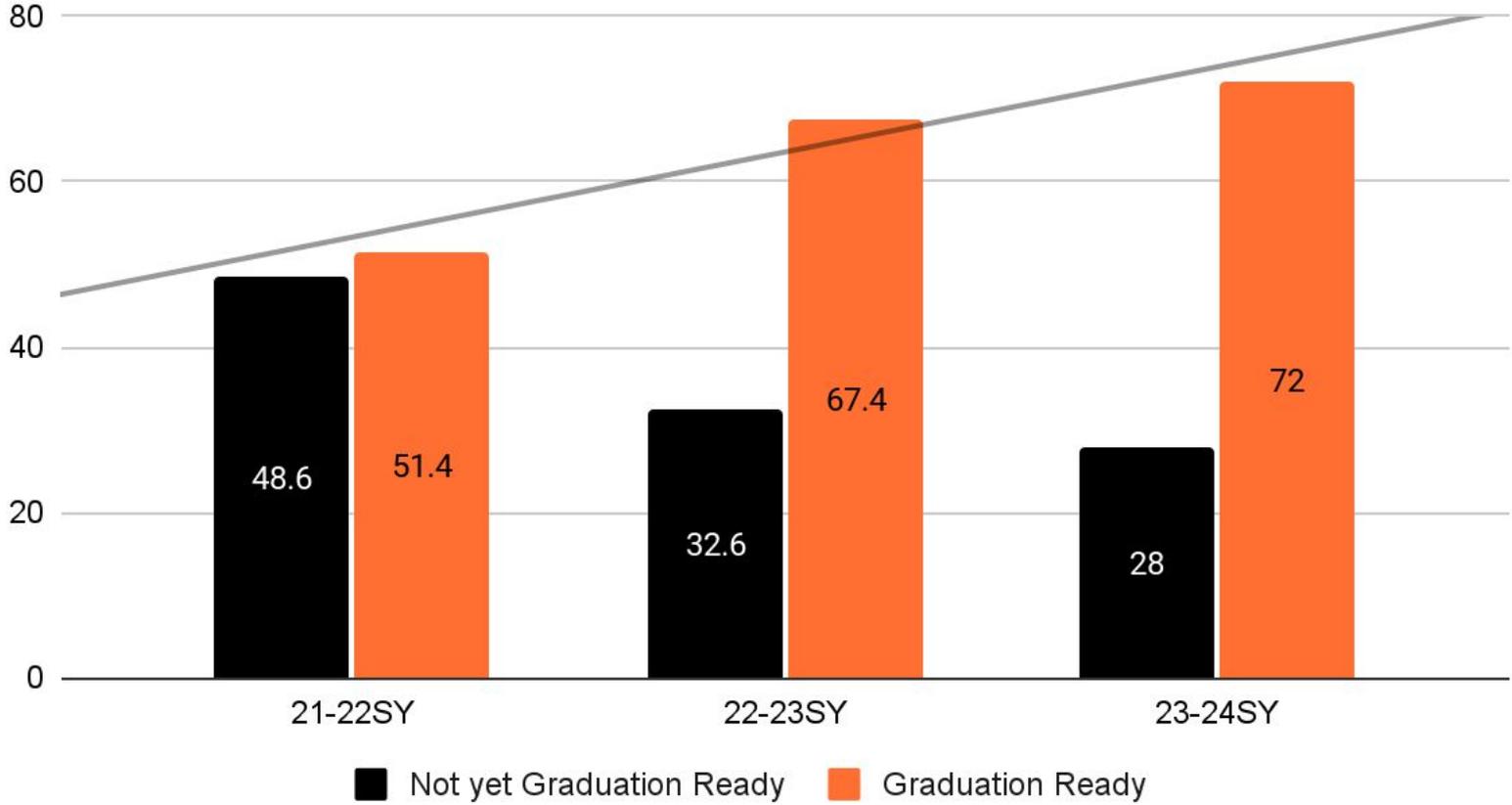
4.
3-Year
Trend
Analysis



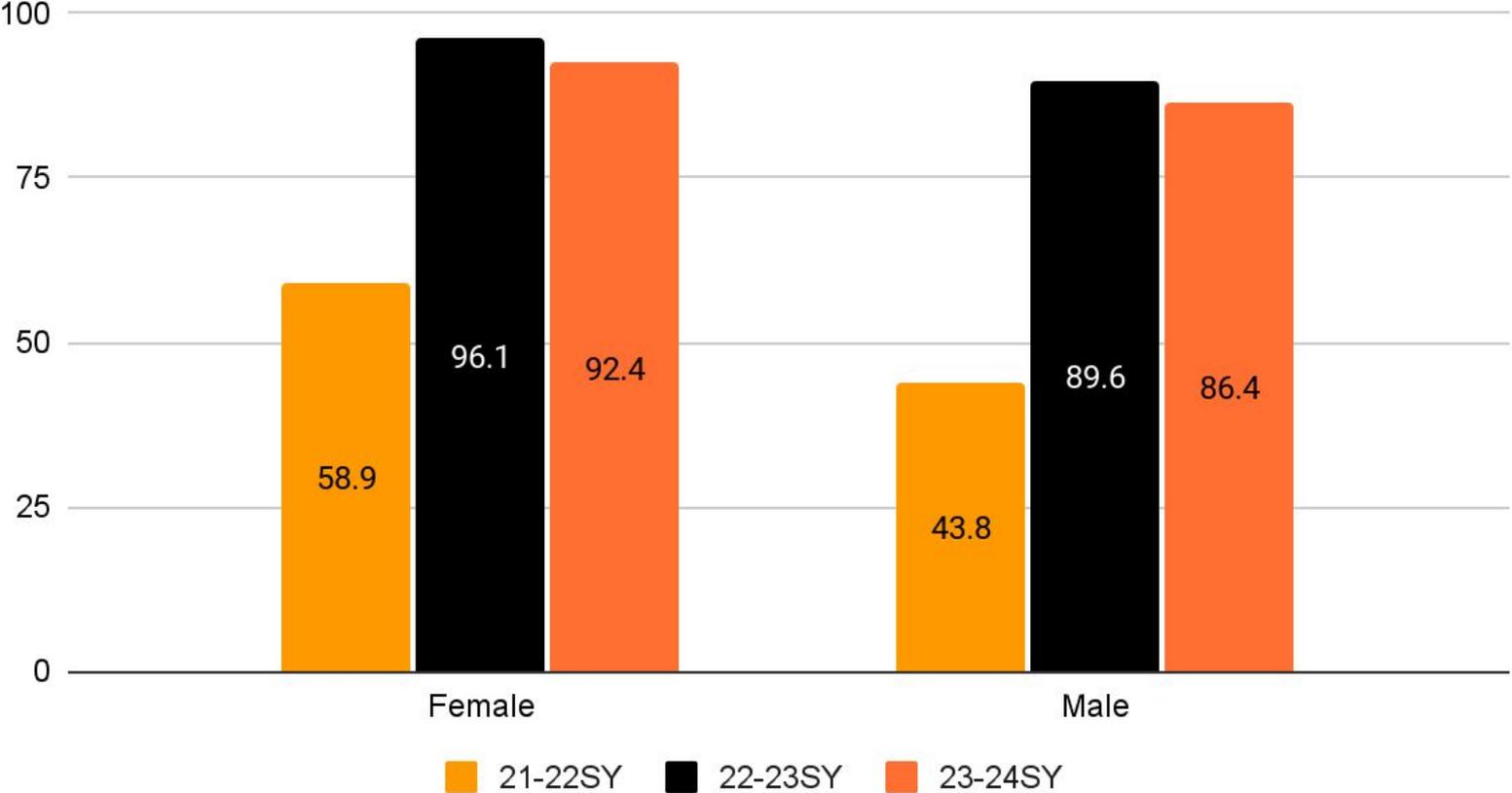
Distribution by achievement level overall (ELA)



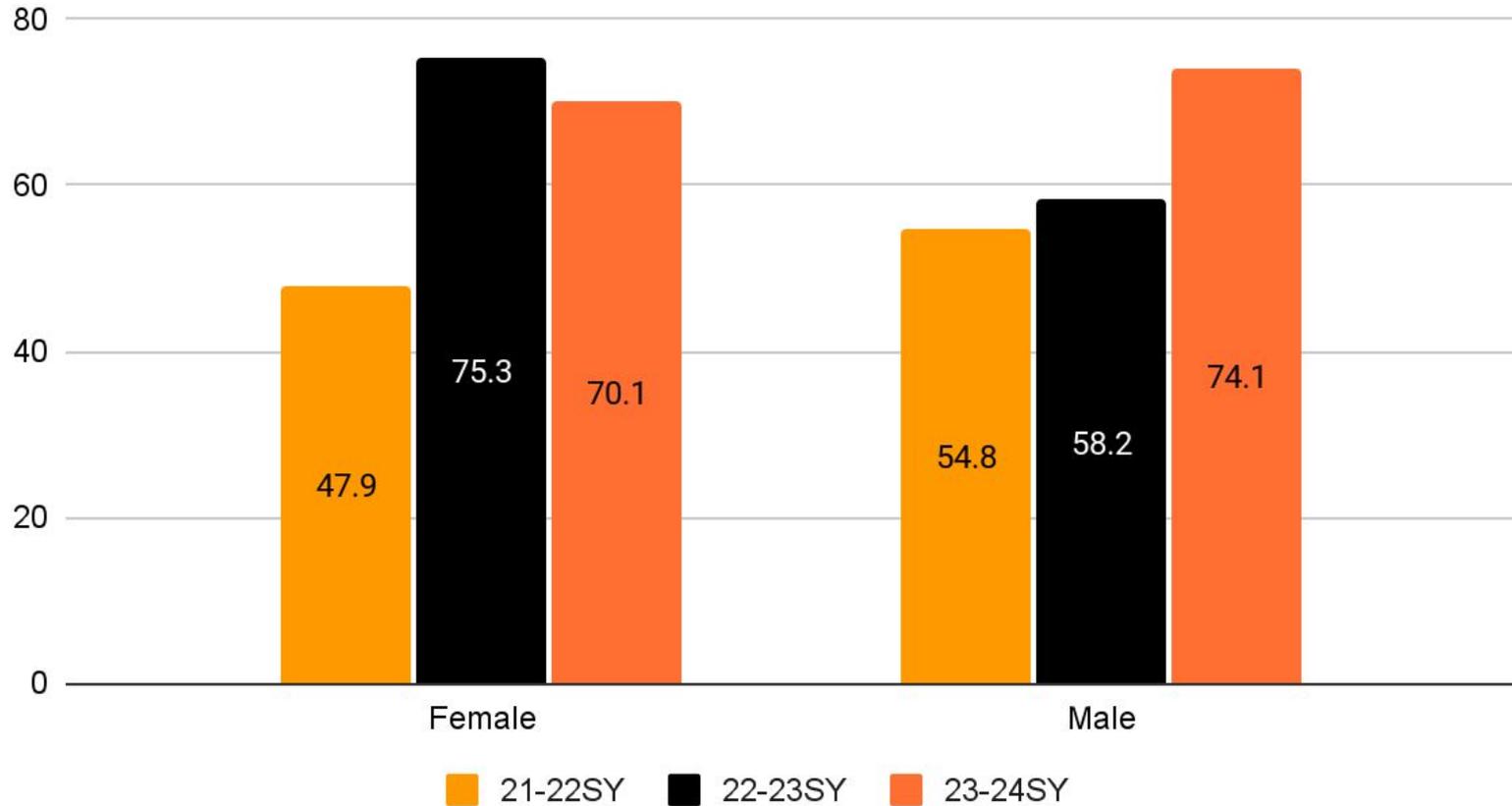
Distribution by achievement level overall (Math)



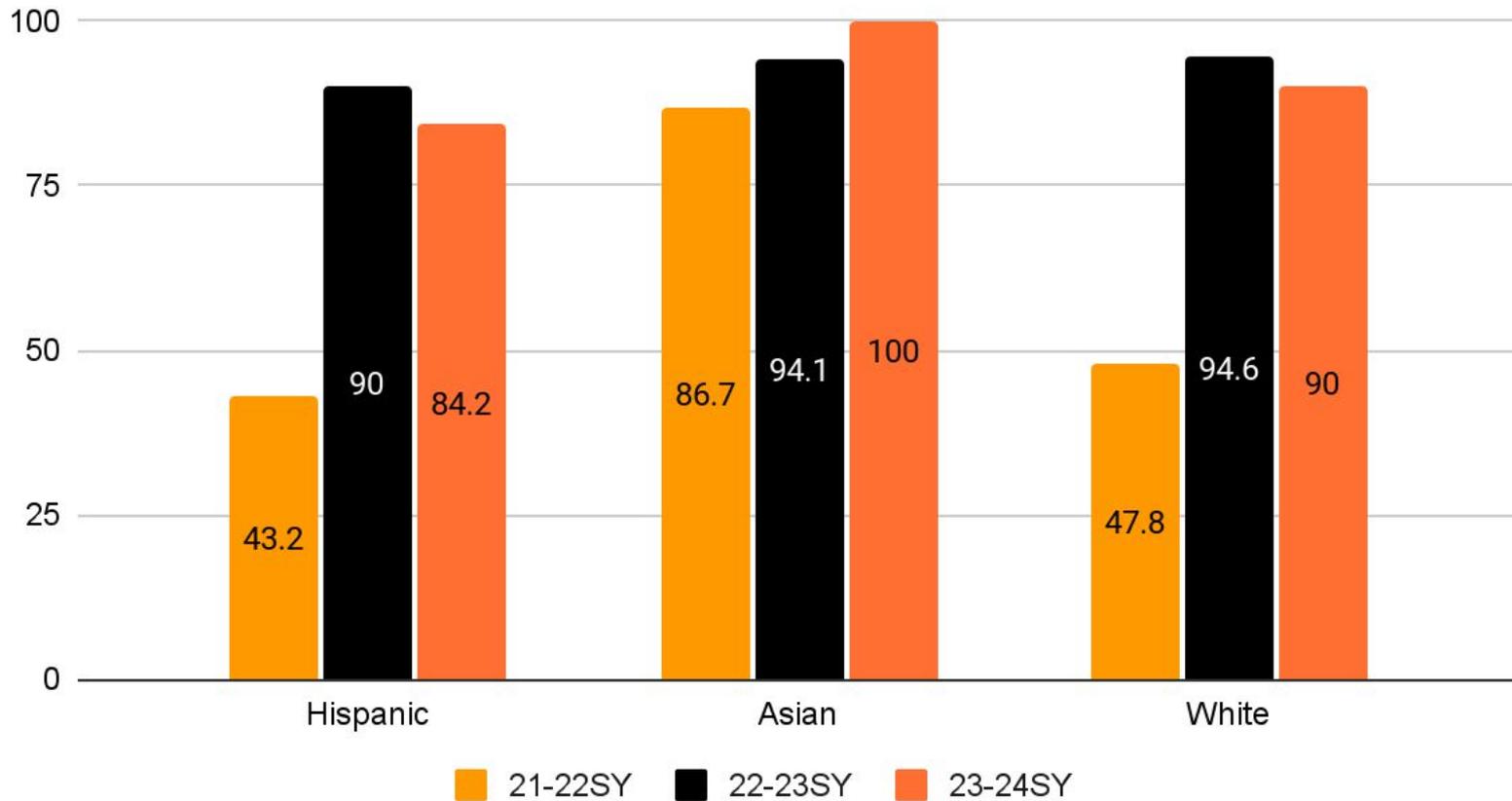
Proficiency by Gender (ELA)



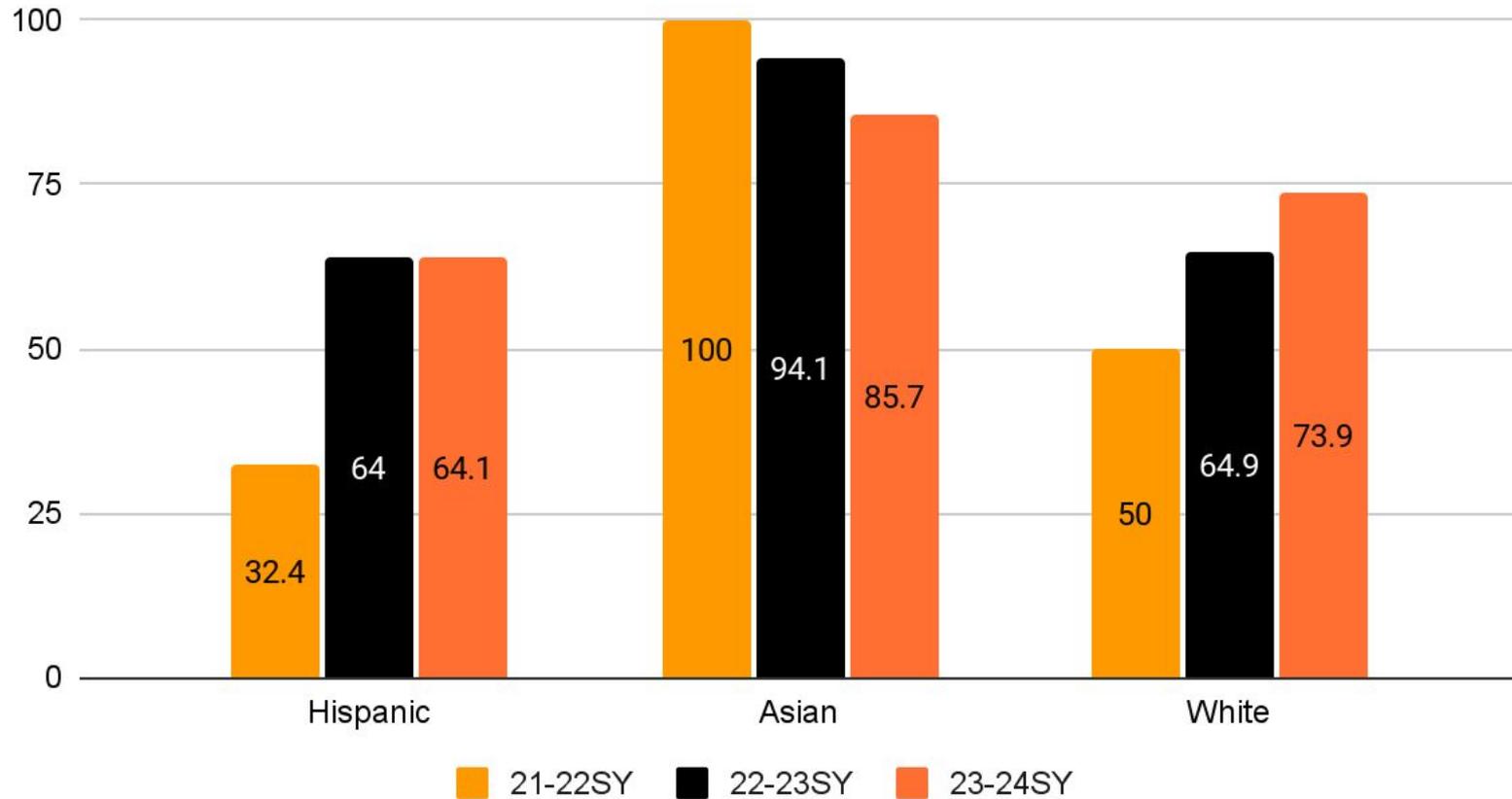
Proficiency by Gender (Math)



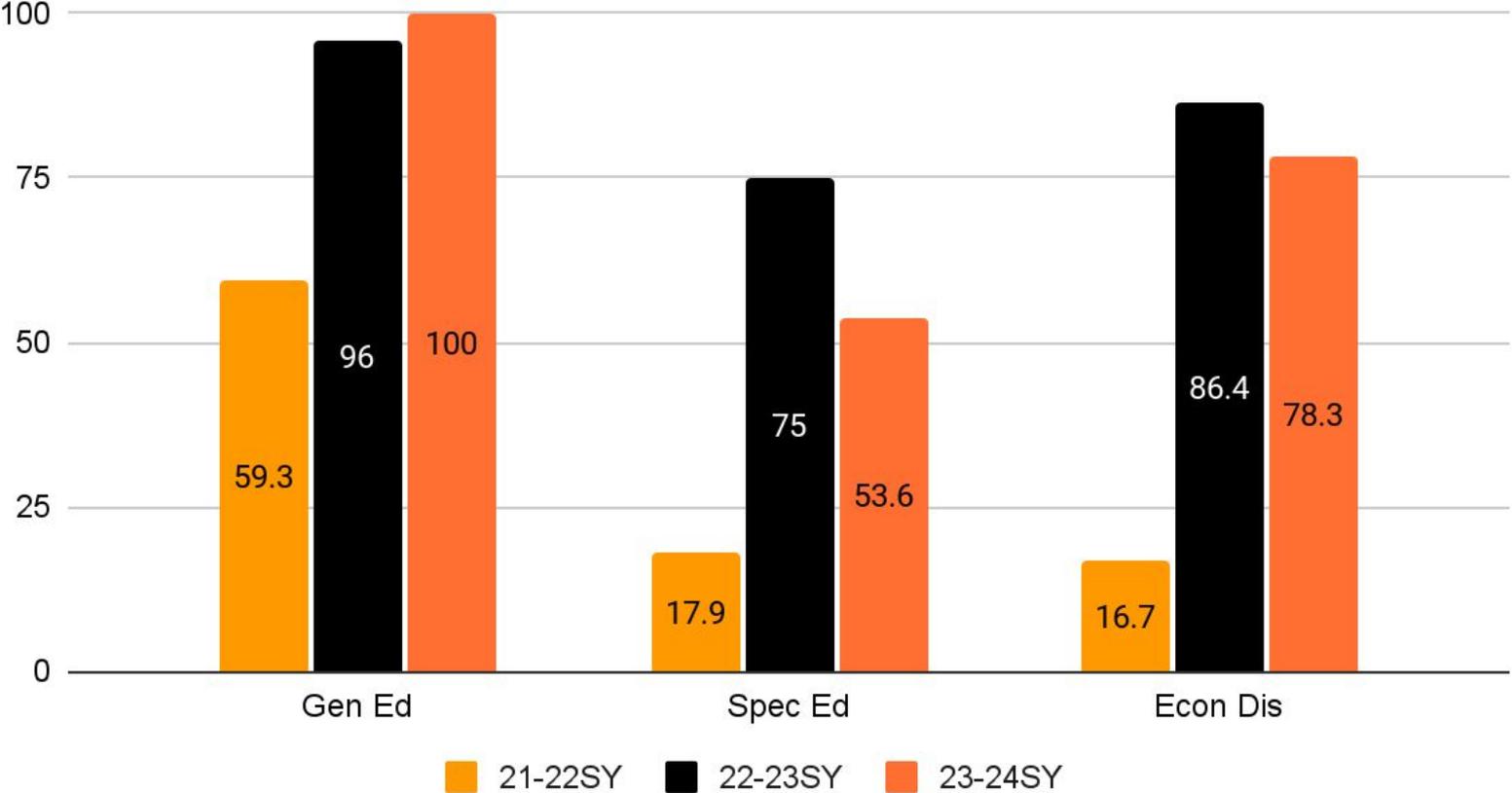
Proficiency by Race (ELA)



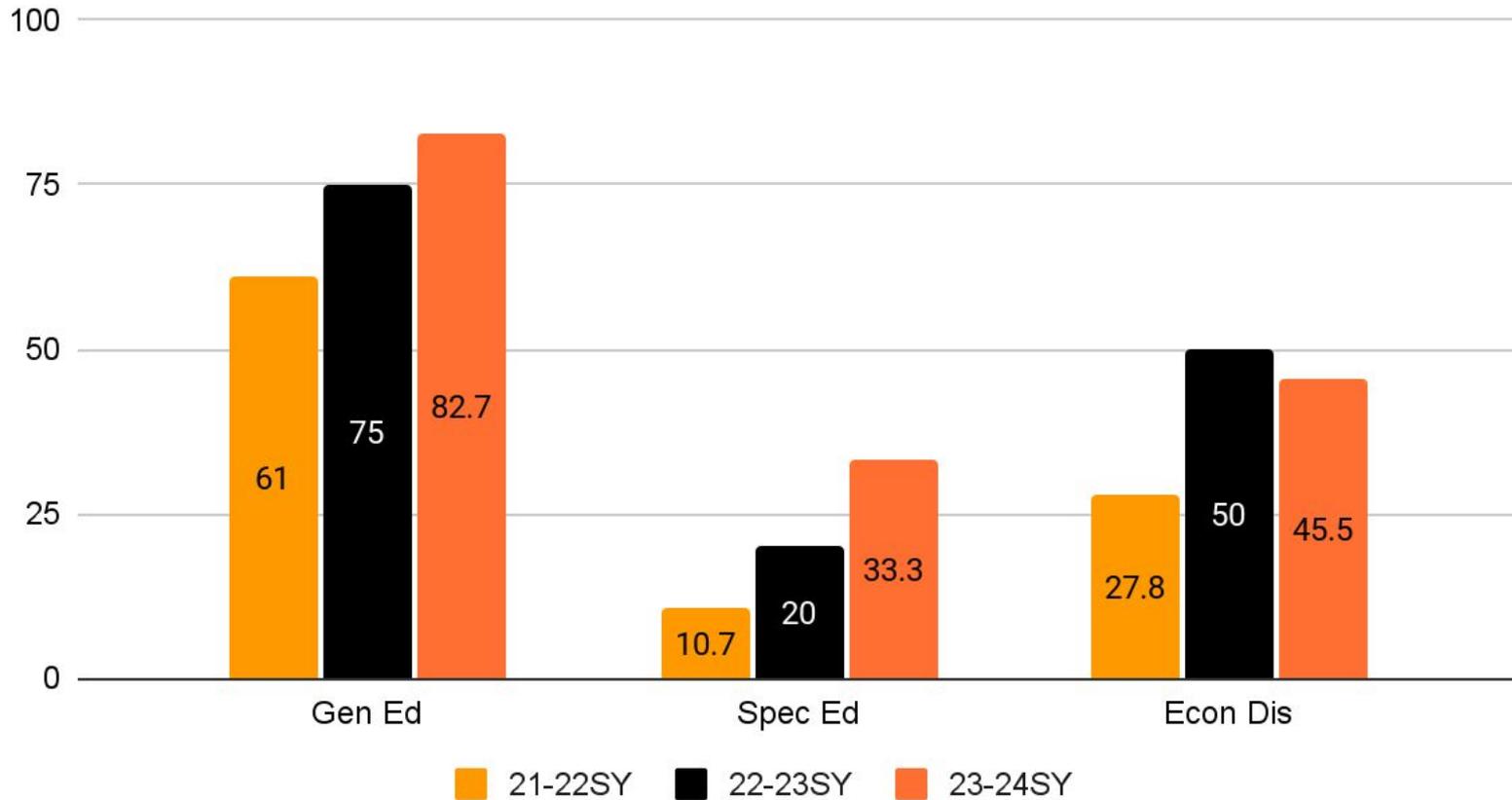
Proficiency by Race (Math)



Proficiency by Program (ELA)

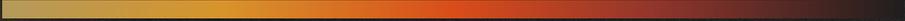


Proficiency by Program (Math)



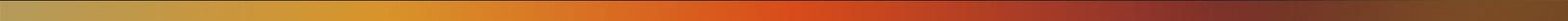


5.
ACCESS
2.0



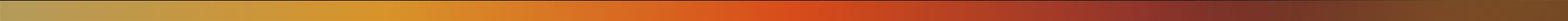
ACCESS 2.0

ACCESS for ELLs 2.0 is a secured large-scale English language proficiency assessment administered to Kindergarten through 12th-grade students who have been identified as English language learners/Multi language learners. The purpose is to help school districts monitor the English language development of students identified as English Language Learners /Multi Language Learners.

A decorative horizontal bar at the bottom of the slide, consisting of a gradient from light yellow on the left to dark orange on the right.

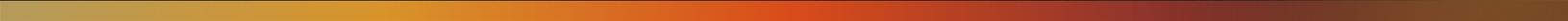
ACCESS 2.0

The assessment measured:

1. Listening skills
 2. Speaking skills
 3. Reading skills
 4. Writing skills
- 

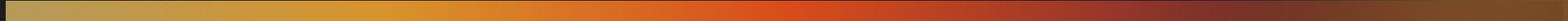
ACCESS for ELLs: English Language Proficiency Test

Proficiency Level	
1- Entering	Knows and uses minimal social language and minimal academic language with visual and graphic support
2- Emerging	Knows and uses some social English and general academic language with visual and graphic support
3- Developing	Knows and uses social English and some specific academic language with visual and graphic support
4- Expanding	Knows and uses social English and some technical academic language
5- Bridging	Knows and uses social and academic language working with grade level material
6- Reaching	Knows and uses social and academic language at the highest level measured by this test



Participation and Results

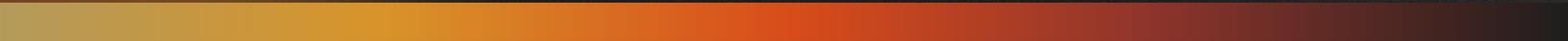
There was **100%** ESL Program Participation when administering the ACCESS 2.0 for ELLs.



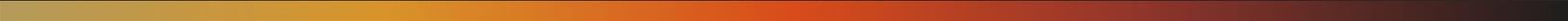


5.

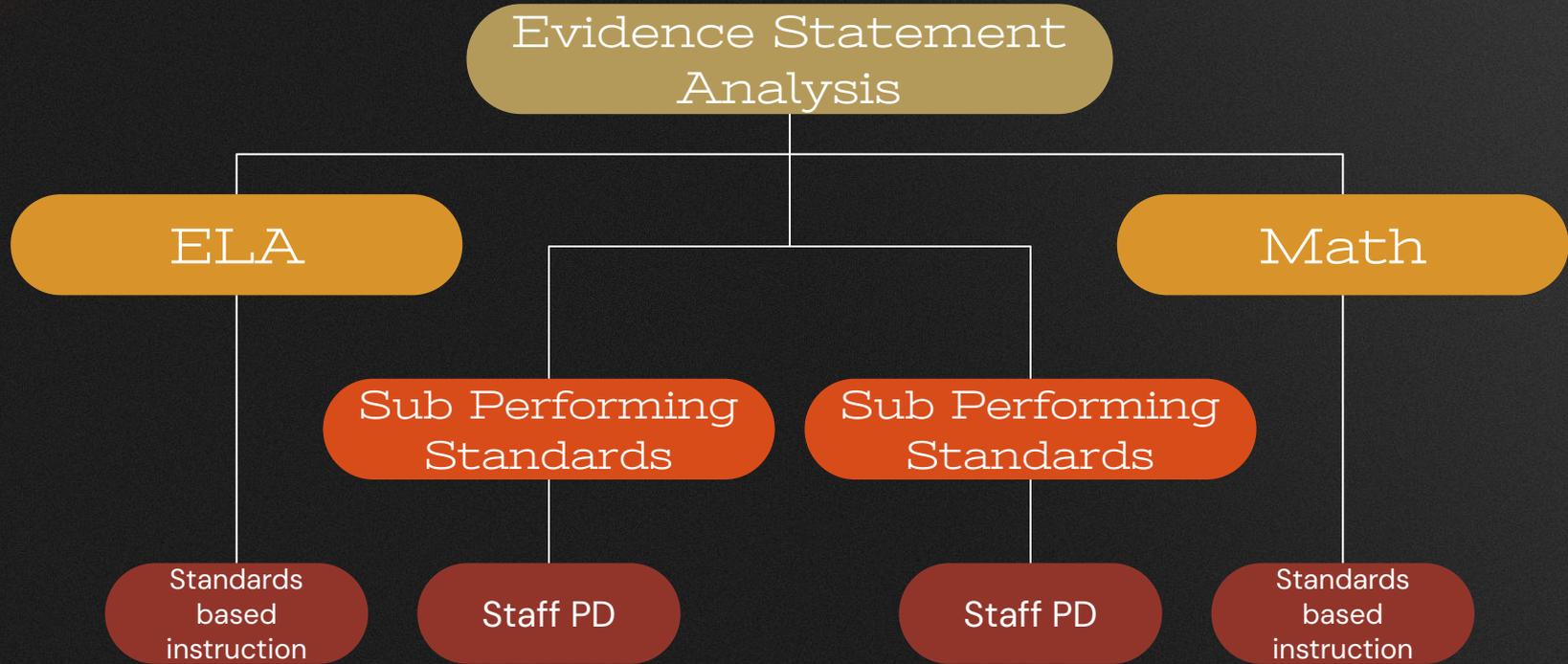
Intervention
Strategies/
Professional
Learning



Strategies/Interventions

- In-depth analysis of NJGPA evidence statements in ELA and Mathematics to identify sub-performing standards relative to the state of NJ.
 - In response to this, teachers will use the data analysis to provide focused instruction on sub-performing standards.
 - Administration of common quarterly assessments in ELA and Mathematics.
 - LinkIT analysis in tested areas to identify underperforming standards and subgroups in need of individual remediation.
 - Review of master schedule to potentially run programming to suffice identified needs in ELA and Mathematics.
- 

Strategies/Interventions



Thank You!

CREDITS: This presentation template was created by **Slidesgo**, and includes icons by **Flaticon**, and infographics and images by **Freepik**
