Irvington School District

New Jersey Graduation Proficiency Assessment (NJGPA)

Demonstrating Students Graduation Readiness

Spring 2022

Department of Assessments
And Data Analysis
December 14, 2022

- July 5, 2022, Governor Murphy signed P.L.2022, c.60 (ACS for A-3196/S-2349), which requires the State Board of Education to administer the NJGPA as a field test for the class of 2023.

- The law also prohibits the results of the NJGPA field test (First Pathway), a substitute competency test (Second Pathway), or portfolio appeal (Third Pathway) from being used as a prerequisite for graduation for students expected to graduate in the class of 2023.

- There is no graduation assessment requirement for any student who is expected to graduate with the class of 2023.

- NJGPA field test results from Spring 2022 may be used to:
  - Review curriculum and programs.
  - Identify potential focus areas in preparation for the spring 2023 administration of NJGPA to students expected to graduate in the class of 2024.
- 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 with Algebra I and Geometry standards.

English Language Arts (ELA)
Spring 2022 Administrations

Overview of the ELA Component of the NJGPA

- Includes 20 items for a total of 74 points.
- Consists of two 90-minute units — the same number of units and time structure as NJSLA-ELA.
- Utilizes one test blueprint embedded with a Literary Analysis Task and Short Passage Set (Unit 1), and Research Simulation Task (Unit 2).
- Includes items aligned to the grade 10 standards and evidence statements.
- Contains the same item types as NJSLA-ELA: Evidence-Based Selected Response (EBSR), Technology-Enhanced Constructed Response (TECR), and Prose Constructed Response (PCR) items.
- Incorporates writing tasks that will be scored using the same Research Simulation Task and Literary Analysis Task Scoring Rubric.
- Utilizes TestNav — the same online testing platform used for NJSLA.
- Generates an Individual Student Report (ISR) that will report on the same category claims and sub-claims as NJSLA-ELA.

ELA Assessment Claims Structure

The following is an outline of a set of assessment claims and reporting categories based on the critical literacy skills and priorities specified in the standards.

Master Claim: New Jersey High School Graduation Readiness in ELA

The degree to which a student is ready for high school graduation in ELA

Major Claim: Reading Complex Text

Students read and comprehend a range of sufficiently complex texts independently.

Major Claim: Writing

Students write effectively when using and/or analyzing sources.

SC: Vocabulary Interpretation and Use (RL/RI.X.4 and L.X.4–6)
Students use context to determine the meaning of words and phrases.

SC: Reading Literature (RL.X.1–10)
Students demonstrate comprehension and draw evidence from readings of grade 10, complex literary text.

SC: Reading Informational Text (RI.X.1–10)
Students demonstrate comprehension and draw evidence from readings of grade 10, complex informational texts.

SC: Written Expression (W.X.1–10)
Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

SC: Knowledge of Language and Conventions (L.X.1–3)
Studentsdemonstrate knowledge of conventions and other important elements of language.

SC: Research (data from Research Simulation Task)
Students build and present knowledgethrough integration, comparison, and synthesis of ideas.

Irvington School District's
New Jersey Graduation Proficiency Assessment (NJGPA)
Spring 2022 Administrations
English Language Arts (ELA)

This Report Describes Group Achievement In Terms Of Average Scale Scores And Performance Levels.

	Number of	Average	Performance Levels			
	Valid Scores	Scale Score	Not Yet Graduation Ready		Graduation Ready	
			#	%	#	%
State	96,913	736	58,735	60.60%	38,178	39.40%
District	367	702	316	86.10%	51	13.90%

Irvington School District's
New Jersey Graduation Proficiency Assessment (NJGPA)
Spring 2022 Administrations
English Language Arts (ELA)

			Performance Levels			
	Number of	Average	Not Yet Graduation Ready		Graduation Ready	
	Valid Scores	Scale Score	#	%	#	%
Gender						
Female	154	712	122	79.20%	32	20.80%
Male	213	695	194	91.10%	19	8.90%
Non-Binary/ Undesignated	0	0	0	0.00%	0	0.00%
Economic Disadvantage						
No	222	704	192	86.50%	30	13.50%
Yes	145	700	124	85.50%	21	14.50%
Students with Disabilities						
IEP - Yes	56	670	55	98.20%	1	1.80%
IEP - No	311	708	261	83.90%	50	16.10%
504	0	0	0	0.00%	0	0.00%

Irvington School District's
New Jersey Graduation Proficiency Assessment (NJGPA)
Spring 2022 Administrations
English Language Arts (ELA)

			Performance Levels			
	Number of	Average	Not Yet Graduation Ready		Graduation Ready	
	Valid Scores	Scale Score	#	%	#	%
Ethnicity/Race						
Hispanic or Latino	88	699	74	84.10%	14	15.90%
American Indian or Alaska Native	1	721	1	100.00%	0	0.00%
Asian	0	0	0	0.00%	0	0.00%
Black or African-American	273	702	239	87.50%	34	12.50%
Native Hawaiian or Other Pacific Islander	4	756	2	50.00%	2	50.00%
White	0	0	0	0.00%	0	0.00%
Two or more races	1	788	0	0.00%	1	100.00%
Not Indicated	0	0	0	0.00%	0	0.00%

Mathematics
Spring 2022 Administrations

Overview of the Mathematics Component of the NJGPA

- Consists of NJSLA-Algebra I and NJSLA-Geometry items, exclusively—Type I, Type II and Type III.
- Includes 30 items for a total of 55 points.
- Consists of two 90-minute units—the same number of units and time structure as NJSLA-Algebra I and NJSLA-Geometry.
- Measures only Algebra I and Geometry content:
    - New Jersey Student Learning Standards for Mathematics (nj.gov).
    - Instructional Units for Mathematics (nj.gov).
- Provides students with access to the TI-84 calculator for calculator-active items. Reference sheet and allowable mathematics tools for the NJGPA are the same available for NJSLA-Algebra I and NJSLA-Geometry.
- Utilizes TestNav—the same online testing platform used for NJSLA.
- Generates an Individual Student Report (ISR) that will report on Graduation Readiness and the sub-claims reported for NJSLA.
- Offers practice tests, available on the NJSLA Resource Center, to help students and educators familiarize themselves with assessment format, item types, and item functionality.

Mathematics Assessment Claims

A process consistent with the principles of Evidence-Centered Design (ECD) was used to develop claims or inferences about graduation readiness in mathematics.

Master Claim: New Jersey High School Graduation Readiness in Mathematics

The degree to which a student is ready for high school graduation in mathematics

The student solves Algebra I and Geometry problems in mathematics as set forth in the Standards for Mathematical Content with connections to the Standards for Mathematical Practice.

Subclaim A

Major Content with Connections to Practices

The student solves problems involving the Major Content in Algebra I and Geometry, with connections to the Standards for Mathematical Practice.

Subclaim B

Additional & Supporting Content with Connections to Practices

The student solves problems involving the Additional and Supporting Content in Algebra I and Geometry, with connections to the Standards for Mathematical Practice.

Subclaim C

Highlighted Practices MP.3 and MP.6 with Connections to Content (expressing mathematical reasoning)

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).

Subclaim D

Highlighted Practice MP.4 with Connections to Content (modeling/application)

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).

Irvington School District's
New Jersey Graduation Proficiency Assessment (NJGPA)
Spring 2022 Administrations
Mathematics

This Report Describes Group Achievement In Terms Of Average Scale Scores And Performance Levels.						
	Number of	Average	Performance Levels			
	Valid Scores	Scale Score	Not Yet Graduation Ready		Graduation Ready	
			#	%	#	%
State	97,368	752	49,145	50.50%	48,223	49.50%
District	376	718	336	89.40%	40	10.60%

Irvington School District's
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Spring 2022 Administrations
Mathematics

			Performance Levels			
	Number of	Average	Not Yet Graduation Ready		Graduation Ready	
	Valid Scores	Scale Score	#	%	#	%
Gender						
Female	159	718	136	85.50%	23	14.50%
Male	217	718	200	92.20%	17	7.80%
Non-Binary/ Undesignated	0	0	0	0.00%	0	0.00%
Economic Disadvantage						
No	231	720	207	89.60%	24	10.40%
Yes	145	715	129	89.00%	16	11.00%
Students with Disabilities						
IEP - Yes	55	703	55	100.00%	0	0.00%
IEP - No	321	721	281	87.50%	40	12.50%
504	0	0	0	0.00%	0	0.00%

Irvington School District's
New Jersey Graduation Proficiency Assessment (NJGPA)
Spring 2022 Administrations
Mathematics

			Performance Levels			
	Number of	Average	Not Yet Graduation Ready		Graduation Ready	
	Valid Scores	Scale Score	#	%	#	%
Ethnicity/Race						
Hispanic or Latino	92	721	78	84.80%	14	15.20%
American Indian or Alaska Native	1	751	0	0.00%	1	100.00%
Asian	0	0	0	0.00%	0	0.00%
Black or African-American	278	717	256	92.10%	22	7.90%
Native Hawaiian or Other Pacific Islander	4	738	2	50.00%	2	50.00%
White	0	0	0	0.00%	0	0.00%
Two or more races	1	757	0	0.00%	1	100.00%
Not Indicated	0	0	0	0.00%	0	0.00%

Intervention Strategies

Use Of Formative Assessment:

- Using assessments in an intentional way to improve the quality of teaching practices and students' learning

Increase Student Engagement:

- Adequate time is provided to ensure that all students are engaged in mastering the content
- Increase student engagement in standard-based lessons

Use Cooperative Learning and Other Strategies, Including Kagan:

- These will promote critiquing practices around the content during instruction

Professional Development:

- Targeting instructional practices specific to core subjects. These practices are to support the instructional focus in all classrooms

Use Data To Inform Instruction:

- Analyze data to reveal instructional needs, support student learning, and provide continuity of instruction aligned to NJSLS
- Other reports: i-Ready, IXL,Savvas, Reading Wonders, and the Science program

Intervention Strategies

Intensifying Instructional Delivery:

- Increase more opportunities for student response and feedback.
- Explicit Instruction – Teaching in a direct, structured way to make lessons crystal clear
- More modeling with clearer and more detailed explanations.
- More concrete learning opportunities with the use of pictures, graphics, & manipulatives
- Tasks are broken down into smaller steps (Step-by-step strategies)
- Temporary support gradually reduced over time.

Align Instruction To Learning Standards(NJSLS):

- Instruction is aligned to the learning target and use activities/tasks to master a learning standard
- Encourage The Use Of Critical-Thinking Questioning to promote discussions in the classrooms
- Promote an in-depth understanding of concepts in content classes
- Increase student engagement in Technology as a learning support tool

Maximize Time On Meaningful Tasks:

- Struggling students will meet with teachers for guided Instruction, before and after school
- Emphasize Fluency Standards in homework and In small group independent work.

Intervention Strategies

Professional Development:

- This is to target instructional practices specific to core subjects. These practices are to support the instructional focus in all classrooms

Integration Of Graph Analysis In All Aspects Of The Curriculum:

- Algebra 1, Geometry, and Algebra 2

Use The Feedback Loop Concept:

- This involves teachers and students simultaneously determining where students are and where they need improvement

Use Data To Inform Instruction:

- Analyze data to reveal instructional needs. This is to support student learning and provide continuity of instruction aligned to NJSLS
- Other reports: i-Ready, Savvas, Reading Wonders, and the Science programs

"Building our Community One Student at a Time."

THANK YOU