

West Orange Public Schools

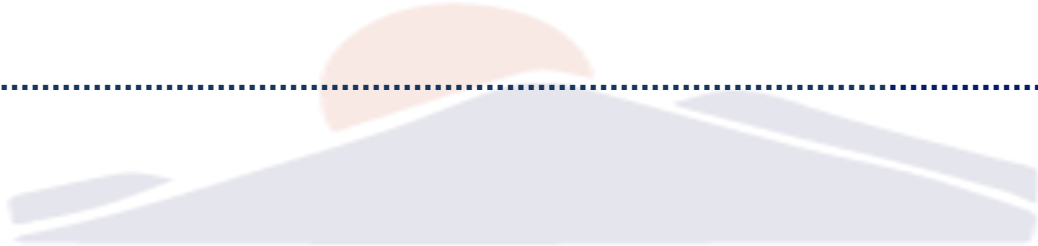


NJGPA & ACCESS Spring 2024 Administration

Presented at:
Board of Education Meeting
August 26, 2024

West Orange Board of Education

- Brian Rock.....Board President**
- Maria Vera.....Board Vice-President**
- Eric Stevenson.....Board Member**
- Dr. Robert Ivker.....Board Member**
- Dia Bryant.....Board Member**



West Orange Central Office Administration

- Hayden Moore.....Superintendent**
- Tonya Flowers.....Business Administrator and Board Secretary**
- Eveny de Mendez.....Assistant Superintendent for Curriculum & Instruction**
- Michelle Martino.....Director of Assessment, Accountability and Intervention**

School Counseling K-12

Cheryl Butler, Director

English Language Arts 6-12

Elizabeth Veneziano, Supervisor

Mathematics 6-12

Emad AbuHakmeh, Supervisor

English as a Second Language K-12

Felix Plata, Supervisor

Special Education, K-12

Dawn Ribeiro, Supervisor



**Supervisors & Directors
Spring 2024**

Classes of 2024, 2025 High School Graduation Assessment Requirements

Beginning with the Class of 2024, all New Jersey High School students must take a graduation proficiency assessment in order to meet graduation requirements, including but not limited to credit, curriculum and attendance requirements.

- The New Jersey Graduation Proficiency Assessment (NJGPA) is the State required graduation proficiency assessment.
- The NJGPA is administered to all 11th grade students in ELA and Math in early March.

If after taking the NJGPA in grade 11, students did not demonstrate proficiency by passing the ELA or Math components, students may meet graduation requirements via two alternate pathways.

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|------------------------|---|
| First Pathway: | NJGPA |
| Second Pathway: | Menu of Alternate Competency Tests |
| Third Pathway: | Portfolio Appeals |

First Pathway: NJGPA

ELA	Mathematics
New Jersey Graduation Proficiency Assessment ELA \geq 725 (Graduation Ready)	New Jersey Graduation Proficiency Assessment Mathematics \geq 725 (Graduation Ready)

- The NJGPA includes content aligned to:
 - ◆ ELA: Grade 10 Student Learning Standards
 - ◆ Math: Algebra 1 and Geometry Standards
- Students who take but do not meet the minimum required score on each component of the assessment will have the opportunity to:
 - ◆ Retake the ELA and/or Math components in the Fall of 2024
 - ◆ Meet the graduation proficiency assessment requirement via an alternate pathway
- A student with disabilities whose IEP states that they are not eligible for the alternate assessment (Dynamic Learning Maps) must take the New Jersey Graduation Proficiency Assessment in grade 11.

Second Pathway: Menu of Substitute Competency Tests

ELA	Mathematics
<p>One of the following:</p> <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	<p>One of the following:</p> <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

Any grade 12 student in the class of 2025 who has not yet met the high school graduation assessment requirement may do this through the portfolio appeals process by demonstrating competency in Constructed Response Tasks (CRTs) as evidence by:

ELA

- Two grade-level reading passages (one literary and one informational) as well as associated items that demonstrate a student’s comprehension (i.e., multiple-choice items and short constructed responses to open-ended questions).
- Writing that includes at least two of the three types required by the NJSLS - ELA (i.e., informative/explanatory, argument, narrative).

Math

- **Expressing Mathematical Reasoning:** Express appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.
- **Modeling:** Apply knowledge and skills to solve real-world problems, engaging particularly in the modeling practice and, where appropriate, making sense and persevering to solve them, reasoning abstractly and quantitatively, using appropriate tools strategically and making use of structure.

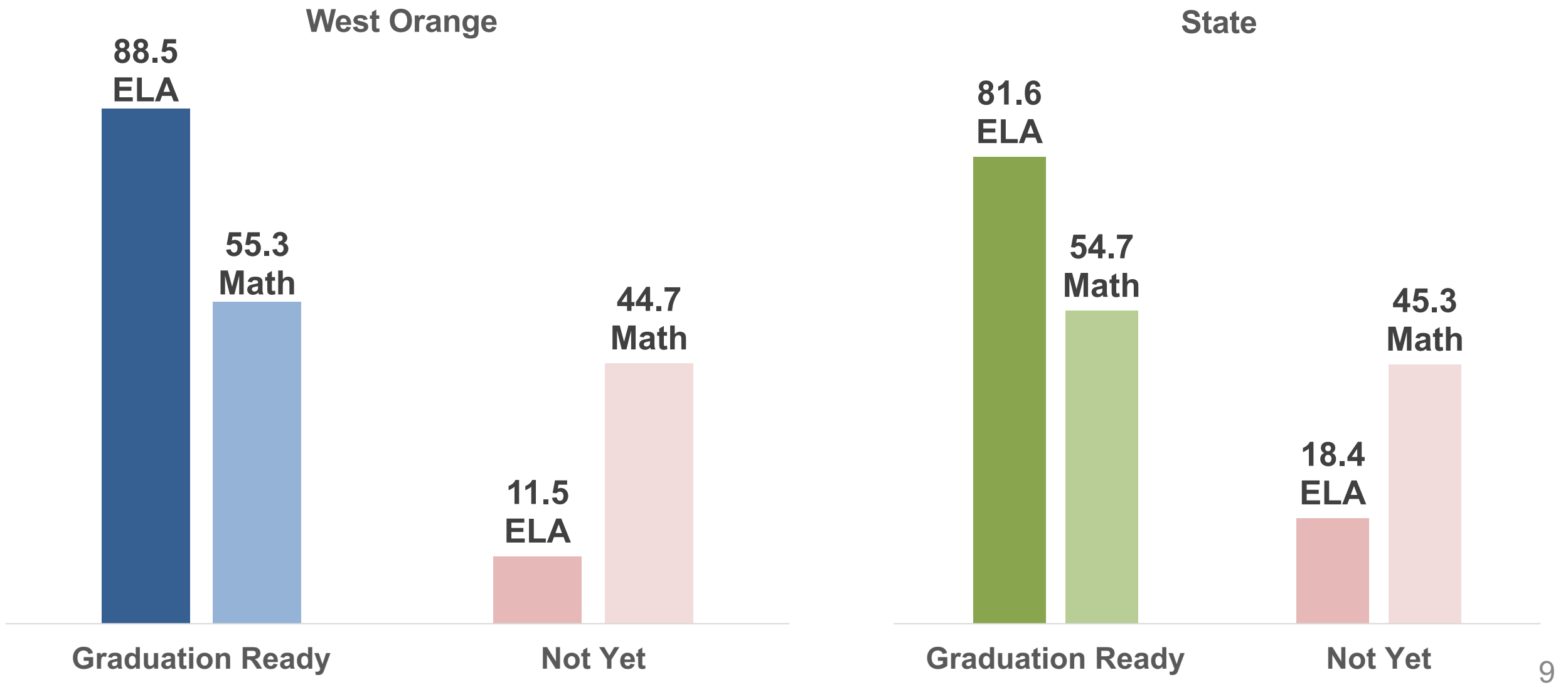


NJGPA Spring 2024

Grade 11, Class of 2025

CLASS of 2025

District / State Comparison (NJGPA Spring 2024)

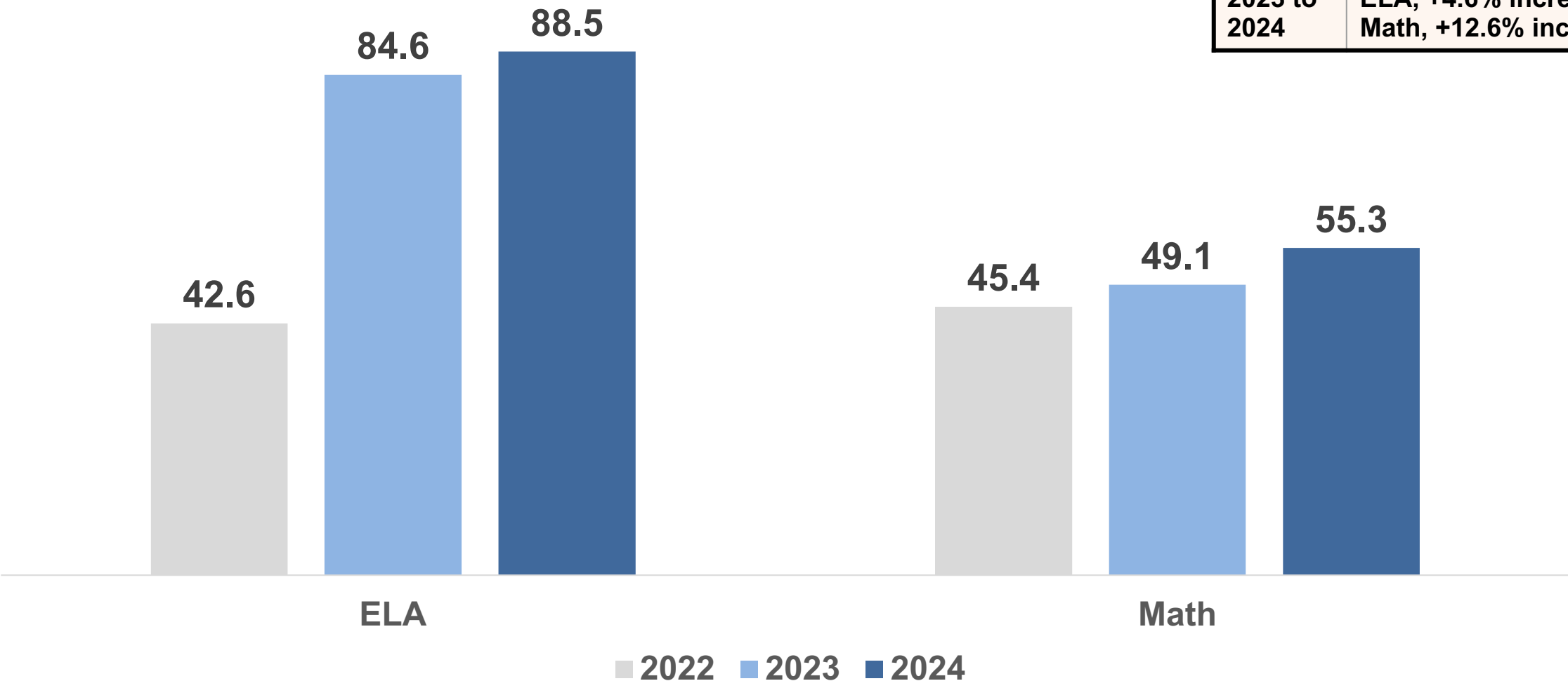


NJGPA District Performance

Spring 2022, 2023, 2024

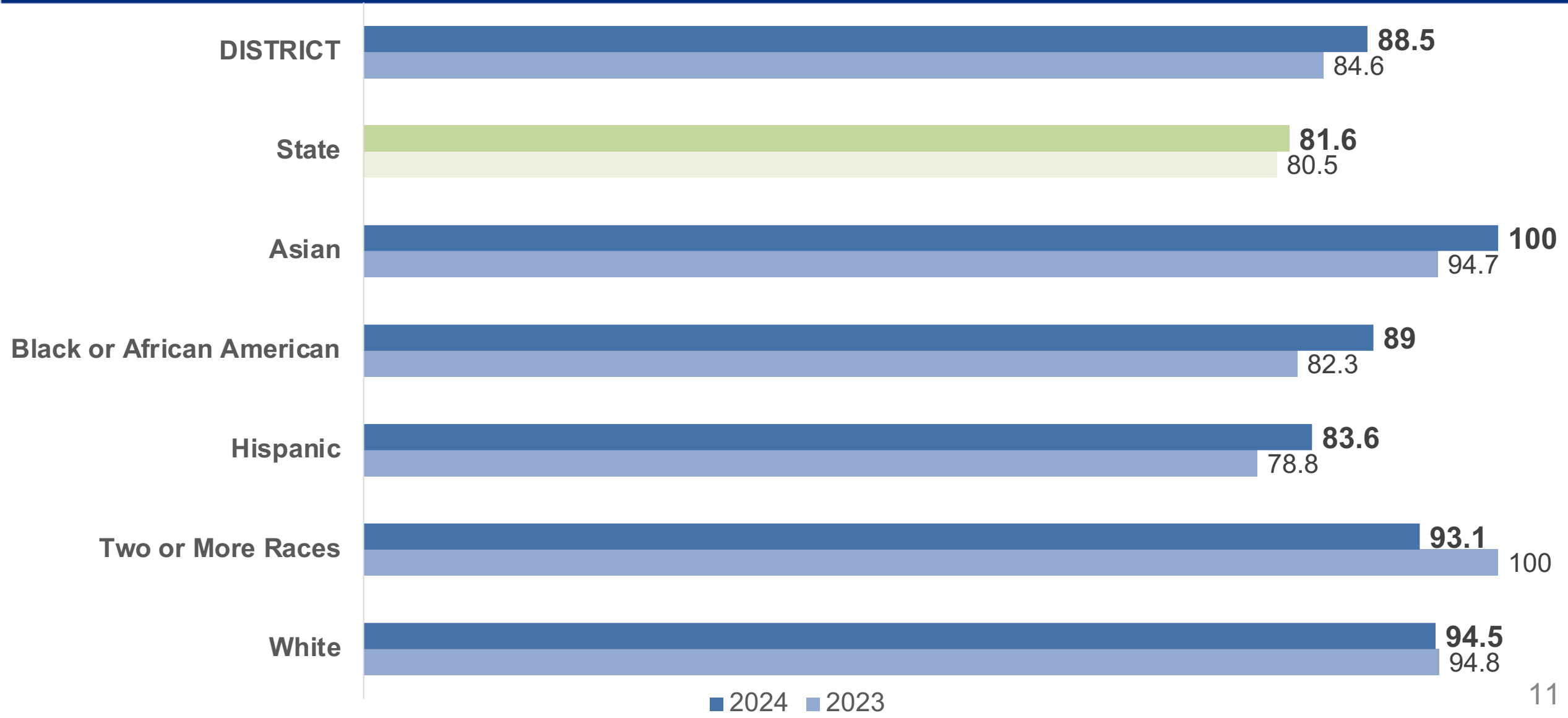
NJGPA Graduation Ready Percentages

2023 to 2024	ELA, +4.6% increase Math, +12.6% increase
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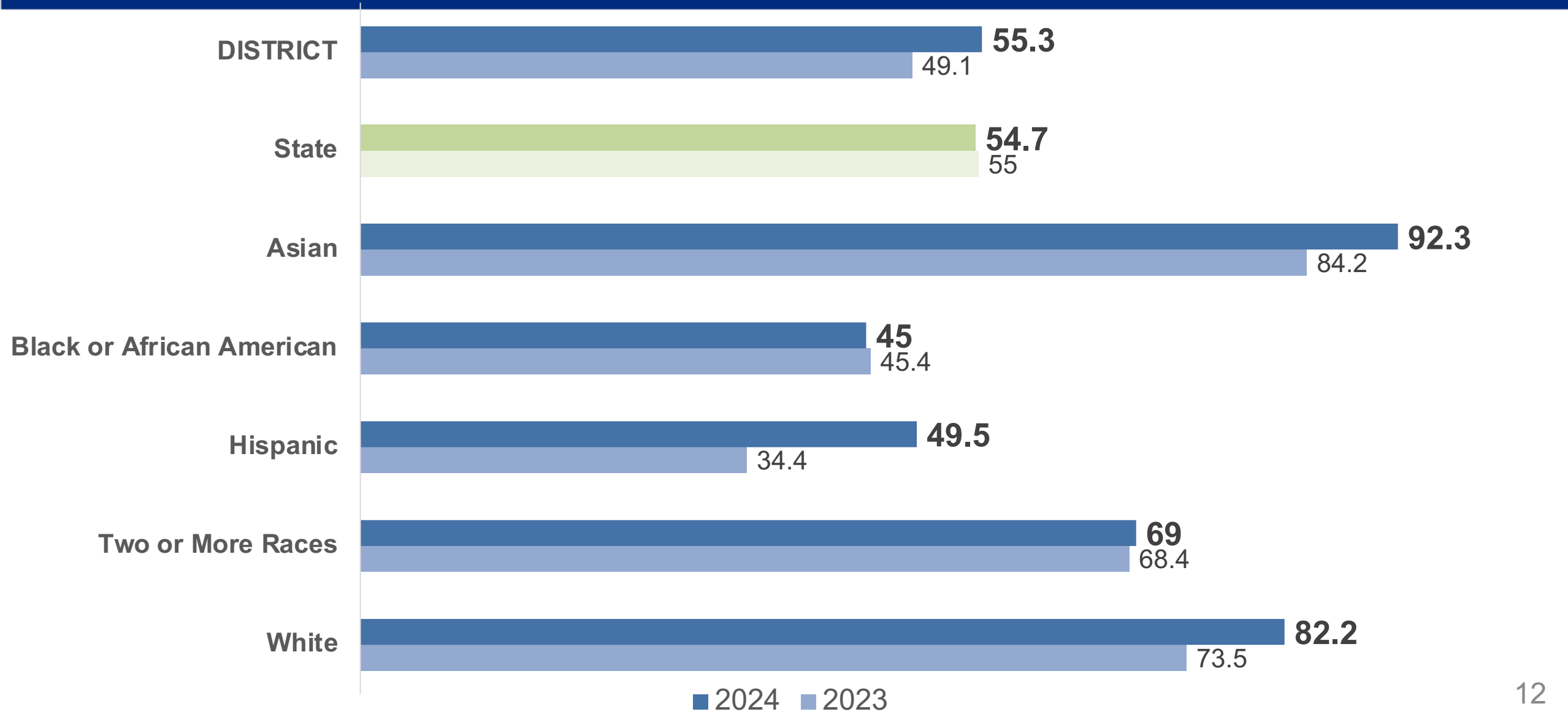
NJGPA District Performance by Ethnicity / Race

ELA Spring 2023, 2024: 2 Year Comparison



NJGPA District Performance by Ethnicity / Race

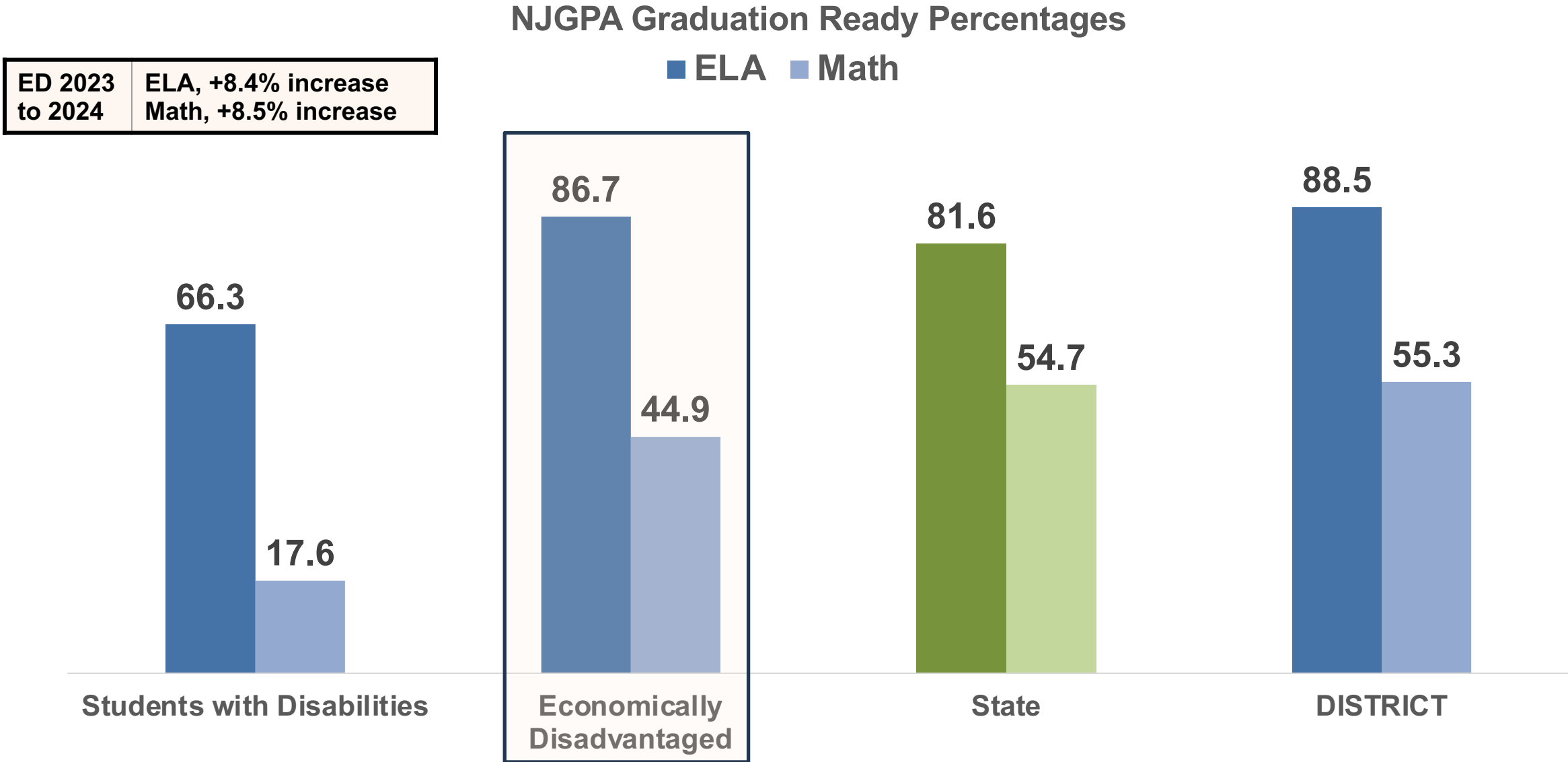
MATH Spring 2023, 2024: 2 Year Comparison



NJGPA District Performance by Demographic

ELA, Math Spring 2024

NOTE:
English Language Learners
Not Reported when fewer than 10



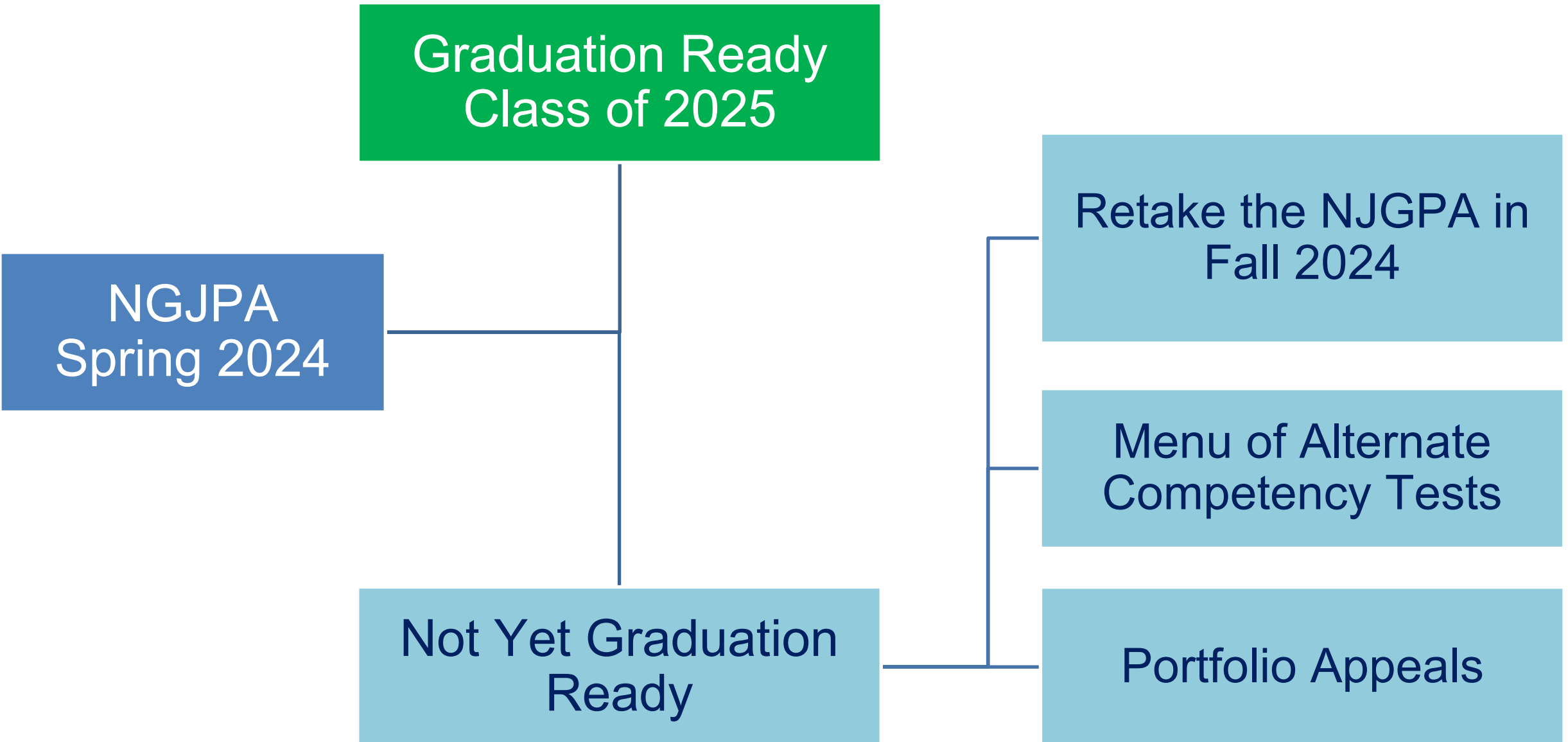


Next Steps

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July 2024	School counselors reviewed NJGPA data, identified students not meeting the NJGPA requirements, and notified families by way of ISR and parent letter.
August 2024	School counselors will review NJGPA data and identify students meeting the NJGPA requirements via Pathway 2 <ul style="list-style-type: none">• PSAT, ACT, SAT
September 2024	Special Education Department will review NJGPA data to identify students exempt from meeting the NJGPA requirements
September 2024	Parent letters to inform students did not meet NJGPA and requirements
Fall 2024	Supports and intervention strategies to be presented as part of the NJ State Assessment Presentation
October 7-11, 2024	Fall NJGPA Window
January 2025	Portfolio process begins

Graduation Assessment Pathways





ACCESS for ELLs

Spring 2024
Grades K-12

Levels of English Language Proficiency

Performance Definitions, Grades K-12

At the given level of English language proficiency, English Language Learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to English-proficient peers
5 Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

ACCESS for ELLs K-5: District Frequency Report 2024

Proficiency Level	Listening	Speaking	Reading	Writing	Overall
1- Entering	18%	20%	30%	22%	19%
2- Emerging	11%	23%	18%	17%	18%
3- Developing	16%	30%	12%	41%	30%
4- Expanding	8%	18%	12%	18%	22%
5- Bridging	11%	3%	16%	1%	6%
6- Reaching	36%	5%	8%	0%	0%

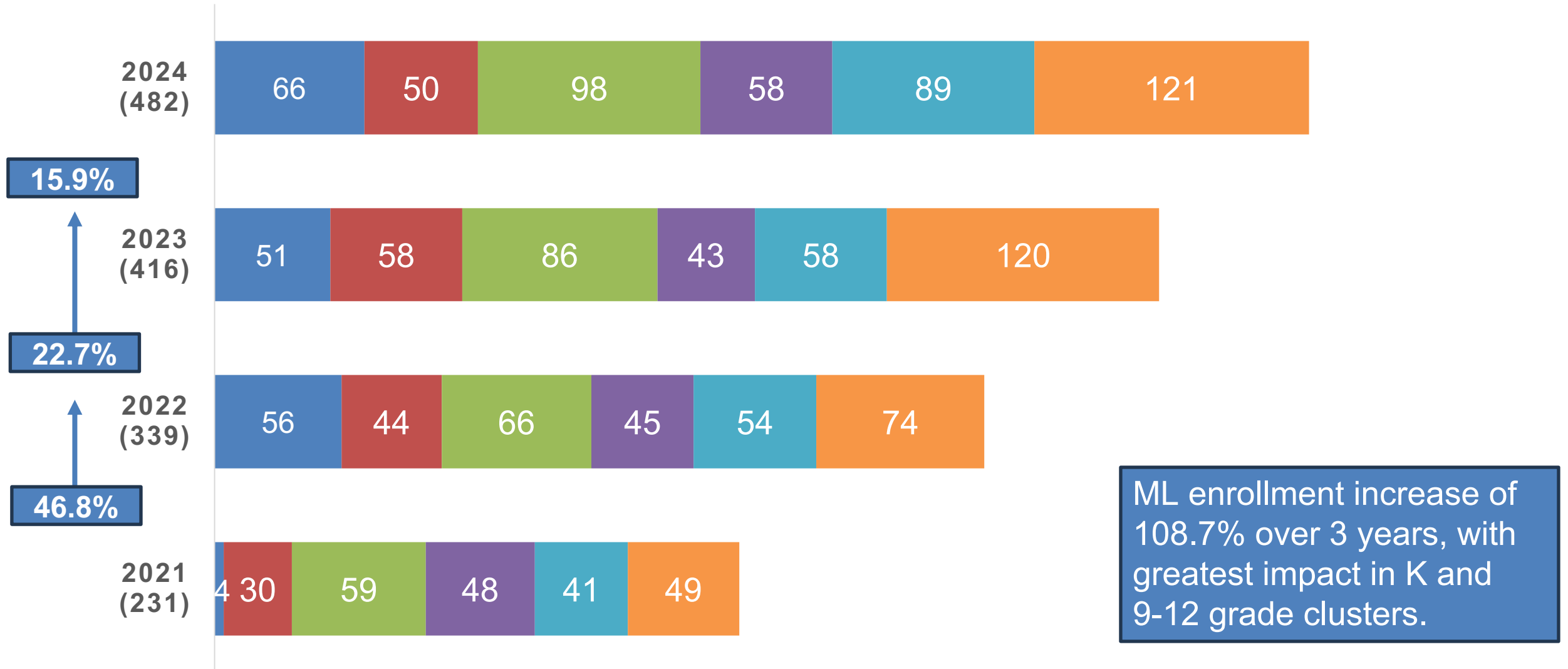
K-5 Total Tested
263

ACCESS for ELLs 6-12: District Frequency Report 2024					
Proficiency Level	Listening	Speaking	Reading	Writing	Overall
1- Entering	13%	34%	24%	11%	18%
2- Emerging	20%	23%	35%	29%	33%
3- Developing	26%	35%	18%	50%	34%
4- Expanding	12%	7%	7%	10%	14%
5- Bridging	11%	0%	9%	0%	2%
6- Reaching	18%	0%	7%	0%	0%
6-12 Total Tested 206					20

Multilingual Learners

End-of-Year Enrollment Over 3 Years

■ Kindergarten ■ Grade 1 ■ Grades 2-3 ■ Grades 4-5 ■ Grades 6-8 ■ Grades 9-12



Multilingual Learners

of Transfer Students after the 1st day of School

■ Grade 1 ■ Grades 2-3 ■ Grades 4-5 ■ Grades 6-8 ■ Grades 9-12

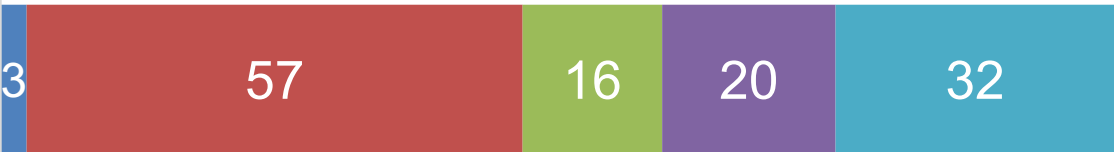
2024
(228)



2023
(165)



2022
(128)



2021
(60)



Number of MLs that transferred to West Orange after the first day of school continues to significantly increase each school year.

Programmatic Implementations and Professional Development

- K-12 ESL teachers will participate in professional development on the use of data, instructional resources, guided reading and guided writing to target specific student reading and writing outcomes. The Fast ForWord and iReady reading programs are included in this professional development.
- Grades K-12 Fast ForWord and iReady reading program and resources are embedded in ESL instruction to support differentiation of literacy instruction.
- Grades 9-12 ML after school tutorial program will support students in literacy and language development in ESL, Math, Science and Social Studies.
- Grades 9-12 - Implementation of Rosetta Stone Online program will be utilized to support differentiation of language development across 4 domains of Listening, Speaking, Reading, and Writing.
- Sheltered English Instruction and Language Acquisition Professional Development for General Education teachers in the content areas.
- Implementation of Sheltered English instruction content area sections in grades 6-8 for English Proficiency level 1 and 2 students.



THANK YOU!