Montgomery Township School District

New Jersey Graduation Proficiency Assessment (NJGPA) Results 2024

Presented by:
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New Jersey Graduation Proficiency Assessment (NJGPA)

What:	● NJGPA is designed to measure the extent to which students are graduation ready in English Language Arts (ELA) and Mathematics. ● The ELA component is aligned to the grade 10 New Jersey Student Learning Standards (NJSLS). ● The Mathematics component is aligned to the Algebra I and Geometry New Jersey Student Learning Standards (NJSLS). ● In addition to serving as a graduation requirement, results from the NJGPA can be used to aid in review of curriculum, and to help identify potential focus areas in instruction and intervention for students with demonstrated need.
Who:	● Administered to all grade 11 students (N.J.S.A. 18A:7C-6)
When:	● Was administered in March 2024

NJGPA Performance Levels

NJGPA Performance Levels
Not Yet Graduation Ready
Graduation Ready

NJGPA Proficiency Score

•On May 3, 2023, the New Jersey State Board of Education adopted 725 as the proficiency level cut score for the English language Arts (ELA) and Mathematics components of the NJGPA, as well as the menu of alternative assessments and aligned cut scores.

•Students who take but do not meet the minimum required score on each component of the assessment will have the opportunity to receive additional supports and may take the following steps:

Available Pathways	ELA	Mathematics
First Pathway	Retake and demonstrate proficiency on the ELA component of NJGPA	Retake and demonstrate proficiency on the Math component of NJGPA
Second Pathway	Meet the minimum required score on one of the ELA assessments listed on the menu of substitute competency tests	Meet the minimum required score on one of the Math assessments listed on the menu of substitute competency tests
Third Pathway	Meet the criteria of the New Jersey Department of Education (NJDOE) Portfolio Appeal for ELA	Meet the criteria of the New Jersey Department of Education (NJDOE) Portfolio Appeal for Math

Protecting Student Confidentiality

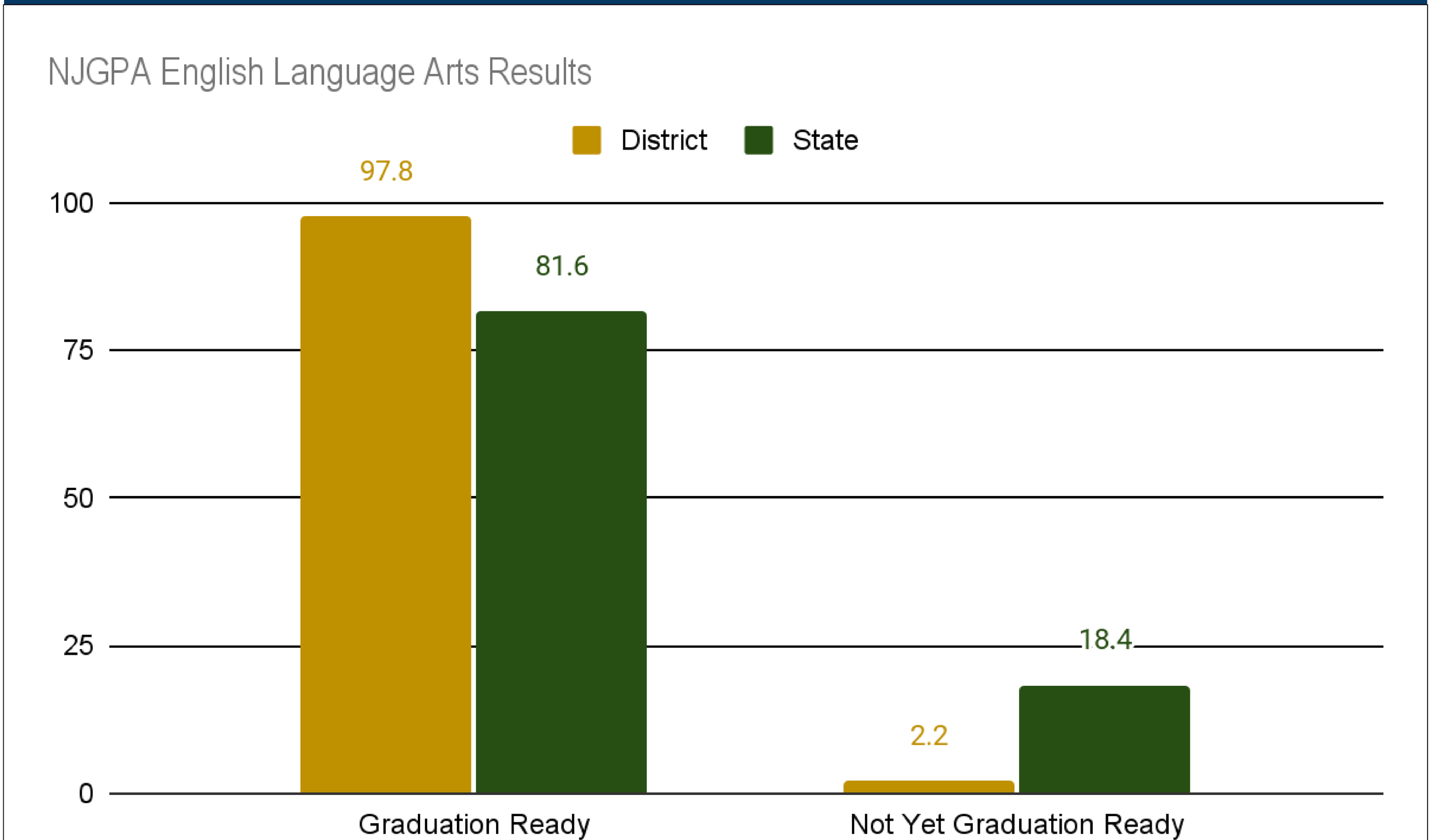
- In the reporting of group assessment data, the intent is to protect student privacy through procedures that systematically prevent members of the public from discerning student identity.

- Guidelines provided by the Federal government state that in the reporting of assessment results, suppression of numbers should occur in categories where the counts are low, making it otherwise impossible to infer the results of the individuals.

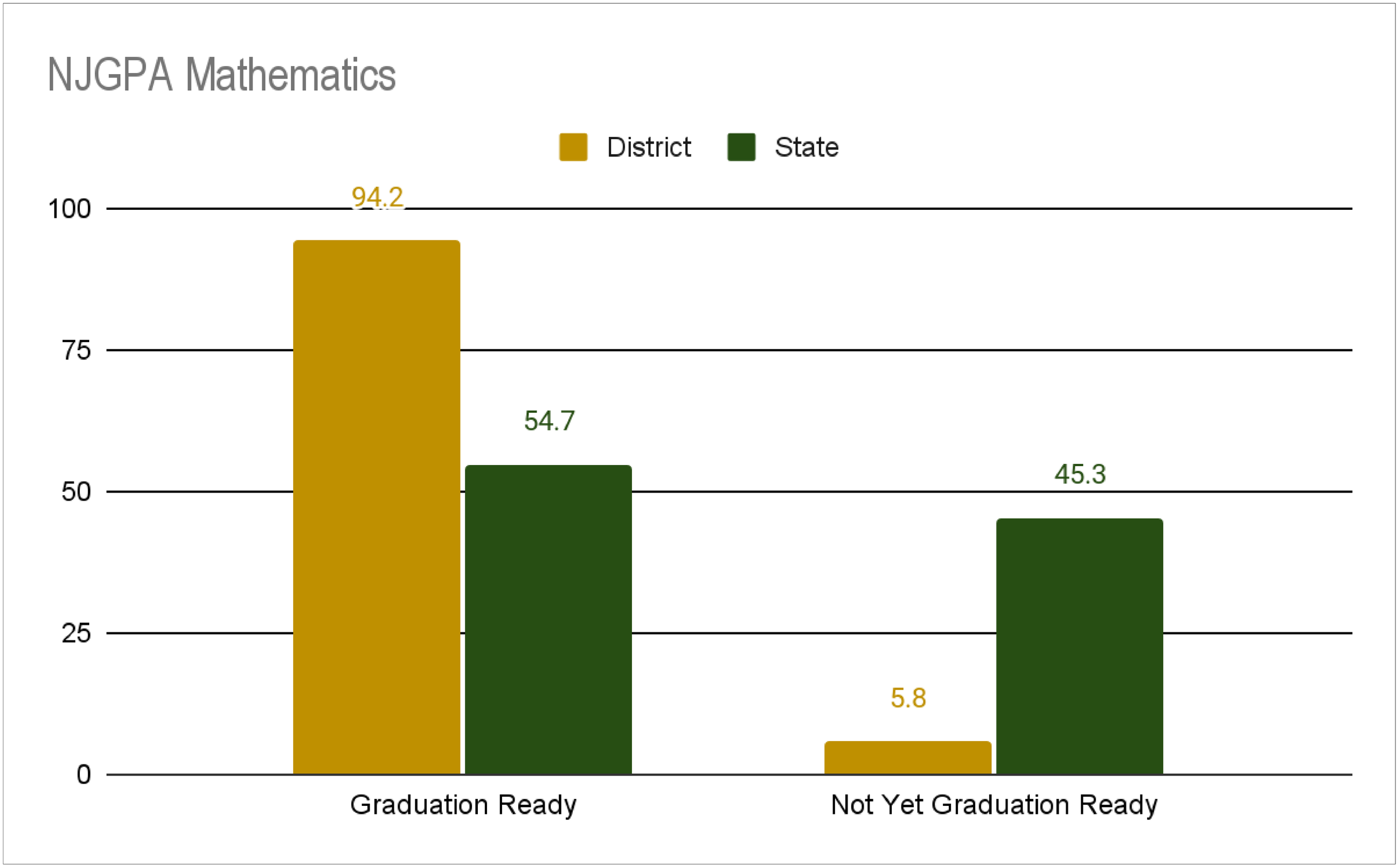
- The Every Student Succeeds Act (ESSA) specifies that states must select a minimum number of students (minimum n-size) necessary for a particular group (“subgroup”) to be included in the ESSA school accountability system.

- The NJDOE maintains 10 as its minimum n-size for school and district reporting.

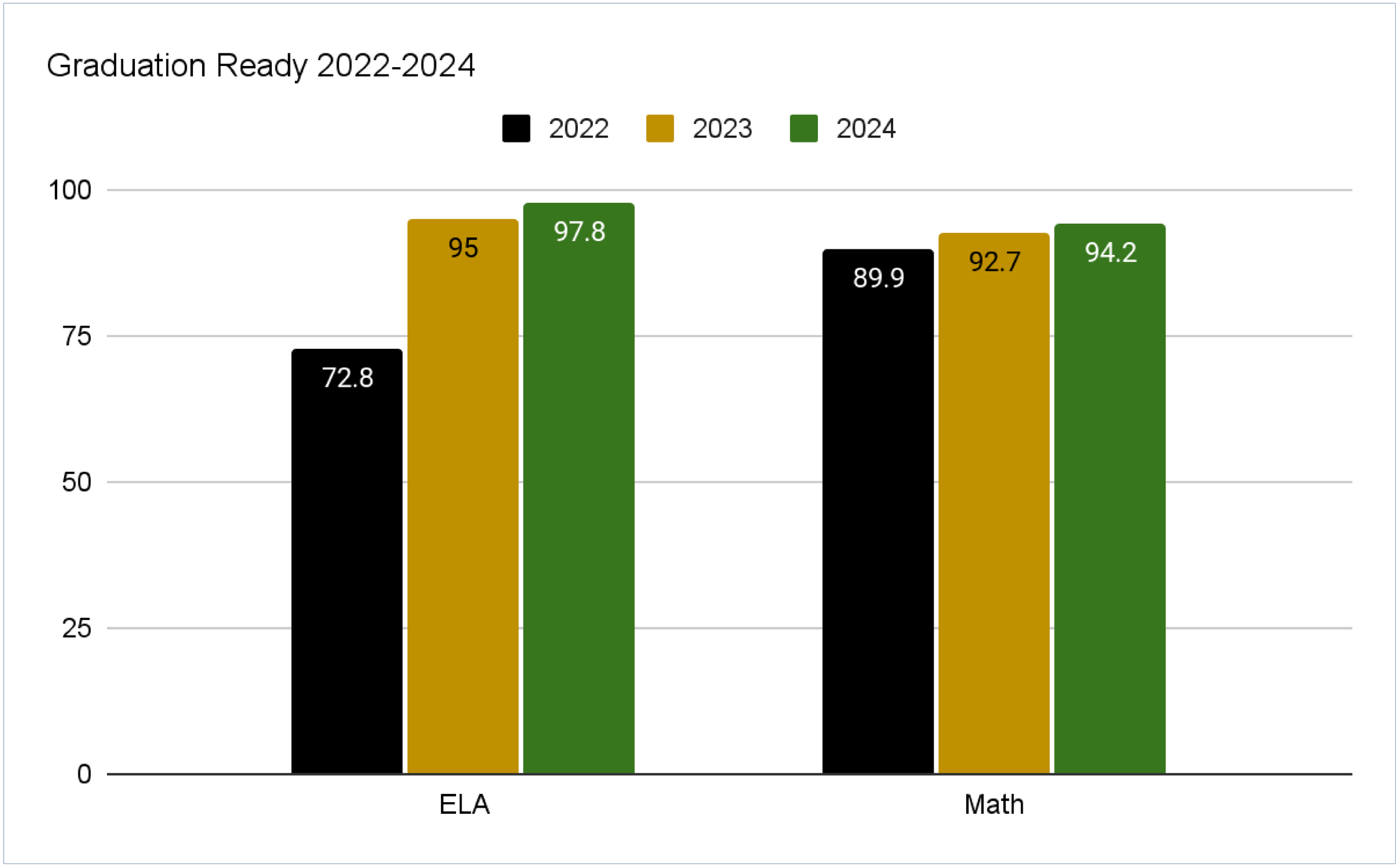
NJGPA ELA Results



NJGPA Math Results

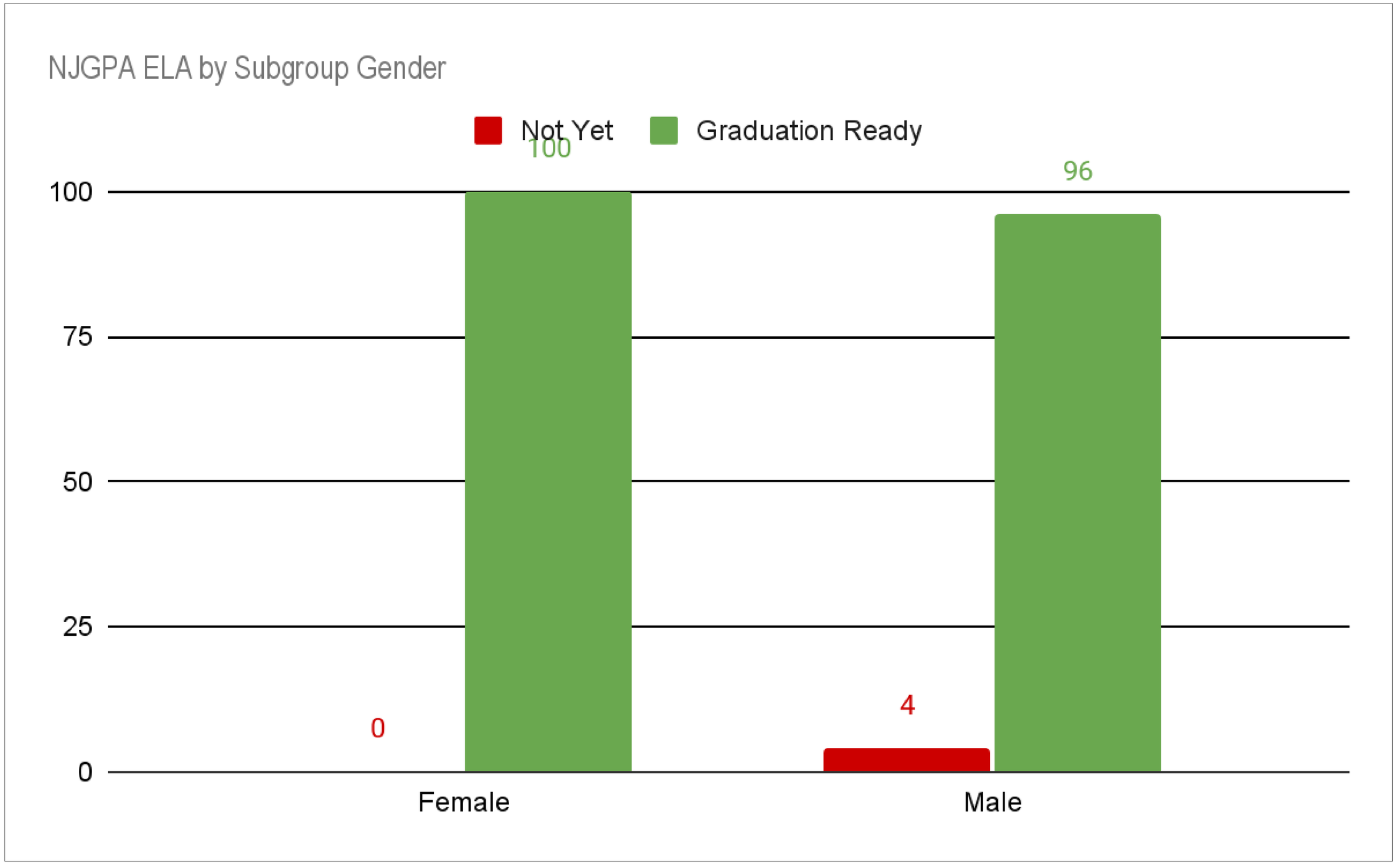


NJGPA 2022-2024 Comparison

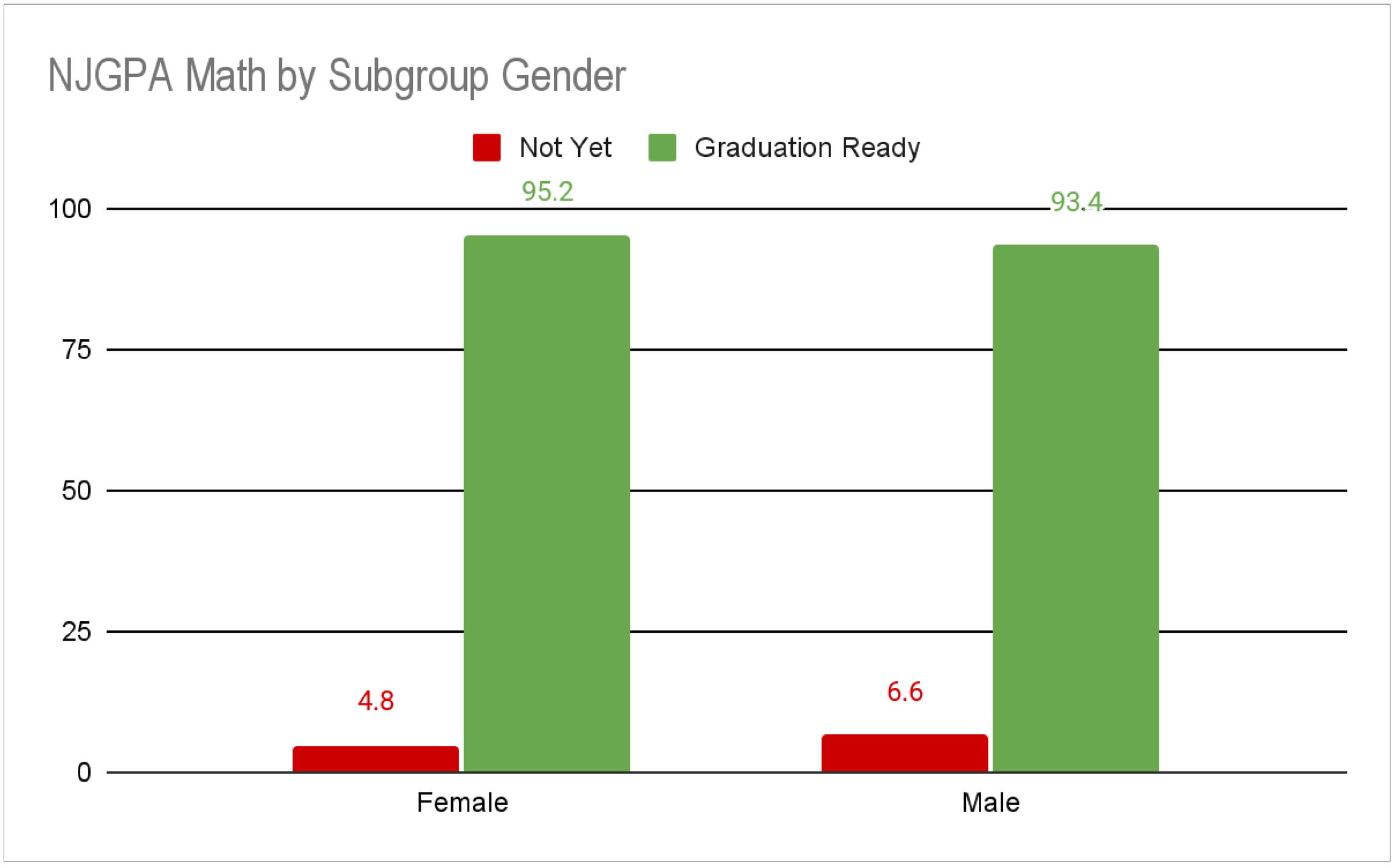


NJGPA
Demographic Analysis

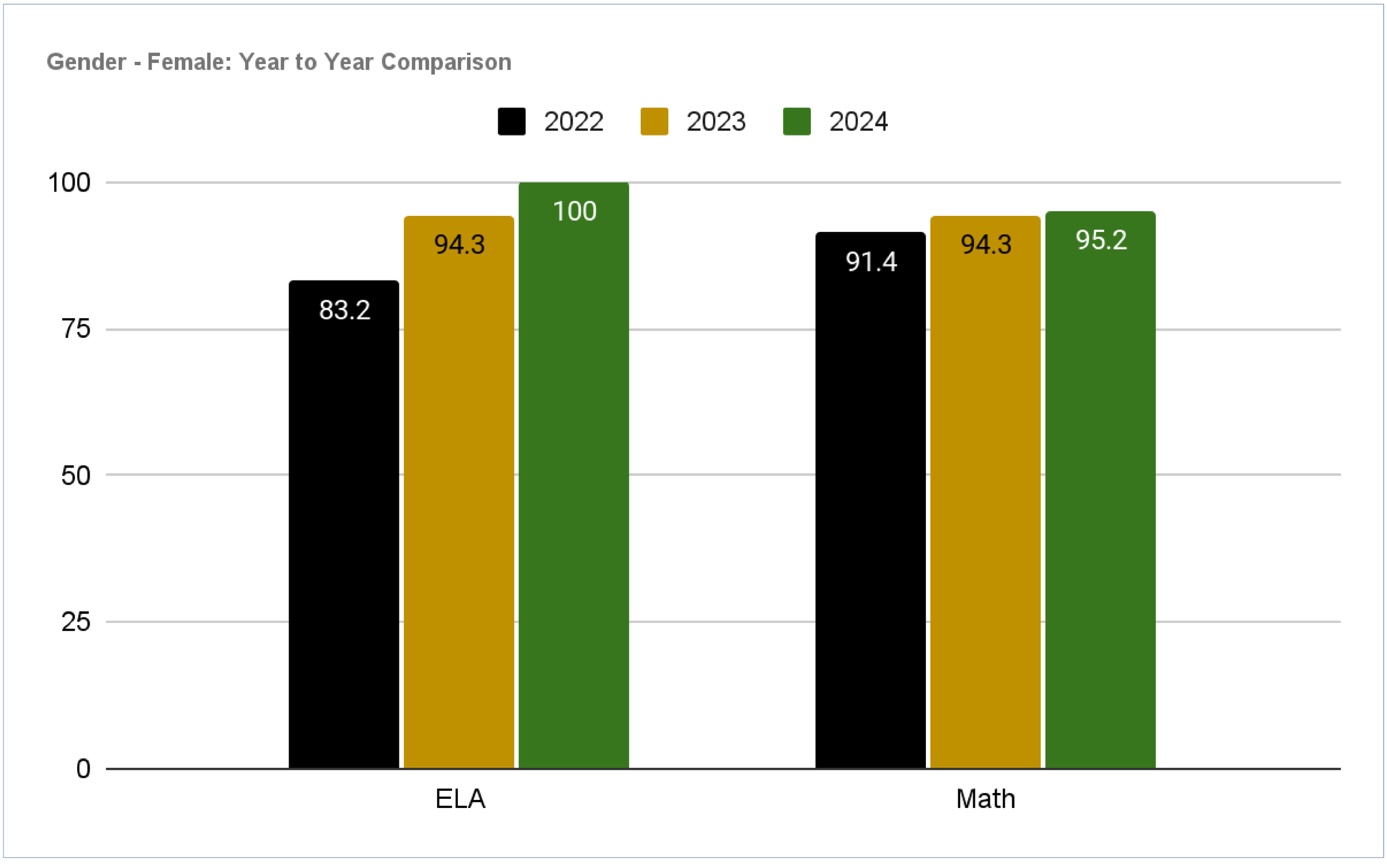
NJGPA ELA Results by Subgroup
Gender



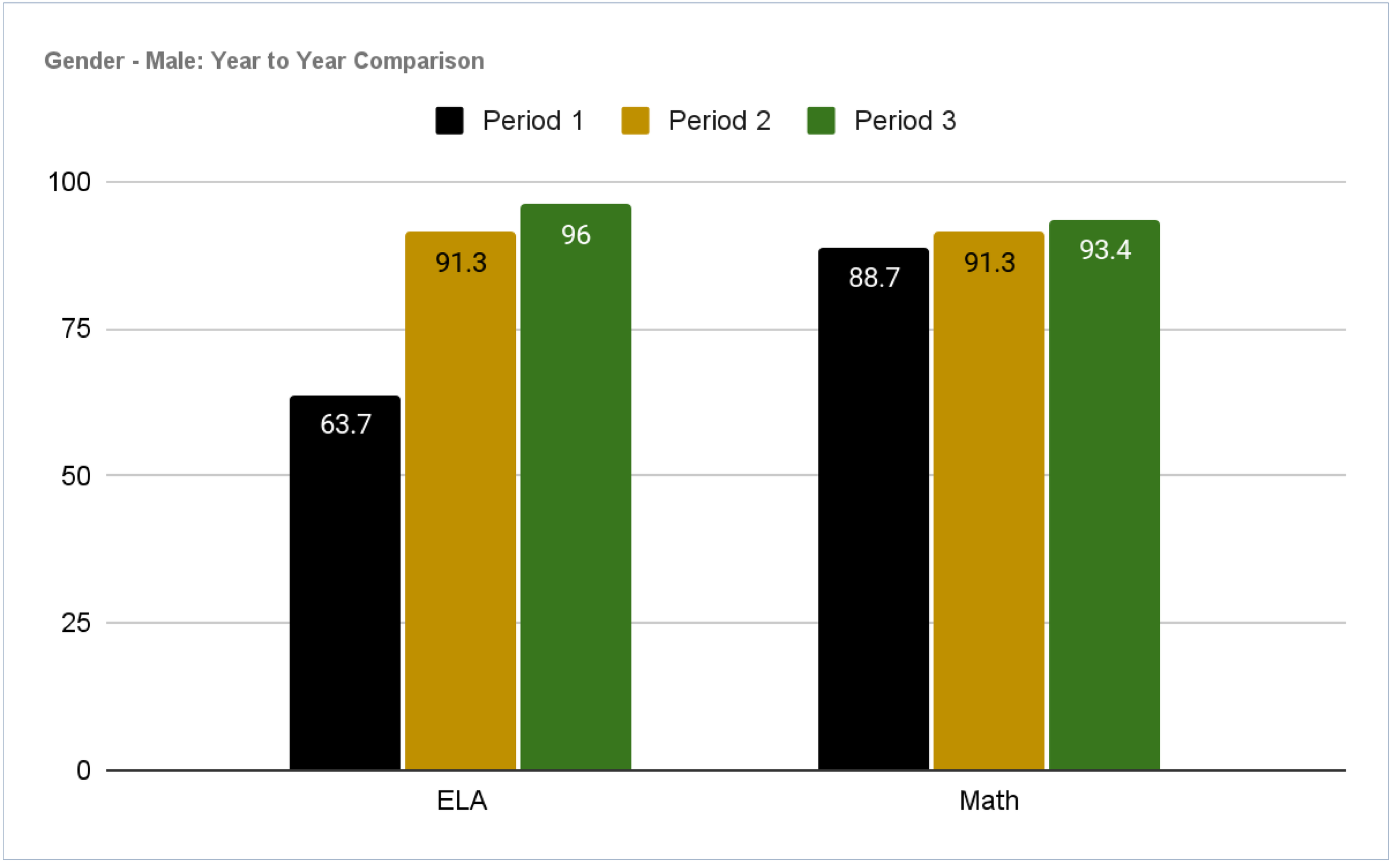
NJGPA Math Results by Subgroup
Gender



NJGPA: Gender - Female
Year to Year Comparison

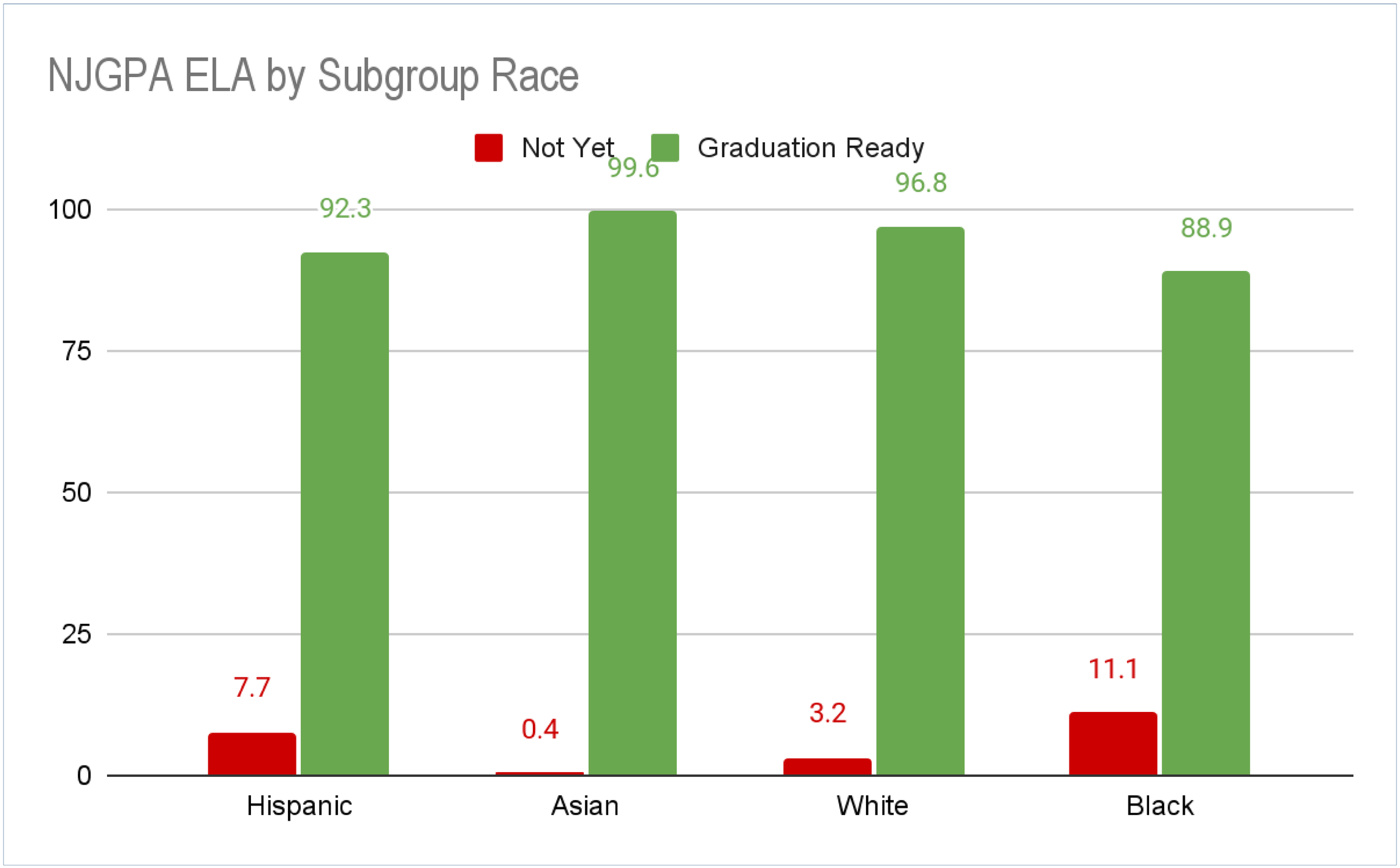


NJGPA: Gender - Male
Year to Year Comparison



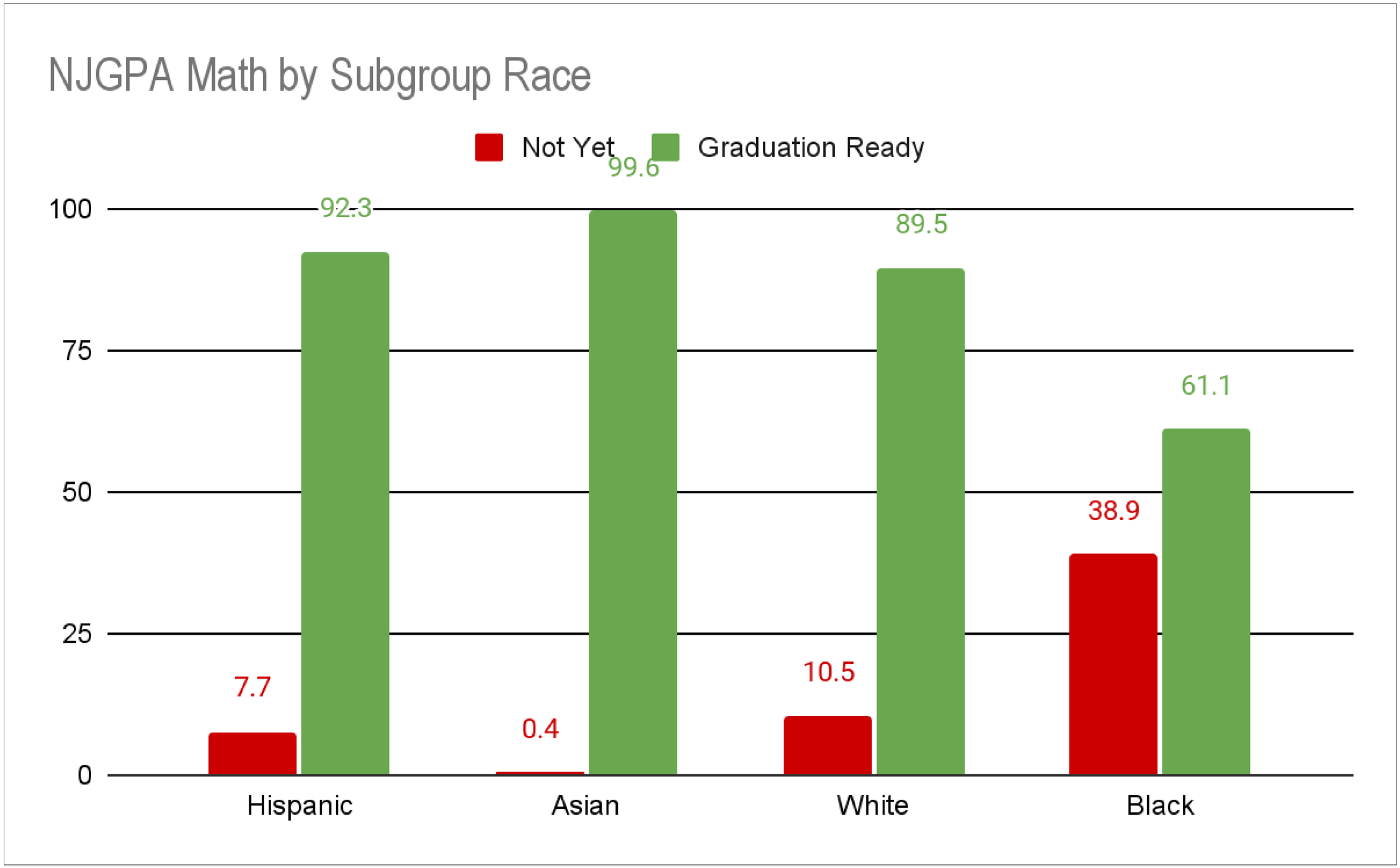
NJGPA ELA Results by Subgroup

Race

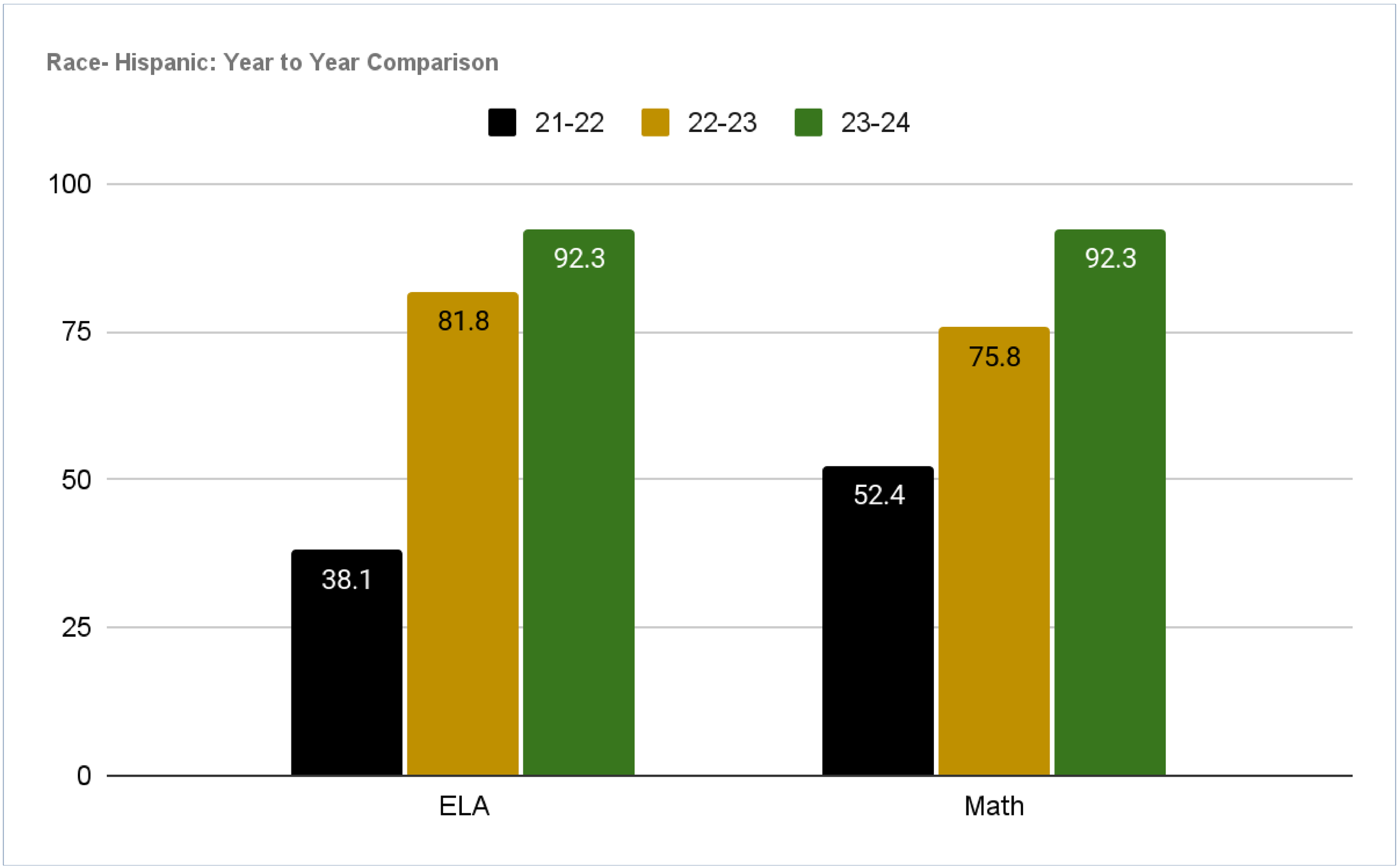


NJGPA Math Results by Subgroup

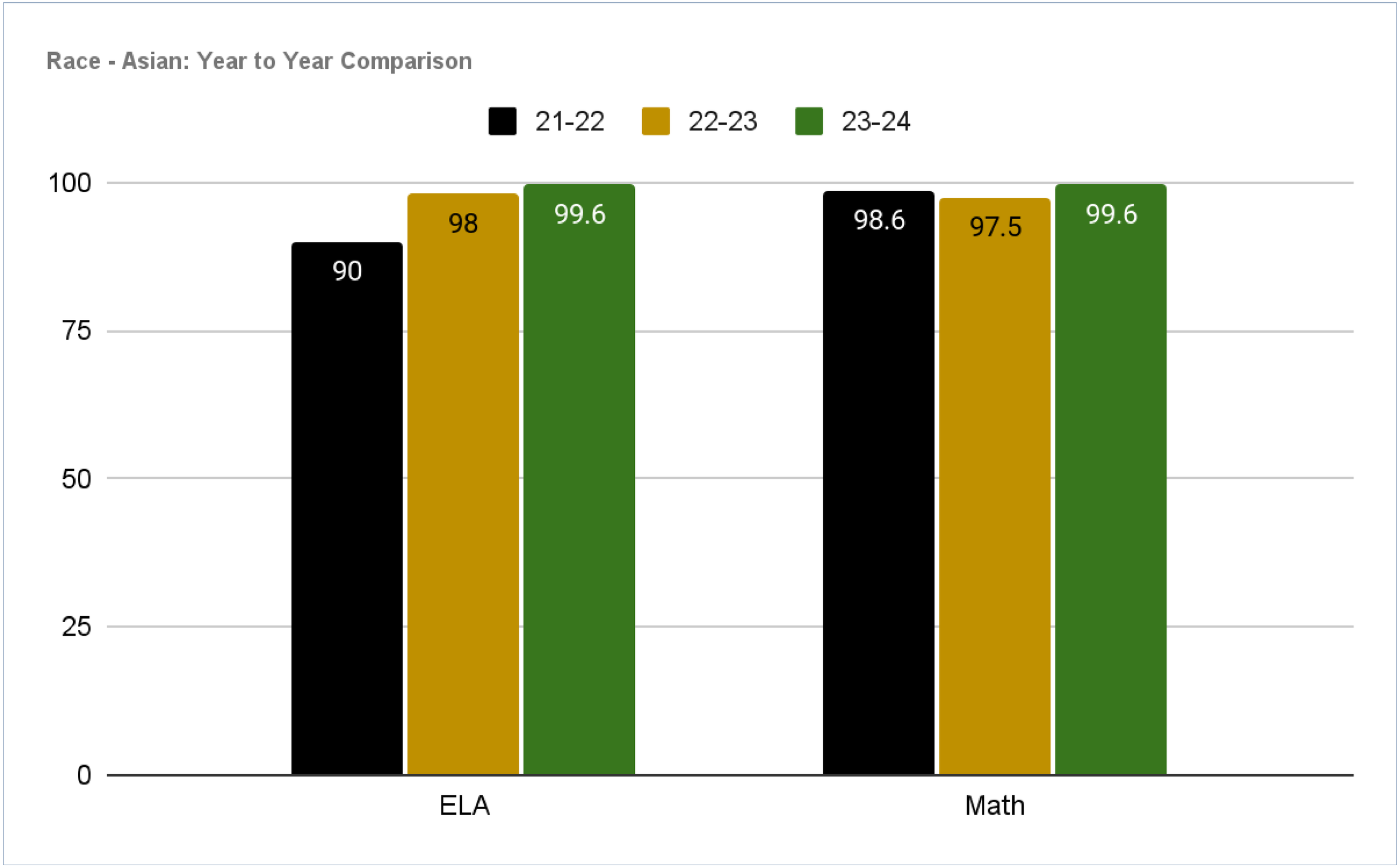
Race



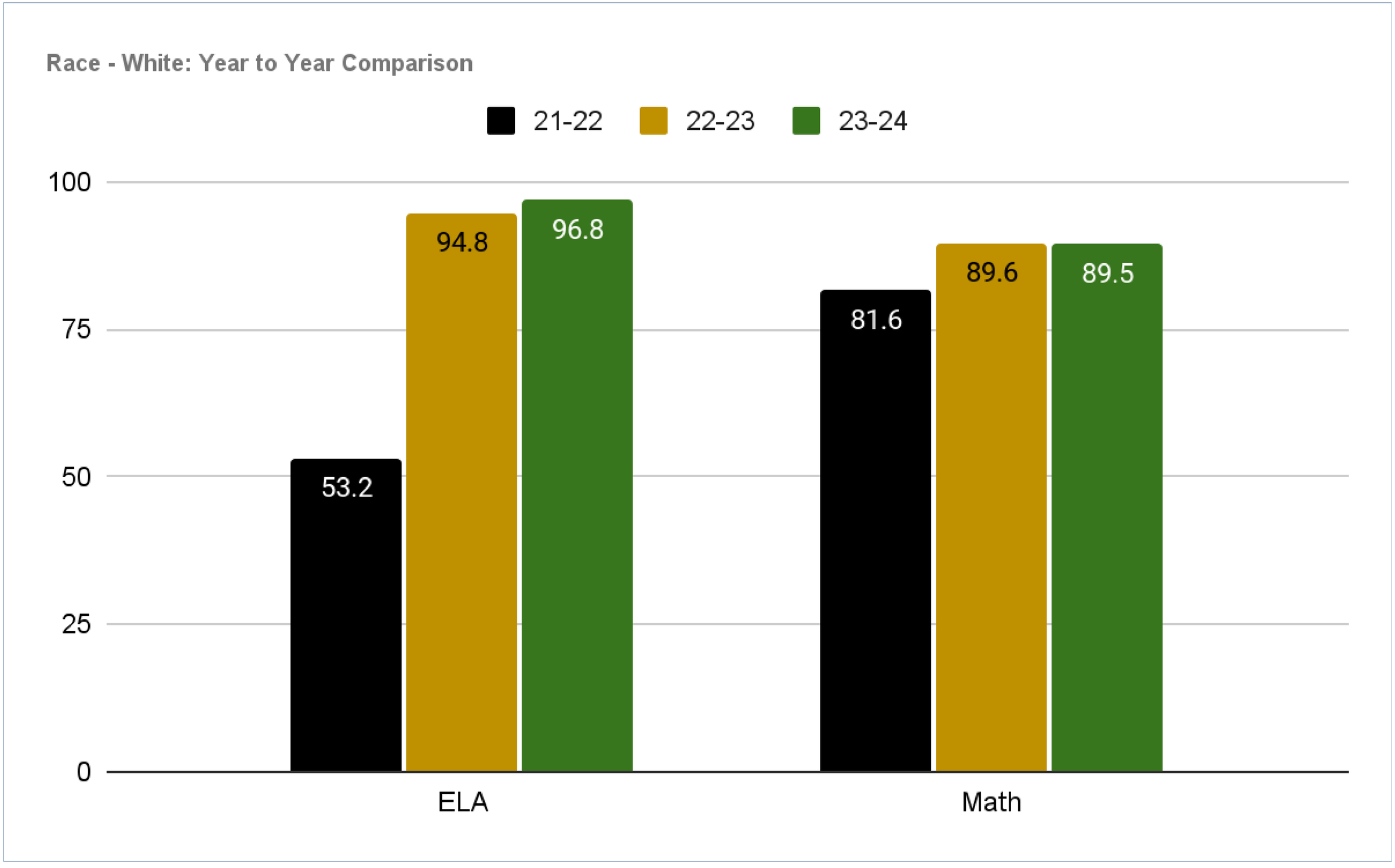
NJGPA: Race - Hispanic
Year to Year Comparison



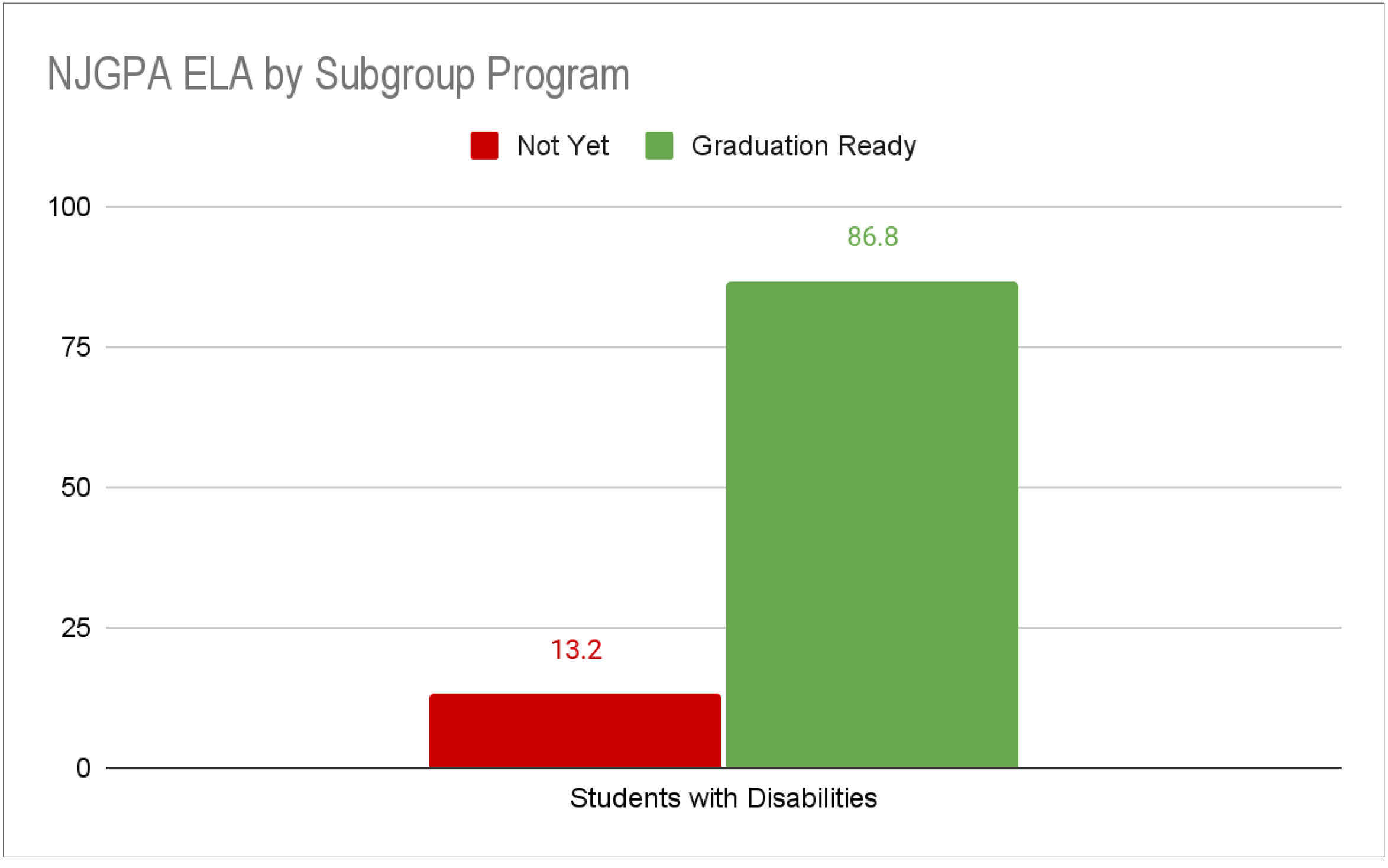
NJGPA: Race - Asian
Year to Year Comparison



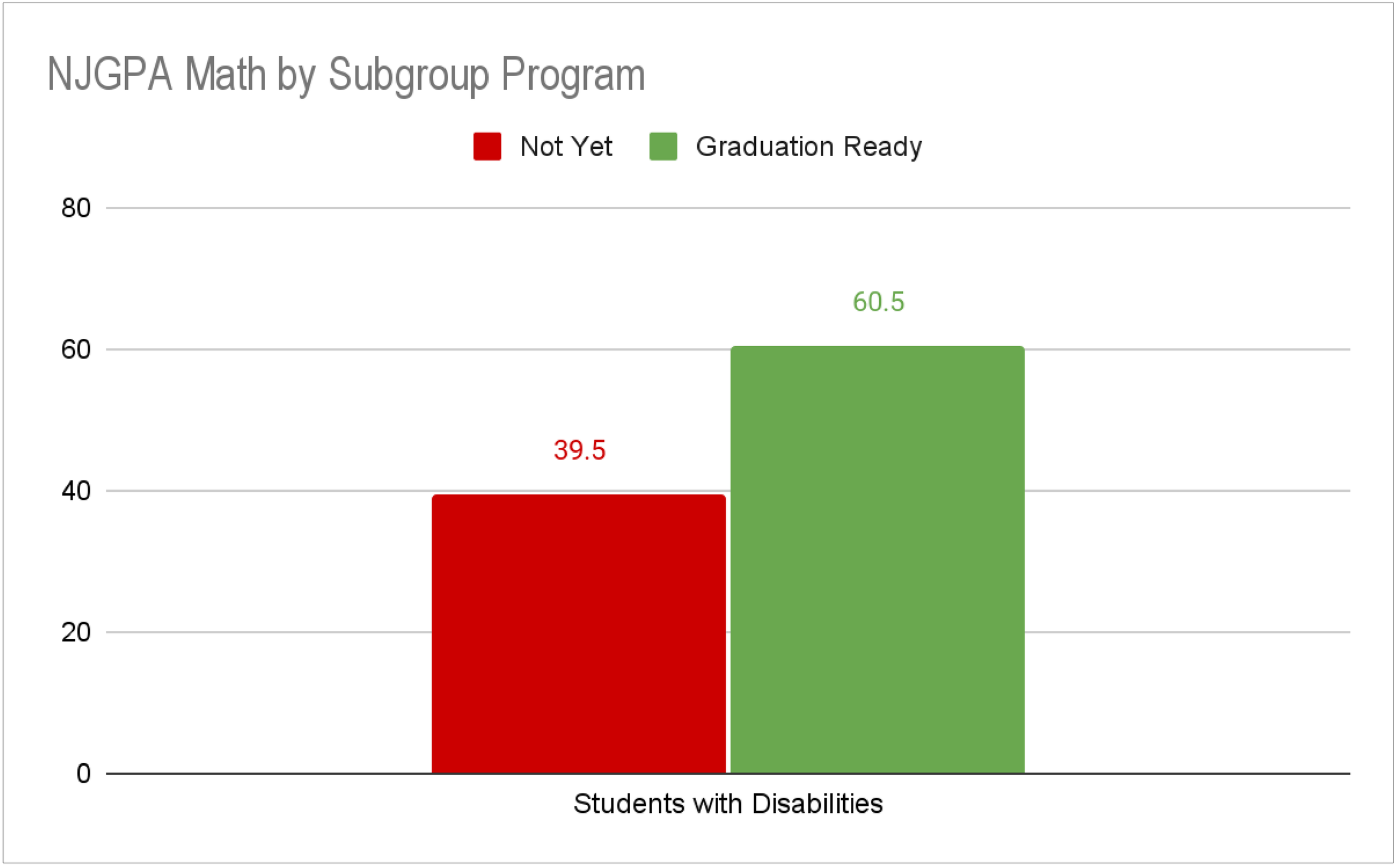
NJGPA: Race - White
Year to Year Comparison



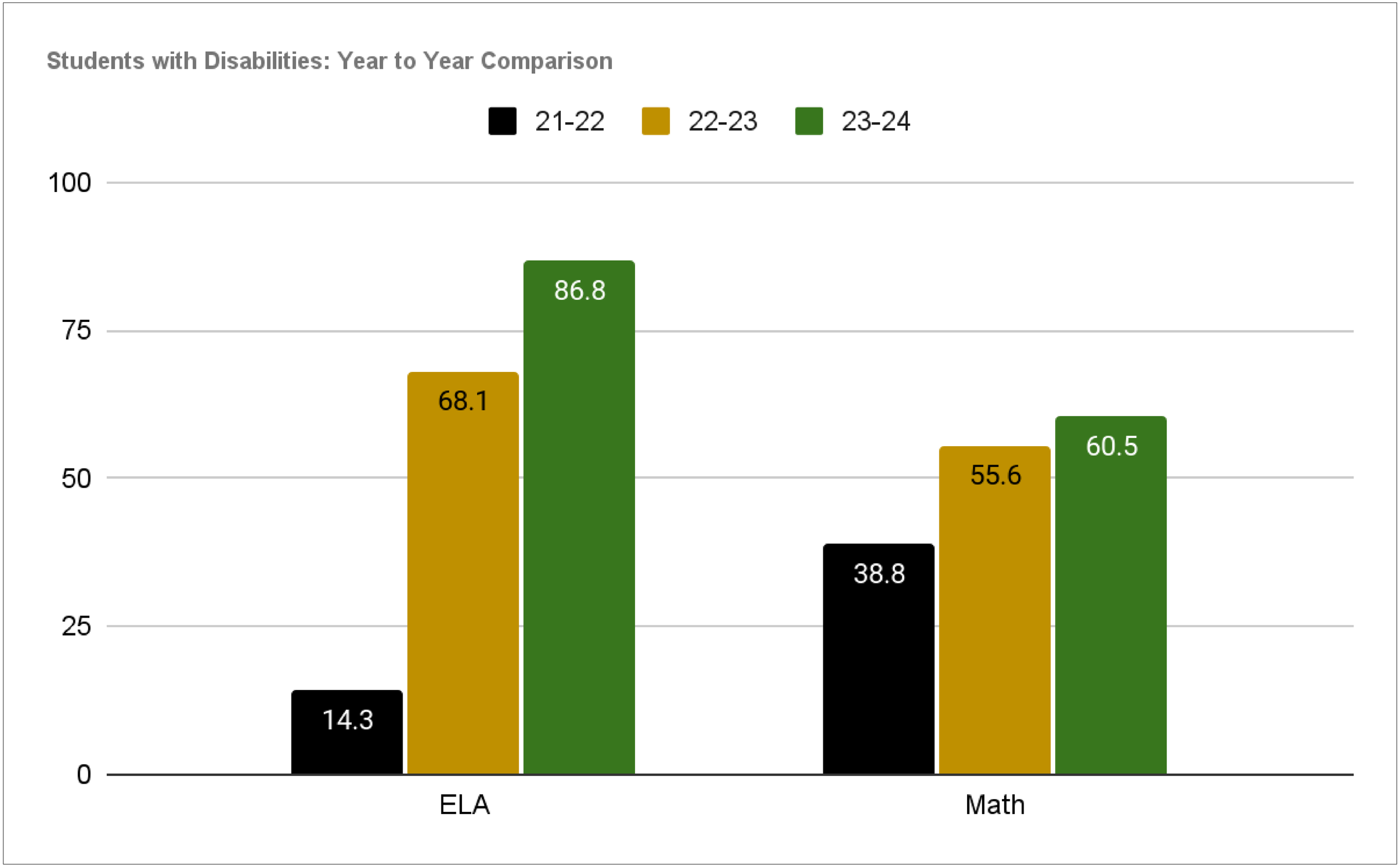
NJGPA ELA Results by Subgroup Program



NJGPA Math Results by Subgroup Program



NJGPA: Students with Disabilities Year to Year Comparison



Notable Achievements & Interventions

Notable Achievements

- MTSD students outperformed the state in both in English Language Arts and Math.

- Over 90% of students demonstrated graduation readiness in both English Language Arts and Math.

- Graduation readiness scores have increased in both English Language Arts and Math over the past three years.

Interventions

- Student performance is regularly monitored, analyzed, and discussed by staff including teachers, counselors, and administrators at team/department meetings.

- Data is continuously used to determine the efficacy of instructional practices, which includes identifying frequently missed standards and adjusting curriculum and instruction accordingly.

- Content area supervisors work closely with teachers in identifying standards, skills, and concepts not adequately grasped.

Multi-Tiered System of Supports

Referral &
Evaluation

I&RS
Recommendations
and/or
Targeted Classroom Supports

(small group instruction in or out of the classroom, intervention lessons on a particular standard or skill, change in the instructional materials, academic support program, etc.)

Universal Supports for All Students

(graphic organizers, chunked assignments, extended time, audio or visual options, decodable readers, texts at various reading levels, peer tutors, etc).

Tier 3

Tier 2

Tier 1

Interventions

Star360	• ELA/Math assessment platform aligned with the NJSLS/NJSLA • Scores can be correlated with NJSLA to predict success • Administered in the Fall, Winter, and Spring to track growth and mastery of grade level standards • Helps to identify student needs as the year progresses (data can be used to identify students in need of supplemental instruction) • Increases classroom differentiation through UDL
Additional ELA & Mathematics Interventions	• Mathematics and Literacy Skills lab course (for students who demonstrate a more significant skill deficiency as identified by multiple data points). • Mathematics and ELA after school clinics (for students identified as need additional, targeted support as identified by multiple data points) • Achieve Program, after school help, study hall, etc.

Moving Forward

The next administration of the NJGPA will place in March 2025.