

West Orange Public Schools

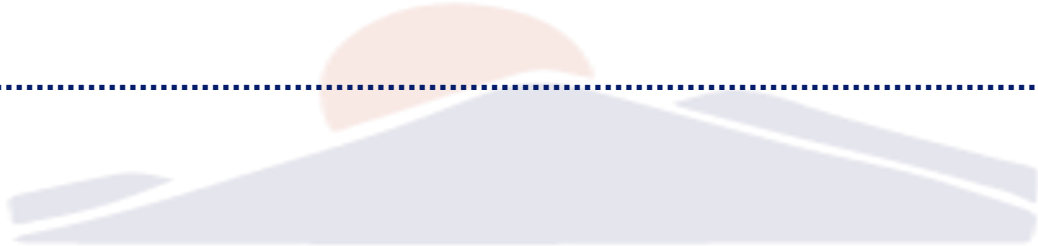


NJGPA & ACCESS Results: Spring 2023 Administration

Presented at:
Board of Education Meeting
August 28, 2023

West Orange Board of Education

Brian Rock	Board President
Melinda Huerta	Board Vice-President
Jennifer Tunncliffe	Board Member
Eric Stevenson	Board Member
Dr. Robert Ivker	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

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

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.

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 ≥ 725 (Graduation Ready)	New Jersey Graduation Proficiency Assessment— Mathematics ≥ 725 (Graduation Ready)

Approval of Alternate Graduation Assessment Menu and Cut Scores:

Second Pathway – Menu of Substitute Competency Tests

ELA	Mathematics
One of the following: <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	One of the following: <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

Portfolio Appeals (Third Pathway)

The Portfolio Appeals process will continue to be available for students in the classes of 2024 and 2025.

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 2023
 - ◆ 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.



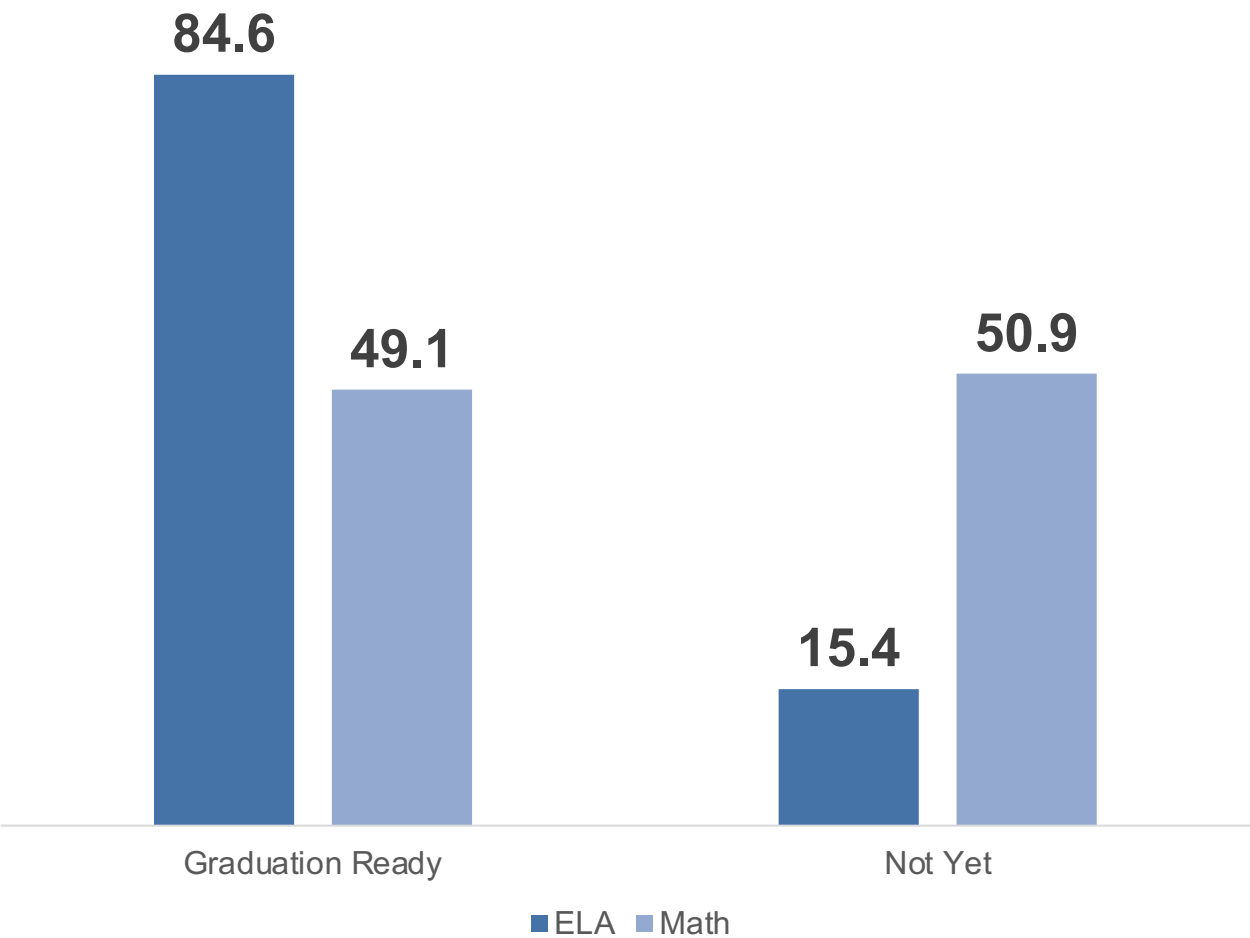
NJGPA Spring 2023

Grade 11, Class of 2024

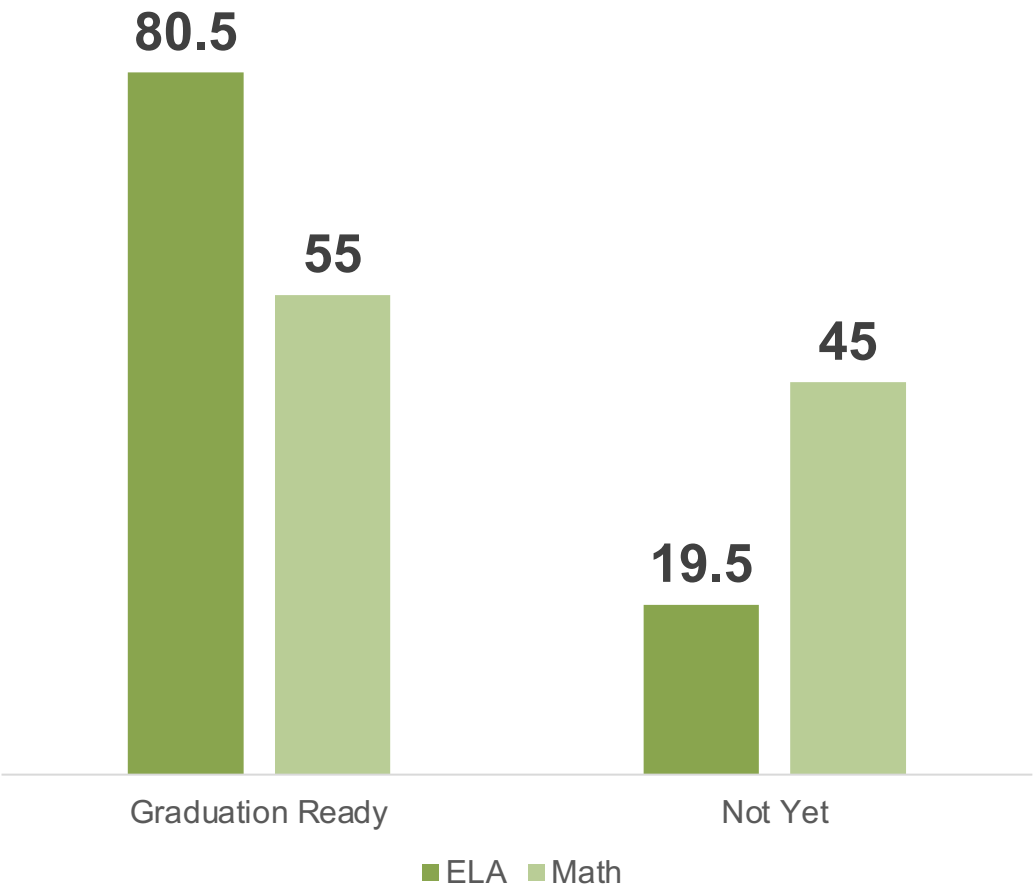
NJGPA Spring 2023

District / State Comparison

West Orange



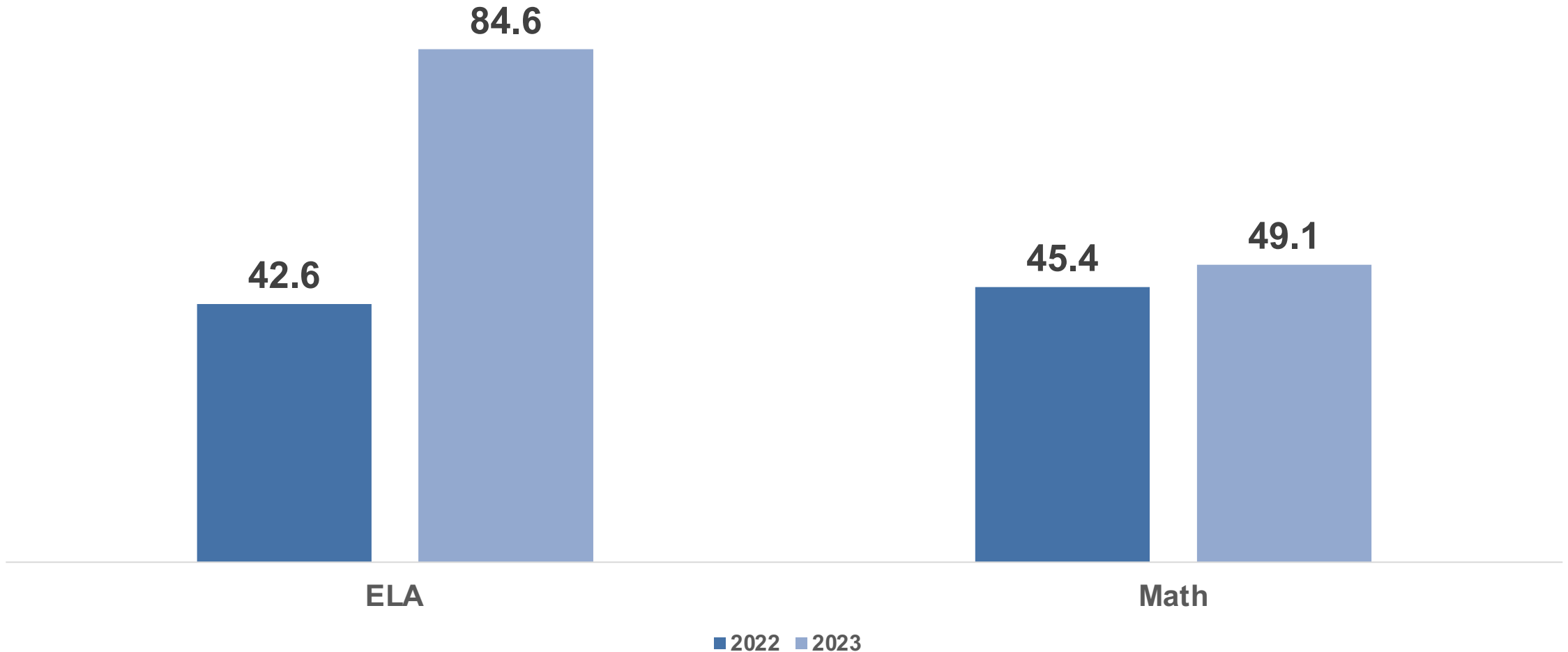
State



NJGPA District Performance

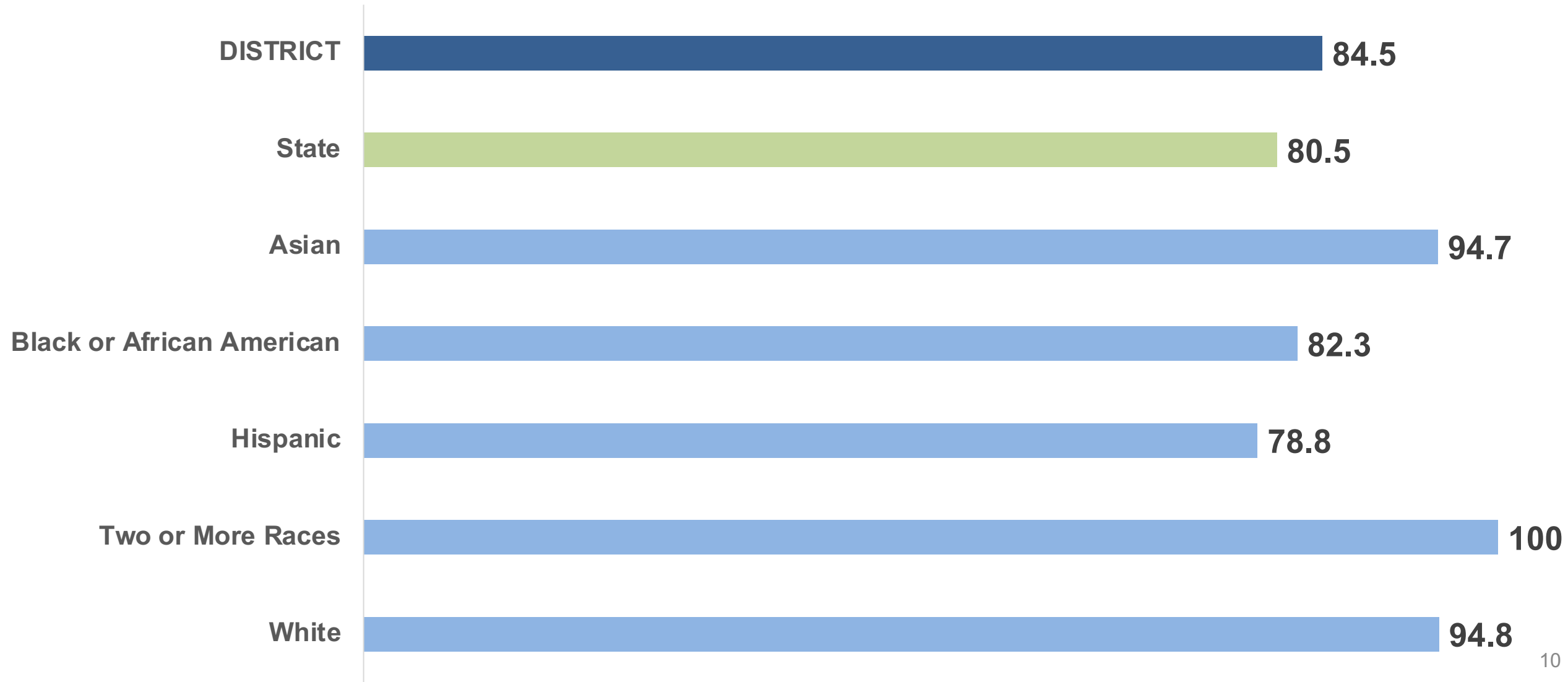
Spring 2022 Comparison to Spring 2023

NJGPA Graduation Ready Percentages



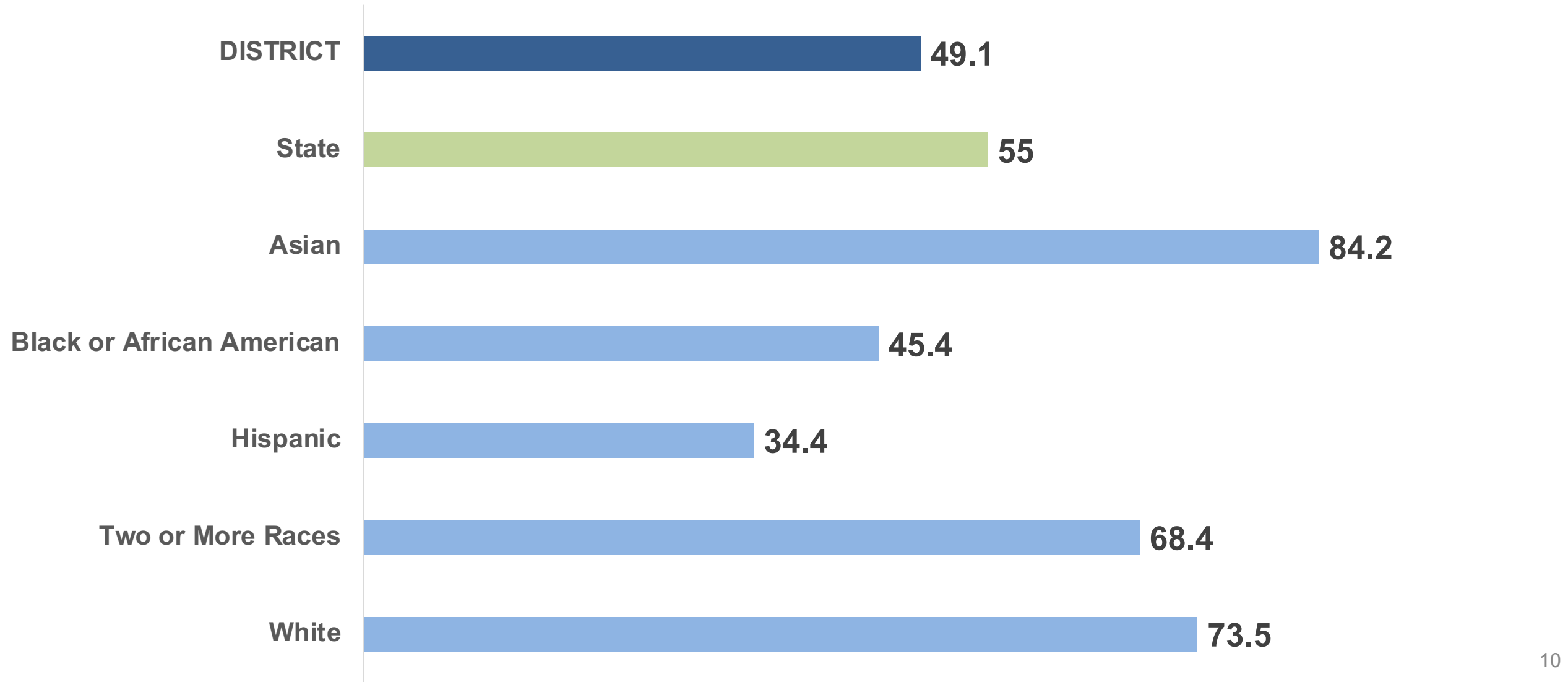
NJGPA District Performance

ELA Spring 2023



NJGPA District Performance

MATH Spring 2023



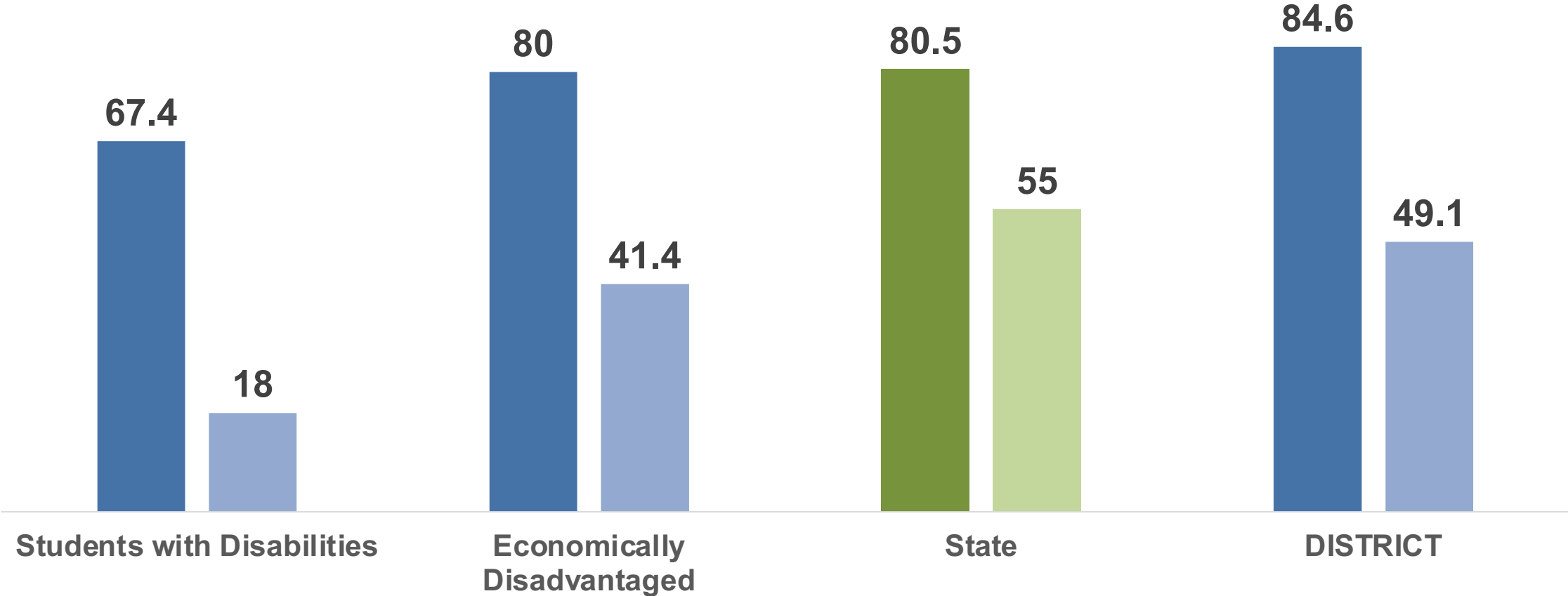
NJGPA District Performance

ELA, Math Spring 2023

NOTE:
English Language Learners
Not Reported when fewer than 10

NJGPA Graduation Ready Percentages

■ ELA ■ Math





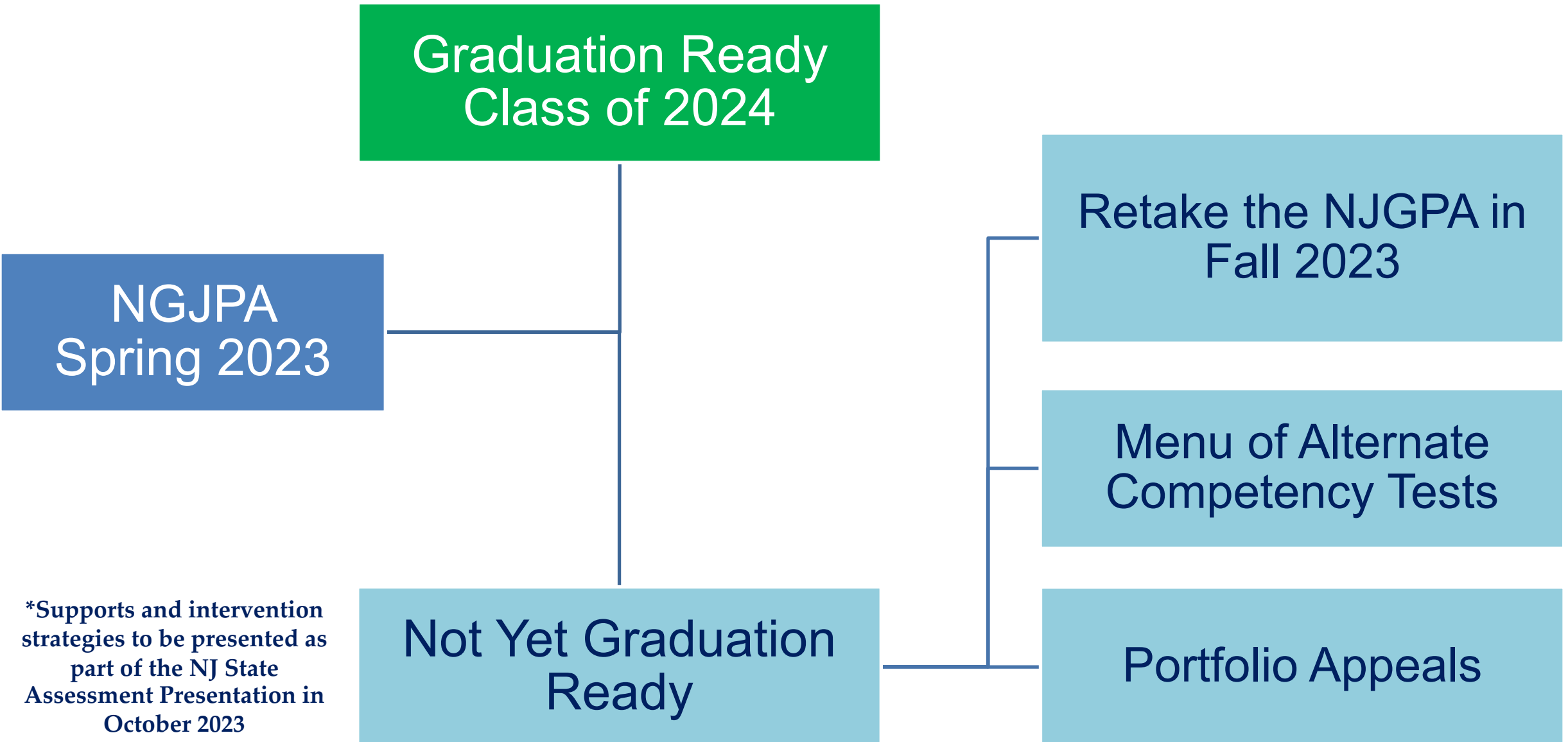
Next Steps

Intervention Strategies

Next Steps

July 6, 2023	School counselors reviewed NJGPA data and identified students not meeting the NJGPA requirements
August 2023	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 2023	Special Education Department will review NJGPA data to identify students exempt from meeting the NJGPA requirements
September 2023	Parent letters to inform students did not meet NJGPA and requirements
October 10-16, 2023	Fall NJGPA Window
January 2024	Portfolio process begins

Graduation Assessment Pathways





ACCESS for ELLs

Spring 2023
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 2023

	Listening		Speaking		Reading		Writing		Overall Score	
Proficiency Level	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1- Entering	47	20%	45	19%	64	27%	45	19%	47	20%
2- Emerging	18	8%	58	24%	45	19%	40	17%	33	14%
3- Developing	30	13%	76	32%	42	18%	102	43%	85	36%
4- Expanding	25	11%	40	17%	31	13%	47	20%	48	20%
5- Bridging	27	11%	6	3%	24	10%	3	1%	15	6%
6- Reaching	90	38%	0	0%	23	10%	0	0%	0	0%

K-5 Total Tested

238

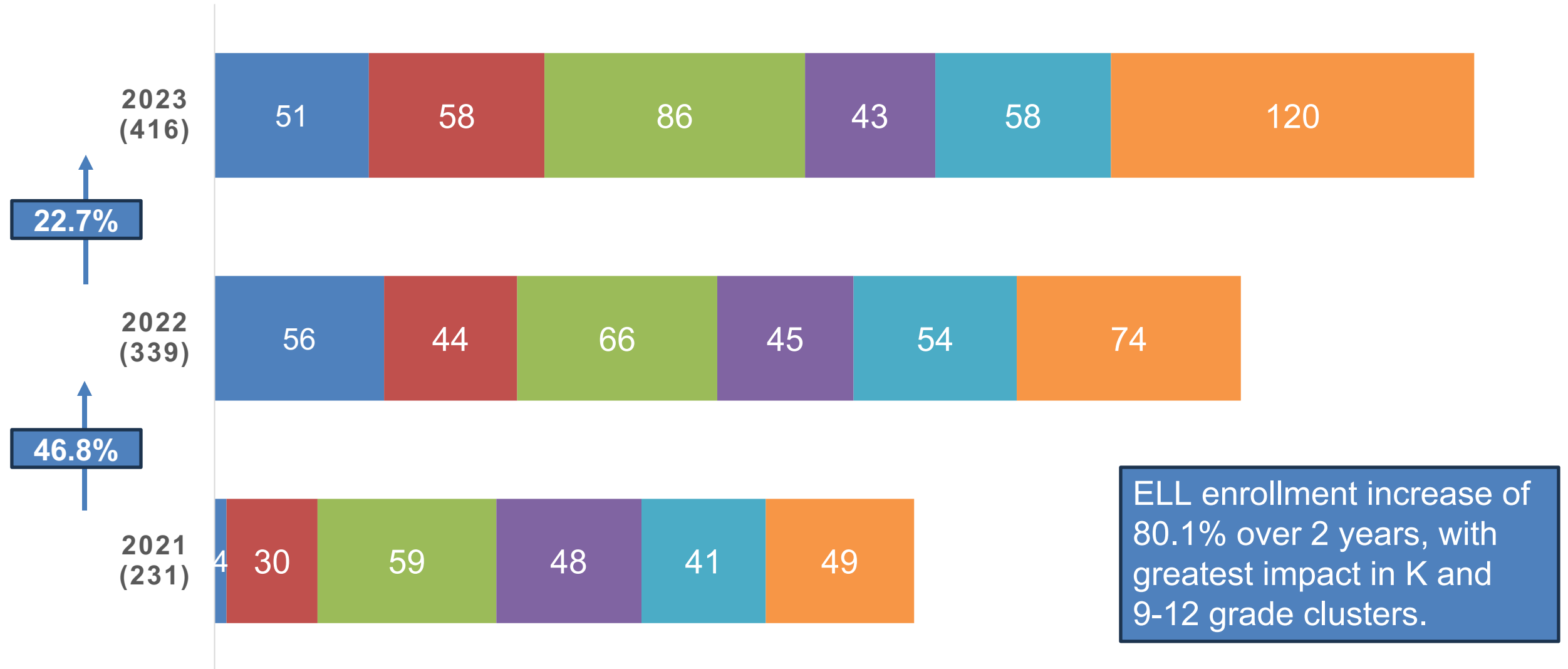
ACCESS for ELLs 6-12: District Frequency Report 2023

	Listening		Speaking		Reading		Writing		Overall Score	
Proficiency Level	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1- Entering	21	11%	56	30%	53	29%	34	18%	39	21%
2- Emerging	44	24%	45	24%	57	31%	55	30%	56	30%
3- Developing	45	24%	65	35%	24	13%	74	40%	52	28%
4- Expanding	25	14%	18	10%	16	9%	21	11%	33	18%
5- Bridging	18	10%	0	0%	21	11%	0	0%	4	2%
6- Reaching	32	17%	0	0%	14	8%	0	0%	0	0%

6-12 Total Tested
185

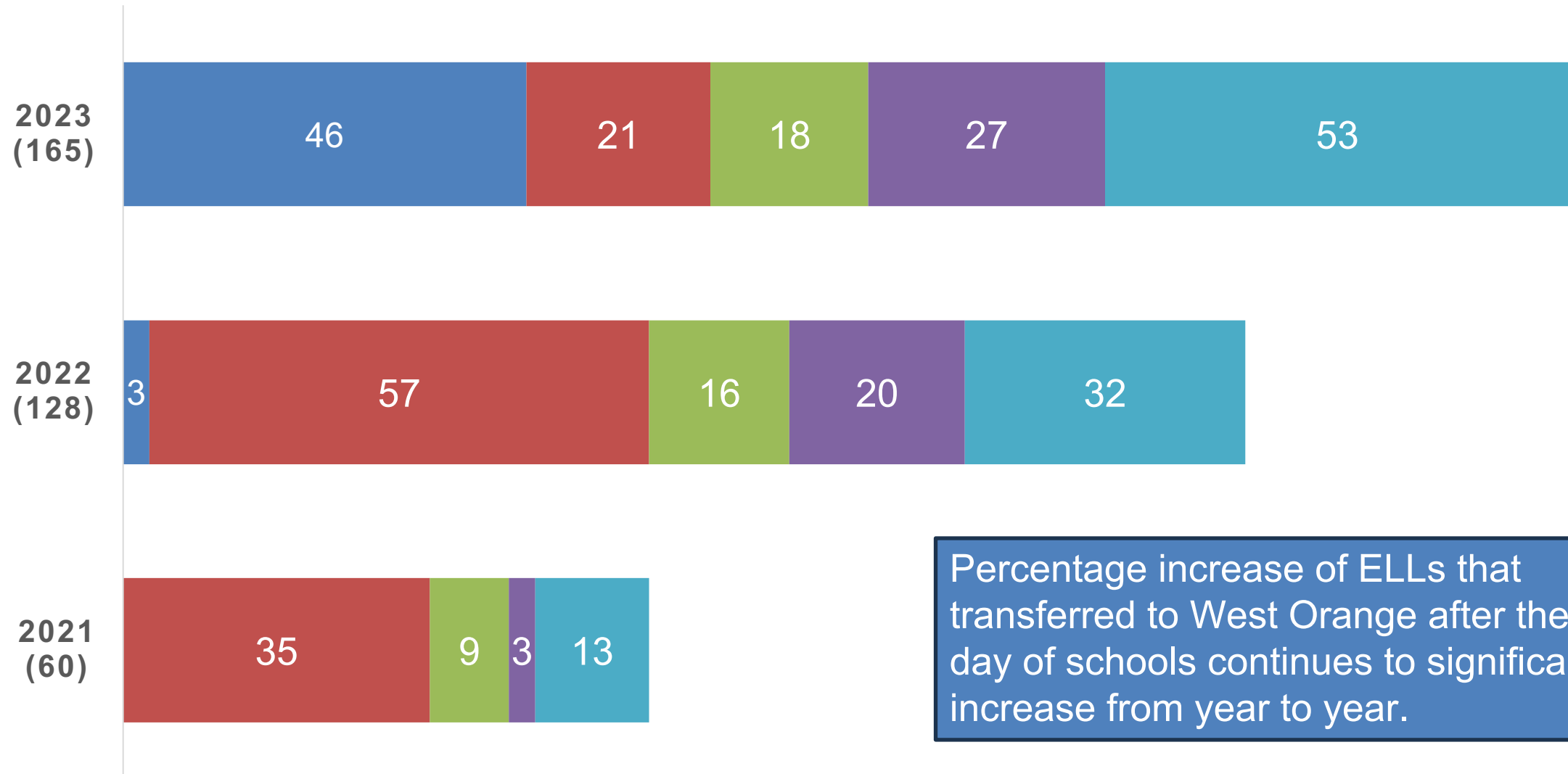
English Language Learner End-of-Year Enrollment Over 3 Years

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



English Language Learner # of Transfer Students after the 1st day of School

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



Percentage increase of ELLs that transferred to West Orange after the first day of schools continues to significantly increase from year to year.

KEY FEATURES OF ESL CURRICULUM REVISION

1. Intentional infusion of the three items below across unit themes, transfer goals, enduring understandings, and essential questions:

- English Language Development concepts from ELD standards.
- Literacy development concepts from ELA curriculum expectations.
- Content area themes to address ELD standards and state ACCESS assessment.

2. Inclusion of the components below in the unit template:

- Differentiation between Beginner and Intermediate/Advanced instruction.
- Thematic units to support Background Building and meaningful Vocabulary Development.
- Language Expectation learning targets aligned to the WIDA ELD standards.
- Language functions aligned to the unit's stage 1 desired results.

3. Targeted focus on the maintenance of grade-level expectations & rigor through alignment to:

- Grade level NJSLs
- WIDA ELD standards (ELA, Sci, SS, Social Instructional, Math) grade-level clusters.
- ELA curriculum concepts through transfer goals, enduring understandings, and essential questions.
- Grade level goals that were supported by the Fountas & Pinnell Literacy Continuum.

KEY FEATURES OF ESL CURRICULUM REVISION (cont.)

4. Strategic differentiation of beginner and intermediate/advanced sections through:

Stage 1- Desired Results and Standards

Stage 2- Scaffolded PBA and/or Other Assessment Evidence Descriptions

Stage 3- Learning Plan

- Differentiated teaching point descriptions in terms of content quantity, content type, process, or product .
- Scaffold suggestions

5. Progress Monitoring of Proficiency development:

- Assessment descriptions reinforcement of differentiated proficiency level expectations.
- PBAs are scored using proficiency level rubrics aligned to WIDA proficiency levels.
- Stage 3 learning plan descriptions

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 will be embedded in ESL instruction to support differentiation of literacy instruction.
- Grades 2-5 ELL after school programs targeting specific ELL literacy and language development will be implemented beginning in November.
- Grades 6-8 ELL 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.



THANK YOU!