



Lyndhurst Public Schools

NJGPA Spring 2022

November 29, 2022
Dr. Alma Morel, Assistant Superintendent

New Jersey Graduation Proficiency Assessment (NJGPA) Overview



- Statute requires the State graduation proficiency assessment to be administered to all 11th grade students. (N.J.S.A. 18A:7C-6).
- The first administration of NJGPA was March 2022 for students in the Class of 2023.
- Aligned to the NJSLS for grade 10 ELA and NJSLS for Algebra I and Geometry.

New Jersey Graduation Proficiency Assessment (NJGPA) Overview



There are two performance levels

Not Yet Graduation Ready

Graduation Ready

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



NJGPA Spring 2022 Data



NJGPA – ELA LYNDHURST VS STATE



GRADUATION READY

■ Lyndhurst ■ State

98.5% student participation rate

NJGPA – MATH LYNDHURST VS STATE



GRADUATION READY

■ Lyndhurst ■ State

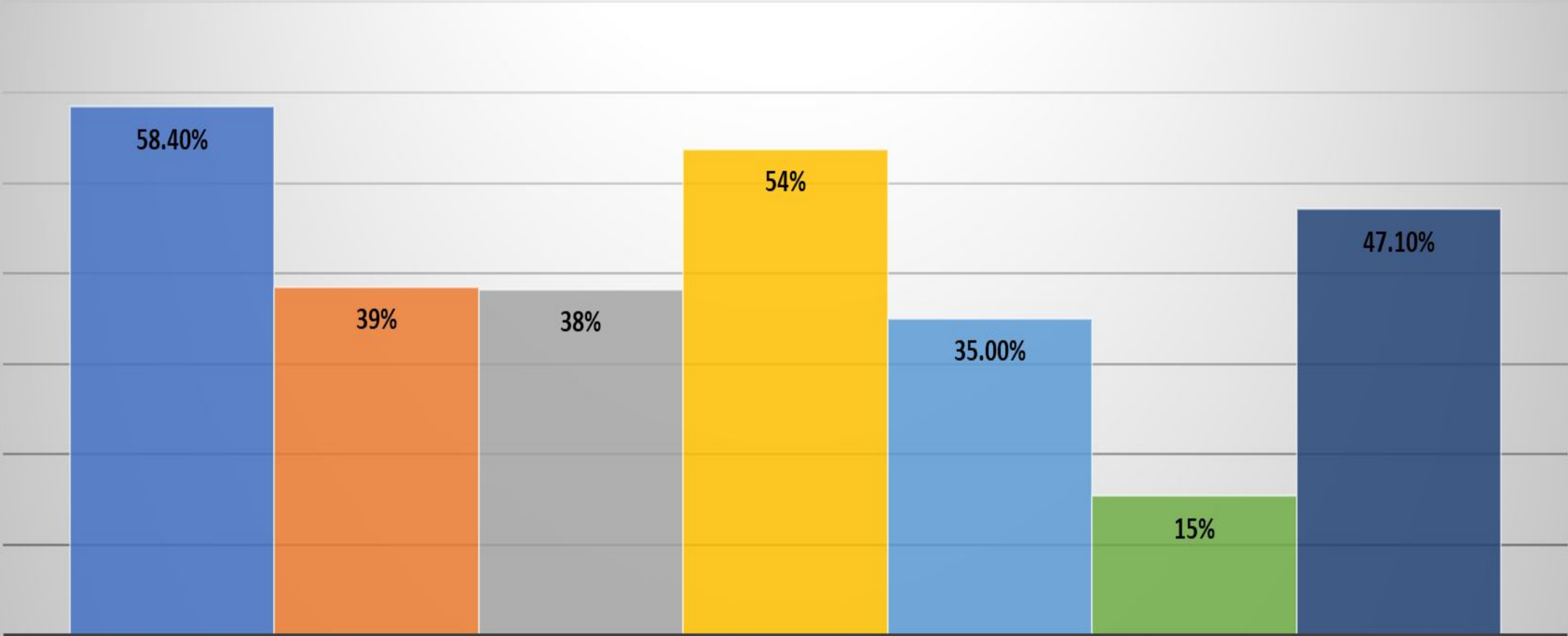
97% student participation rate



NJGPA Spring 2022 Demographic Data



NJGPA- ELA

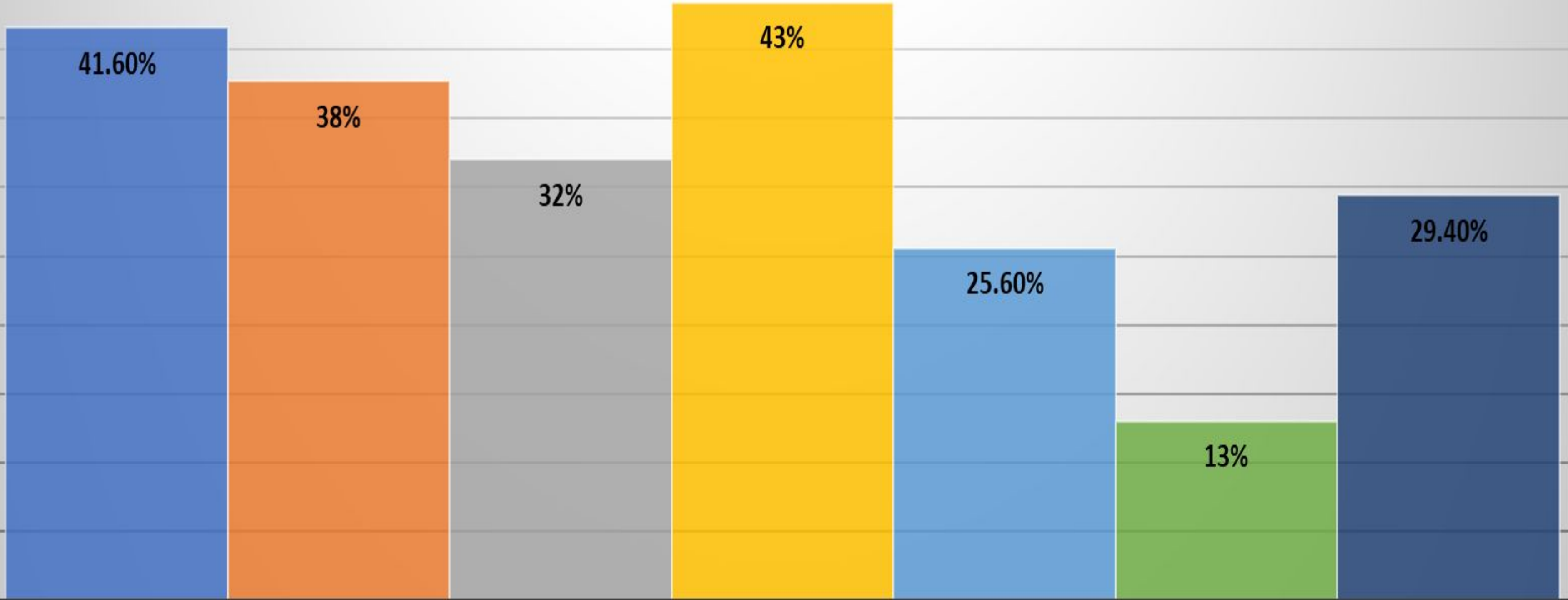


GRADUATION READY

- Female
- Male
- Hispanic
- White
- Economically Disadvantaged
- Spec. Ed.
- 504

Additional subgroups not reported due to student data suppression rules n-size is less than 10

NJGPA- MATH



GRADUATION READY

■ Female ■ Male ■ Hispanic ■ White ■ Economically Disadvantaged ■ Spec. Ed. ■ 504

Additional subgroups not reported due to student data suppression rules n-size is less than 10



Data Analysis Takeaways



Areas where district SHINES



- ELA is an area of strength. Additionally, when comparing district performance on standards, the district performs well above the mean for Reading and Writing which includes:
 - Written Expression
 - Writing Knowledge
 - Literary Analysis
 - Research Simulation
- In Math, students were well above the state average in calculating and interpreting average rate of change over specified intervals. This included piecewise functions, and absolute value functions.
- Students also performed well in building a function that models a relationship between two quantities.

Areas we need to

POLISH



- Math – Modeling and Reasoning was where we need the most work. This is where students are asked to do error analysis and/or justify answers with explanations.
- Improve Special Education students subgroup performance in all tested areas.
- Continue to work on addressing the achievement gap amongst subgroup student performance.
- Improve student performance in reading informational text



INTERVENTION STRATEGIES ALIGNED TO DATA ANALYSIS



INTERVENTION STRATEGIES



- Review more open-ended Math questions with class discussion on how a mistake was made, and/or how to correct an error. Also incorporate more problems where there are additional parts (Ex. Part A, Part B)
- Increase opportunities for students to not just answer the question, but justify how an answer is found.
- Hired an additional HS Math teacher to lower class sizes for both Algebra I and Geometry classes.
- Added software programs such as Gimkit and Delta Math to enhance instruction and the students mastery of standards.
- Continued use of Linkit assessment and review of data to target instruction and identify student needs.

INTERVENTION STRATEGIES



- Provide students with additional narrative assignments, such as journal/diary entries that utilize point of view.
- Students need practice reading directions and understanding the importance of answering the multiple components of the question.
- Emphasize and encourage students to complete the writing tasks on the NJGPA.
- Address student absences and tardiness to class.
- Implementation of Document Based Questions (DBQ) in Social Studies classes which helps to develop and improve students' critical thinking skills reading non-fiction text, research and writing skills. Teachers will also focus on Research Simulation Tasks (RST)



Thank you!

