New Jersey State Dynamic Learning Maps

Spring 2023 End of Year Assessment Results

Teaneck Public Schools

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New Jersey State Dynamic Learning Maps

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  - Any group with 10 students or fewer is not presented due to confidentiality reasons and FERPA
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# Dynamics Learning Maps Overview

- The Dynamic Learning Maps is an alternate assessment for students with the most significant cognitive disabilities.
  - New Jersey Department of Education regulates a 1 % Participation cap.
  - IEP team determines who is eligible to take the DLM based on the federal requirements and guidelines.

- Year-End model given in English Language Arts, Mathematics, and Science.
  - ELA and Math tested in Grades 3-8 and 11.
  - Science tested in Grades 5, 8 and 11.

Dynamic Learning District Participation Rates

Subject	Students Tested 2020-2021	Students Tested 2021-2022	Students Tested 2022-2023
English Language Arts	14/46 (eligible test takers)	33/34 (eligible test takers)	34/34 (eligible test takers)
Mathematics	14/31 (eligible test takers)	33/34 (eligible test takers)	32/32 (eligible test takers)
Science	*FERPA (eligible test takers)	*FERPA (eligible test takers)	15/16 (eligible test takers)

Students Tested 2021, 2022, & 2023 DLM Assessment
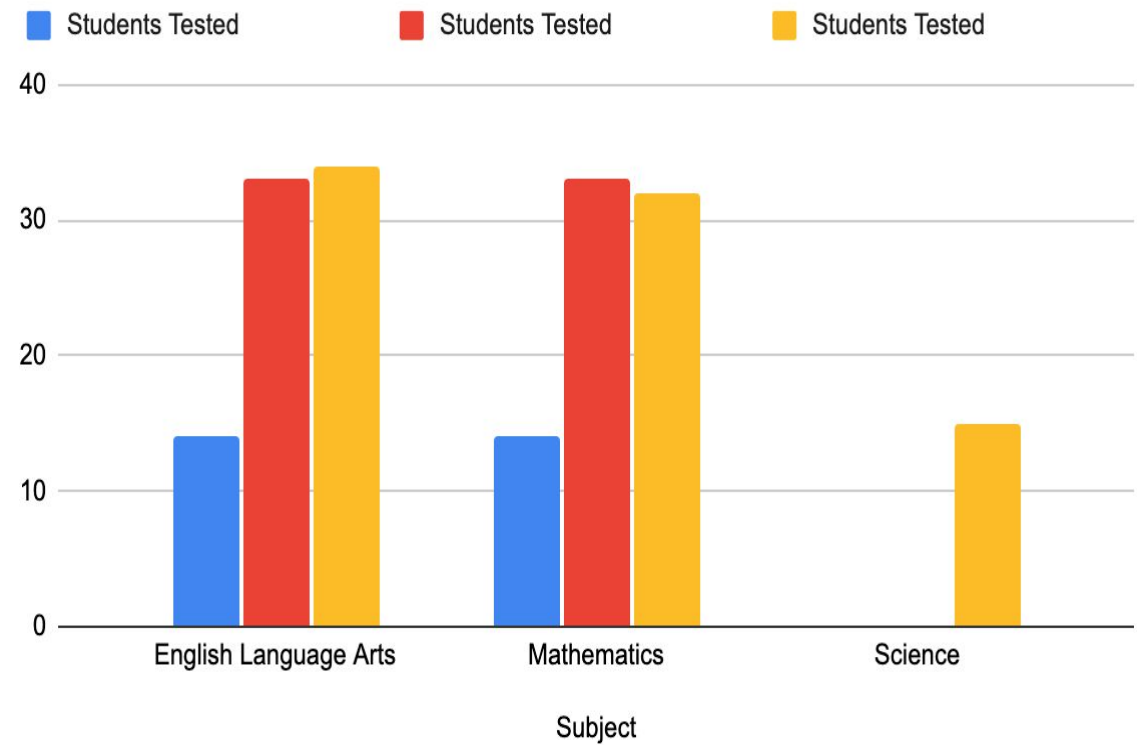
Dynamic Learning Maps EOY Performance Levels

Dynamic Learning Maps uses four performance levels that delineate the knowledge, skills, and practices represented by the Essential Elements that students are able to demonstrate.

Level 1 Emerging	Level 2 Approaching	Level 3 Target	Level 4 Advanced
The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.	The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target.**	The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target.**	The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Dynamic Learning Maps provides a student score report that consist of two parts:

1. **Performance Profile** - provides broad information about what the student knows and can do the tested subject.

2. **Learning Profile** - describes the skills the student has mastered as they related to each essential elements.

DYNAMIC® LEARNING MAPS

Mini-Map for ELA.EE.RI.6.5
Subject: ELA
Reading Informational Text
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.6.5 Determine how the title fits the structure of the text.	ELA.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can move appropriately to demonstrate an understanding of action words spoken by adults in a familiar routine.	The student can identify concrete details, such as individuals, events, or ideas, in a familiar informational text.	Given a text with a clear structure, the student can determine whether the text tells about an event, gives directions, or provides information on a topic.	The student can understand how the title of an informational text reflects the structure, content, and purpose of the text.	The student can identify that events or facts may be tied together in a sequence in order to communicate steps or the need for a linear process.

Disaggregated District Data - 2023 DLM EOY Assessment

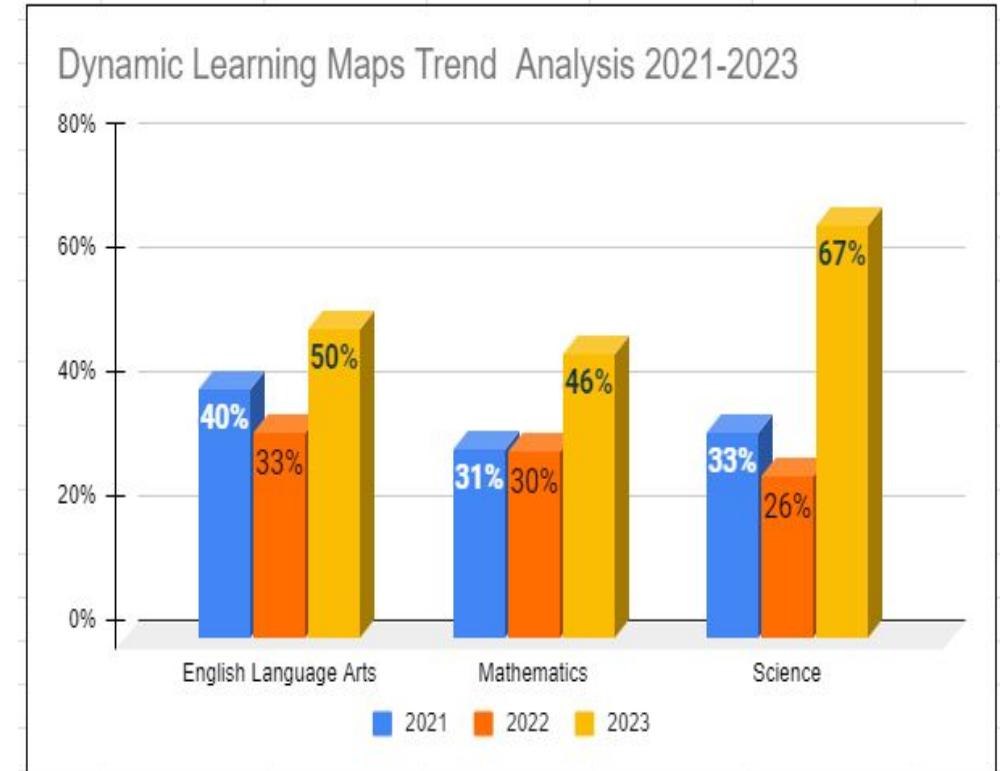| Subjects	Tested Students	Level 1 Emerging	Level 2 Approaching Target	Level 3 At Target	Level 4 Advanced	Total at Target or Advanced	% of students at Target or Advanced
Language Arts	34	10	*FERPA	12	*FERPA	17	50%
Mathematics	32	13	*FERPA	*FERPA	*FERPA	13	40.6%
Science	15	*FERPA	*FERPA	*FERPA	*FERPA	10	66.7%

FERPA
Family Educational Rights and Privacy Act

In accordance with FERPA *DLM performance for grade levels with fewer than 10 students is not represented.

Dynamic Learning Maps Trend Analysis 2021-2023

Subjects	% of students at Target (Level 3) or Advanced (Level 4) 2021	% of students at Target (Level 3) or Advanced (Level 4) 2022	% of students at Target (Level 3) or Advanced (Level 4) 2023	Difference in Performance 2022 to 2023
English Language Arts	40.33%	33%	50%	+17%
Mathematics	30.5%	30%	46%	+16%
Science	33.3%	*FERPA	66.7%	+33.4%

Dynamic Learning Maps Trend Analysis 2021-2023

Targeted Instructional Strategies & Interventions

- Expand multisensory reading and Universal Design for Learning methodology to deepen multimodal instructional approach to include modeling; direct instruction; guided practice, independent practice, and generalization of skills.
- Formal and informal assessments to monitor student progress.
- Supplemental instructional materials/resources to target skill development.
  - Utilization of the ACE ABA Instructional Program (District Multiple Disabilities Program) to develop individual student programs that are aligned to IEP goals/objectives; data is collected daily, charted, and monitored to review student progress on target skills.

Next Steps

- Dynamic Learning Maps Instructionally Embedded Assessment:
  - Teachers are using the DLM results to inform instructional decisions. They have meetings throughout the year to analyze the data and develop action plans to address the areas of need.
  - Case managers and service providers adjust IEP goals with the instructional staff based on student achievement and student individual needs.

Questions