

Office of Educational Accountability

Newsletter - Issue I, February 2007

OEA Updates...

Wisconsin Teacher Involvement in the WKCE

On January 11th and 12th, twenty-five Wisconsin educators from around the state participated in a WKCE Item Review Workshop. They were selected based on their wealth of experiences and leadership within their selected content area. Professional educators' experiences ranged from program directors to classroom teachers. They reviewed Reading and Mathematics items in committees organized by content area and grade level clusters grouped by grades 3-5 and 6-8. The committees collectively revised approximately 400 newly developed items for field testing on the 2007-2008 WKCE. The purpose of the review was to ensure that each item aligned to the Wisconsin content framework, was grade appropriate, and accurate in content. The review committees also evaluated the cognitive complexity of each item, the linguistic accessibility of the items and addressed any sensitivity issues the items presented.

On February 22nd and 23rd, Wisconsin educators, DPI representatives, and CTB will review and approve scoring guides and select anchor, training, and qualifying papers used by evaluators for scoring constructed response items in the WKCE 2006-07 field tests. If you are interested in participating in upcoming workshops and meetings regarding the development of the WKCE please contact us at oeaemail@dpi.state.wi.us

Occasionally, students taking the WKCE submit written responses which may suggest child abuse, neglect, potential suicide, or harm to themselves or others. Copies of alert papers were mailed out to the Principals, DACs and the Student Services Director on 01/11/07.

RES is Critical to AYP Determinations

The No Child Left Behind Act of 2001 requires states to determine the Adequate Yearly Progress (AYP) of schools and school districts. The AYP evaluation is based primarily on student assessment data from the Wisconsin Student Assessment System (WSAS). The accuracy of these data is critical to making valid AYP determinations as well as producing public disaggregated reports. WSAS data are presented to districts for a final review in the on-line WSAS Record Editing System (RES) from January 29 until February 9. Districts are encouraged to review student demographic and assessment data and make any necessary corrections so that reporting and accountability are as complete and accurate as possible.

To learn more about RES see: <http://dpi.wi.gov/oea/wsasdata.html>

To learn more about AYP see:
http://dpi.wi.gov/oea/title1_accountability.html

OEA Calendar...

WKCE / WAA-SwD

Jan. 29 – Feb. 12	Record Editing System window for DACs
Mar. 16 (anticipated)	Phase I test results shipped <ul style="list-style-type: none"> o Individual Profile Reports o School Record Sheets
Mar. 30 (anticipated)	Phase II test results available online <ul style="list-style-type: none"> o Proficiency Summary Reports o Scale Score Summary Reports o Item Analysis Summary o Standards Performance Summary
May 4 (anticipated)	Phase III reports available online <ul style="list-style-type: none"> o Item Response Analysis SR o Item Response Analysis CR o Extended Writing Sample by Rubric

AYP

Apr. 1 – May 20	DPI conducts data analysis and individual reviews for AYP
May 1 – May 20	Districts and schools receive DRAFT notification of preliminary DIFI, SIFI, and missing AYP findings
June 12	Public release of preliminary DIFI, SIFI, and/or district/schools missing AYP posted
June 25 – June 29	AYP status is electronically available for every WI school and district review. Three year AYP review is posted to website
June 29	Deadline for districts and schools to prepare appeals and request reconsideration of their preliminary DIFI, SIFI, or AYP status

ELL Task Force Update

The ELL Assessment Task Force, comprised of educators across the state, met January 24th to discuss various approaches for large scale assessment of ELL students. Educators discussed short-range and long-range assessment options and made recommendations so that WKCE scores more accurately reflect ELL content knowledge skills.

Thank You to NAEP Participating Schools

The NAEP assessment window closes March 2. Statewide results for 4th and 8th grade reading and mathematics will be released in early October 2007. Writing results for 8th grade and 12th grade will be released late spring 2008. Thank you to all participating schools!

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“What recommendations do you have for using the WKCE results in determining eligibility for Gifted and Talented Programming?”

When considering the WKCE as a way to identify students for Gifted and Talented programs, we recommend caution, and for reasons that may not be obvious at first glance.

The WKCE was designed as a tool whose primary purpose is determining “Proficiency” to use in reporting to the Federal government for the purposes of Adequate Yearly Progress. In measuring student achievement around grade level standards, the WKCE is as robust an assessment as one can ask for given that it is a single test administration. For students who perform exceptionally higher or lower than their grade level peers, the WKCE may not be the most precise measure of achievement.

The farther you get from the proficient “cut score” on the WKCE, the lower the degree of precision. Consider math at fourth grade as an example:

- The cut score for Proficient is 438. Statewide, 73% of students were able to attain this level of achievement. The Standard Error of Measure (SEM) for this score is 11 scale score points. This means that for a student with a standard score of 438, chances are 68 out of 100 that the student’s score falls between 427 and 449. This is a fairly narrow band of potential scores.
- The scale score at the 95th percentile is 533, with an SEM of 17. This means that for a student with a standard score of 533, chances are 68 out of 100 that the student’s score falls between 516 and 550. In comparison to the previous example, this is a significantly larger band of potential scores.

Add in issues of motivation and engagement – which are known issues for lower and higher functioning students on state assessments – and you may have real difficulties identifying students appropriately for your Gifted and Talented programs. Information from multiple sources should be used to make this decision including professional judgment, teacher and parent input, various measures of academic achievement, and the child’s overall social/emotional development. It is appropriate to use the WKCE data to help focus your search, but remember to cast a wide net. If you have additional questions about Gifted and Talented programming please contact Chrystyna Mursky at chrystyna.mursky@dpi.state.wi.us

FAQ... About WKCE results

How do I get access to the online reports using TurnLeaf?

Usernames and passwords for the Online Reporting System (known to some as the “TurnLeaf” system) can be obtained by calling Brad Carl in the Office of Educational Accountability at (608) 266-0890.

Where can I get information that helps me understand Wisconsin Student Assessment System (WSAS) reports?

Descriptions of the information shown on WSAS reports, and how to interpret and appropriately use this information, are available from several sources. Within the Online Reporting System (the “TurnLeaf” system), each report has a section (located on the far left-hand side of the screen) entitled, “Report Details.” In this section, users can access both a “Report Purpose” describing the intent of the report as well as a “Report Legend” explaining any terminology and statistics used. Each ORS report also has a blue “More Info” link in the upper right-hand corner of the screen. WSAS reports are also explained in the Administrator’s Interpretive Guide, which can be accessed on DPI’s Web site at http://www.dpi.wi.gov/oea/kce_publin.html.

When will WSAS parent reports be received in schools, and when should they be sent home?

Individual Profile Reports (IPRs) explaining Fall 2006 WSAS results will be shipped to schools in mid-March 2007. Two copies will be sent; one should be kept by the school and the other should be sent home as soon as possible to parents. These reports should NOT be held until May 22nd, the WKCE embargo date. This date only pertains to school level and district level summary reports.

What if we did not receive results for a student?

If your school does not receive results for a student, you should check to make sure a valid test book was submitted for the student. If you believe that a valid test book was submitted, you should contact the Office of Educational Accountability at (608) 267-1072 to obtain further information.

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Building Assessment Literacy... About WKCE Results

The following table has been provided as a resource for interpreting WKCE results. The following terms, which are included on various TurnLeaf reports, are often confused. Below is a brief summary of the appropriate use of each term.

Term	Definition	When to use	When NOT to use
Raw Score	The number of correct items on the exam.	Looking at raw scores can ensure that a student's test has been scored.	Raw score cannot be simply equated to a scale score or proficiency level because test items are weighted by difficulty, probability of guessing, and discrimination between students of different ability.
Scale Score	A scale score measures student ability, taking into account the differences in the test items (e.g. item difficulty). An increase of one point at one place on the scale is equal to a one point increase anywhere else on the scale.	Within each content area students' abilities can be compared with other students who took the test the same year, different years, or even different grades.	Scale scores cannot be used to compare different content areas (e.g. reading and mathematics).
Standard Performance Index (SPI)	The SPI estimates the number of questions a student would answer correctly were there 100 questions in the content area.	SPI scores are useful for same year, same grade, same content area comparisons between students, classrooms, schools, districts, or subgroups.	SPI is ineffective for determining progress across various years, grades, and/or content areas. The same student would receive a different SPI on two tests that vary in difficulty.
Percentile	The number of students out of 100 that score equal to or below the tested student.	To compare how students rank relative to other students on the same assessment. Example: a student at the 65 th percentile, scored at or above 65% of other students taking the same assessment.	Percentiles are NOT an indicator of proficiency or lack of proficiency. Percentiles are a ranking value and do NOT represent the percentage of questions answered correctly. For example, the 65 th percentile does not equate to 65% of questions correct. Differences between percentiles are not equal. For example, the difference between the 90 th and 95 th percentile is smaller than difference between the 50 th and 55 th percentile.
Normal Curve Equivalent (NCE)	NCE is a score (ranging from 1 to 99) that compares students' abilities to their peers on the same test, grade and year. It is a translation of a student's percentile to a score that has equal intervals between scores.	NCE scores can be averaged and answer how much better a student, classroom, school, district, or demographic group performs than another. The average is 50 and the standard deviation is 21.06.	NCE scores are NOT an indicator of proficiency or lack of proficiency. NCE scores do NOT represent the percentage of questions answered correctly.

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