

Office of Educational Accountability

Newsletter - Issue X, May 2009

OEA Updates...

Adequate Yearly Progress (AYP) Update

Each year, schools and districts undergo an accountability evaluation based on four AYP Annual Measurable Objectives (AMO):

- graduation or attendance
- reading achievement
- test participation
- mathematics achievement

Any school or district that missed AYP or is identified for improvement will be notified by May 22, 2009. These notifications are considered preliminary and AYP results will be embargoed until June 9, 2009. Districts have a 30-day appeal period in which they may submit evidence to correct data errors. This evidence should be submitted to the Office of Educational Accountability (OEA) by June 26, 2009. Final AYP determinations will be made by July 31, 2009.

In addition, the three-year AYP Review Summary for all schools and districts will be finalized and posted in late June. District Assessment Coordinators (DACs) will then have access to AYP reports for the district and associated schools via the WSAS Online Reporting System (ORS) at <https://wsasors.turnleaf.com/> and on Wisconsin's Information Network for Successful Schools (WINSS), under Private Downloads. DACs should be sure to distribute AYP reports to all schools and appropriate personnel within the district. Care should be taken to avoid indirect disclosure of confidential student information in the detailed report.

Schools that miss the same AYP objective for two consecutive years are identified for improvement. District AYP determinations are based on the aggregate of all students at each grade span—elementary, middle, and high school. Districts that miss the same objective at all three grade spans for two consecutive years are identified as in need of improvement. State and federal laws require publication of school and district performance reports and the identification of schools and districts that do not make AYP.

Looking ahead, please note that the AMO criteria for 2009-10 will remain the same as this year: 74% proficient in Reading, 58% proficient in Mathematics.

To learn more about the criteria and how AYP is calculated, please visit <http://www.dpi.wi.gov/oea/acct/ayp.html>. Also, the *AYP Primer*, a basic overview of AYP policy is available for use with your colleagues, school boards, and interested other groups <http://dpi.wi.gov/esea/pdf/aypprimer.pdf>.

OEA Calendar...

Upcoming Adequate Yearly Progress (AYP) Dates

| 2009 | |
|------------------|---|
| May 22 | Districts and schools receive notification of <i>preliminary</i> improvement status: DIFI, SIFI, and AYP. A letter is sent <i>only</i> if there is an AYP miss for 2008-09, or if the district's/school's improvement status has changed. |
| June 9 | Public release of <i>preliminary</i> DIFI, SIFI, and/or districts/schools missing AYP. Summaries posted online: http://www2.dpi.state.wi.us/sifi/default.asp |
| June 26 | Deadline for districts and schools to submit appeals and request reconsideration of their preliminary DIFI, SIFI, or AYP status. |
| June 29 | AYP status is posted to online reporting system (ORS) for every WI school and district. A three-year AYP summary is also posted. DACs should print and distribute all district and school AYP sheets from ORS (see private PDF reports). |
| July 1 – July 31 | DPI processes DIFI, SIFI, and AYP reconsideration requests and notifies districts and schools of the results. |
| July 31 | Final SIFI, DIFI, and AYP status. |

Note: DIFI – District Identified for Improvement
SIFI – School Identified for Improvement
AYP – Adequate Yearly Progress

Other Important Dates

| 2009 | |
|----------------------------|--|
| June 15 | Annual District Assessment Coordinator (DAC) Update form and WSAS Confidentiality Agreement due from all districts. |
| September 15 | Braille/Large Print Order Forms Due |
| October 5-9 | Testing Materials shipped to districts |
| October 19 | ISES Year End and 3rd Friday of September (formerly Count Date) are due, state wide validation will be performed followed by review and revision period. |
| October 26- November 27 | WSAS Testing Window – WKCE and WAA-SwD. Testing is not to begin prior to the testing window. |

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Remember to Update Your DAC Information

On May 21, DACs will receive an email regarding the annual update to DAC contact information and the Wisconsin Student Assessment System (WSAS) Confidentiality Agreement. It is essential that each district complete and return these forms to the Office of Educational Accountability by June 15, 2009, even if the designated DAC remains the same. You can view/print these forms at <http://dpi.wi.gov/oea/dacforms.html>.

WSAS Update

The WSAS test window, which includes both the Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD), will be October 26-November 27, 2009.

- All WSAS materials should arrive the week of October 5. The WKCE will be shipped first, followed by the WAA-SwD shipment later that week. All tests should be on site by Friday, October 9.
- WAA-SwD test materials, will NOT be separated by schools, but will be shipped to the DAC in each district. The DAC will sort test books based on what each school needs, and will then send the test materials to individual schools within the district.
- The process to order additional materials for both tests will be open from the time test books are received until the end of the test window. Requests for additional materials will only be accepted from the DAC.

WAA-SwD Update

We want to remind districts of the decision process used to determine the appropriate assessment for their students. Participation in the WAA-SwD is an Individualized Educational Program (IEP) team decision. The IEP team must complete the Participation Checklist and determine if the student is working toward the Extended Grade Band Standards, or working toward the Wisconsin Model Academic Standards. Students should take either all parts of the WAA-SwD or all parts of the WKCE. Please remind the Special Education Director in your district about the checklist which is available at <http://dpi.wi.gov/sped/doc/form-i7a.doc>.

Students in grades 4, 8, and 10 are also to be assessed in the content areas of language arts, social studies, and writing. WAA-SwD test administrators should download and complete

the rater forms (<http://dpi.wi.gov/oea/waa.html>), recording the performance level on the back of the student answer document for scoring.

This past spring, educators worked in collaboration with DPI to develop narrative descriptions of what a student taking the WAA-SwD is expected to know and be able to do at each performance level. These descriptions are based upon the Wisconsin Extended Grade Band Standards for Reading, Mathematics, and Science. This document will be posted to the OEA webpage by the end of June.

WSAS: Earlier Electronic Reports

This year the Individual Performance Reports (IPRs) were shipped to districts by February 26, and all school and district summary reports were available on the Online Reporting System (ORS) by March 15. Previously, ORS reports were available in two phases – some reports by March 30, and others by April 30. This year's earlier electronic reports represented an eight-week shortening of the time required to complete all phases of scoring.

Districts have 10 days in mid-January to review data for accuracy in the electronic Record Editing System (RES). Following the RES window, CTB spends a few weeks following up on corrections to district demographic data. Reports could be received earlier if this correction phase was reduced or eliminated; however, the data would be less accurate. Because the data is used for public reporting on WINSS, and for accountability decisions, we feel the time savings is not worth the possibility of increased errors.

Another option that would reduce turn-around time would be to eliminate "constructed response" items from the WKCE. Each student has at least six test items that require hand-scoring. Eliminating the time needed to hand-score over six million constructed response items would mean reports could be produced quicker. However, because the hand-scored items gauge progress on state academic content standards that may be difficult to assess with multiple choice questions, omitting those items may result in an assessment that does not fully assess a content area. At this time we will continue to use constructed response test items.

DPI will continue to pursue changes to the assessment program that could result in faster turn-around time for individual and summary reports. Districts are encouraged to use other forms of assessment to make decisions about a

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student's educational needs throughout the year. WKCE reports are best used to provide a broad perspective on curricular needs within a school or district, as they cannot provide enough level of detail to specifically diagnose a student's learning needs within a content area. For further information about using multiple assessments in a balanced manner, see <http://dpi.wi.gov/oea/pdf/balsystem.pdf>.

The Assessment Accommodations Matrix

The Assessment Accommodations Matrix is available online at <http://dpi.wi.gov/oea/accom09.pdf> and in the 2009 DAC Guide. There are no changes to the matrix for Fall 2009. It describes allowable accommodations on the WKCE for students with disabilities, English language learners, and other students on an "as needed basis." The matrix also includes accommodations allowed on the WAA-SwD. It is important that schools and districts closely review the Assessment Accommodations Matrix. Schools and districts should monitor the use of accommodations to ensure that those listed on IEPs and 504 plans are consistent with those being provided in the classroom and during testing.

English Language Learner (ELL) Translation Accommodation Update

The Department of Public Instruction (DPI) will provide translation accommodations for the 2009-10 WKCE administration. Bilingual word lists, directions read by the test administrator, and released practice items will all be translated in Spanish and Hmong. The translated written scripts, however, will only be translated into Spanish.

As in previous years, use of the translation accommodation is optional – the school or district should decide whether a student would benefit from translation support. If translation support is needed for a Spanish-speaking ELL student, the DPI written translations should be used. For all other language groups, including Hmong, districts have the option to provide translation accommodations using qualified translators.

For additional information, please refer to http://dpi.wi.gov/oea/doc/dac_email_4-23-09.doc.

IMPORTANT: Beginning with the 2009-10 school year, the Wisconsin Department of Public Instruction will pay the cost of ACCESS for ELLs® test materials and scoring for all LEAs, including private schools that choose to participate in Title III. However, the costs to *administer* the annual ACCESS for ELLs® and any ELP screeners must be paid for using local district funds.

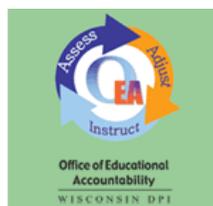
NAEP Update

National Assessment of Educational Progress (NAEP) 2008 long-term trend (LTT) assessment results were released April 28, 2009. The LTT assessments in reading and mathematics were administered throughout the nation in the 2007–2008 school year to samples of students aged 9, 13, and 17. Because the long-term trend program uses essentially the same assessments decade after decade, it has been possible to chart educational progress since 1971 in reading, and 1973 in mathematics. The LTT assessments produce national-level data only (no state-level data).

The overall national average mathematics scores for 9- and 13-year-olds were higher in 2008 when compared to all previous assessments. There was no significant change in the national White–Black or White–Hispanic score gaps compared to 2004, when the LTT was last administered; however, since 1973, Black and Hispanic students have made greater gains than White students in this national sample.

Overall, the national trend in reading showed improvement from 2004 to 2008 for students at all three ages (9, 13, and 17). In 2008, White, Black, and Hispanic 9-year-olds scored higher in reading than in all previous assessments. The gaps between White and Black students and between White and Hispanic students showed no significant change at the national level in 2008 compared to 2004, but narrowed compared to the first assessment year.

For the full report, please visit <http://nationsreportcard.gov/>.



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What did the Next Generation Assessment Task Force do?

State Superintendent Burmaster announced the Next Generation Assessment Task Force in fall 2008, and the group met four times throughout the school year. The task force consisted of 42 members, representing a variety of education and community interests.

The work consisted of reviewing Wisconsin's history of assessment and the trends over time from a national perspective; developing an understanding of the different types of assessment and various purposes of formative, benchmark and summative assessment; and considering the importance of having a balanced assessment system. The task force identified characteristics of positive assessment experiences from their own lives, and considered ways to fit the positives into our system. To get an external perspective, the task force heard from five states with interesting and/or innovative assessment systems: Indiana, Michigan, Minnesota, Nebraska, and Oregon. Throughout, task force members worked in small groups outlining key components and devising an ideal system of assessment—one that balances the three different types of assessment. Members also considered K-12 assessment through a systems perspective. Ultimately, the group decided on five foundational assumptions and seven recommendations for implementation that will be the basis of our work going forward.

These findings will be published shortly. The final task force publication will be posted online and available in hard copy. Materials distributed at the meetings are posted to the OEA website, including key readings on the topic of balanced assessment: <http://dpi.wi.gov/oea/ngatf.html>.

Wisconsin is committed to the current WKCE test contract at least through the 2010-11 school year, with the option of an additional two-year extension. DPI will begin using the task force recommendations to explore other assessment options. This is an ideal time to consider new possibilities, as the mathematics and reading/language arts content standards revision process is nearing completion, and new assessment strategies can be explored that will fit well with these standards. Transition time is typically three years to develop, field test, and administer a new assessment. As such, the task force recommendations will serve as timely guideposts as we move forward.

FAQ...About Test Materials and IPRs

- Q. How long is it recommended to keep past WCKE test booklets?
There is no specific recommendation regarding this. However, you would need the books at least one school year for public access review as well as for data retreats. Please complete the Confirmation of Destruction Form and follow the secure procedures while destroying the test books from previous administrations.
- Q. How do I destroy previous years' administration test materials?
Districts must securely destroy any copies of the test books retained from previous years that are no longer needed for professional development purposes or for parental review. In the event that the district must destroy materials, a "Confirmation of Destruction" form must be completed and sent to CTB.
- Q. When should I send the student's IPR home?
The student's IPR should be sent home to the parent or legal guardian within 30 days of receipt in the district. The student IPR should not be held until the press release, as only school and district summary data is embargoed.

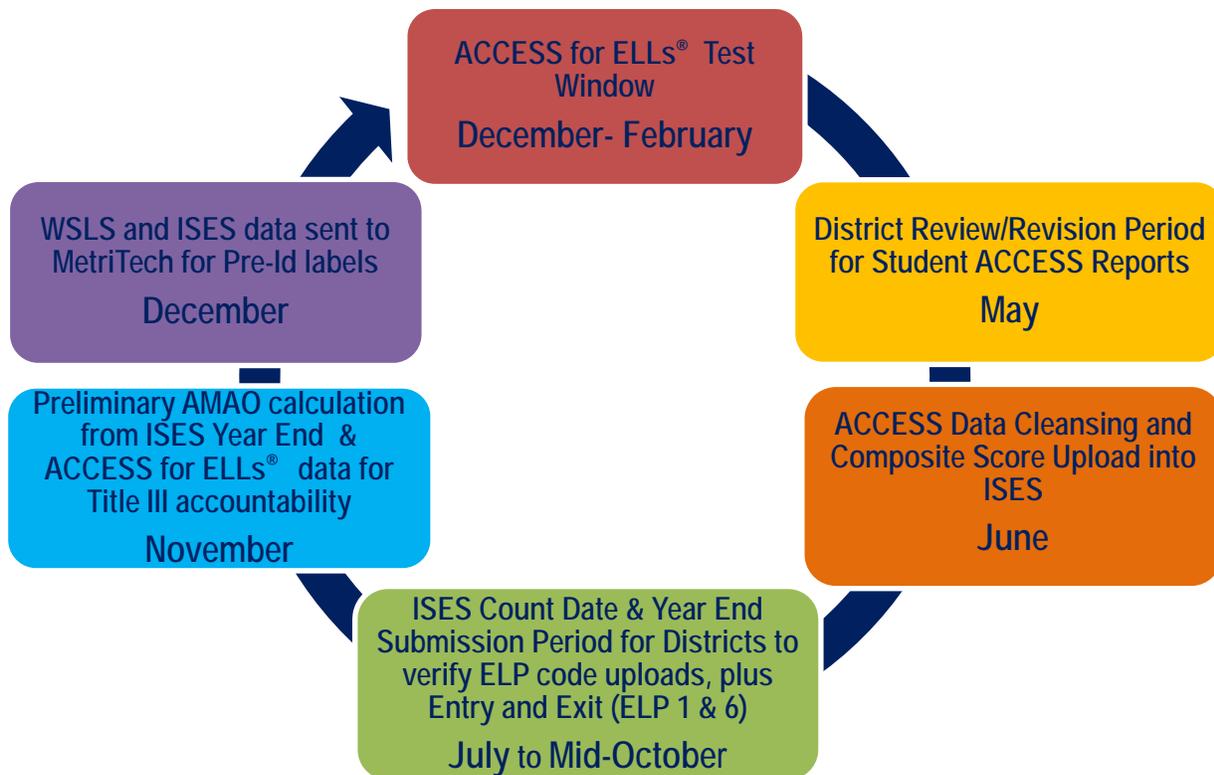
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Building Assessment Literacy...

ACCESS for ELLs® Data Flow Process

The chart below depicts the data flow process for classifying an English language learner (ELL) in Wisconsin. Submitting and checking English language proficiency (ELP) codes by the deadlines will result in accurate Pre-ID labels, correct ACCESS for ELLs® reports, and subsequent accountability determinations. District Assessment Coordinators and District WSLs/ISES administrators should work together to ensure data are submitted accurately. Visit the OEA webpage <http://dpi.wi.gov/oea/access.html> for more information regarding district opportunities to verify and correct ELL student demographic data.



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