



OEA Updates...

SMARTER Update

The Smarter Balanced Assessment Consortium (SBAC) has been solidifying the state-led governance structure by launching ten workgroups involving 90 consortium members. Wisconsin has a lead role in two of the work groups, and has a member on the Executive Committee. Monthly meetings have been conducted with the U.S. Department of Education. The consortium is in the process of creating a technology “readiness tool” to help districts determine their readiness for online assessment administration. This tool should be available in 2012. A bid request is also being prepared to define the requirements of the online platform. The consortium has made connections with national efforts to “unpack” the standards for instruction and assessment, and is preparing to request bids for the development of online assessment items and performance tasks. Initial development of items and tasks will begin in 2012, and will include educators from all the consortium governing states.

For more information about SBAC go to:
<http://dpi.wi.gov/oea/sbac.html>.

OEA Calendar...

Upcoming Adequate Yearly Progress (AYP) Dates

2011	
May 23	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 2009-10, or if the district's/school's improvement status has changed.
June 7	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 24	Deadline for districts and schools to submit appeals and request reconsideration of their preliminary DIFI, SIFI, or AYP status.
June 30	AYP status 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 30	DPI processes DIFI, SIFI, and AYP reconsideration requests and notifies districts and schools of the results.
July 25	Final SIFI, DIFI, and AYP status.

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

Adequate Yearly Progress (AYP) Update

Each year, schools and districts undergo an accountability evaluation based on four AYP Annual Measurable Objectives (AMO) for 2010-11:

- graduation or attendance 85%
- test participation 95%
- reading achievement 80.5%
- mathematics achievement 68.5%

A school or district that misses AYP or is identified for improvement will be notified by May 23, 2010. These notifications are preliminary and AYP results embargoed until June 7, 2011. There is then a 30-day appeal period in which districts may submit evidence to correct any data errors resulting in a change in status. Final AYP determinations will be made by July 25, 2011. **(Continued on Page 2)**

Other Important Dates

2011	
May 20	ACCESS District Data Correction Window Closes
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 24- November 25	WSAS Testing Window – WKCE and WAA-SwD. Testing is not to begin prior to the testing window.

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(AYP Update Continued)

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/> 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.

The three-year public *AYP Review Summary* for all schools and districts is finalized and posted in late June to Wisconsin's Information Network for Successful Schools (WINSS) at <http://dpi.wi.gov/sig/index.html> and Accountability Reports at <http://www2.dpi.state.wi.us/sifi/default.asp>. The public release and website summaries available via the Accountability Reports at <http://dpi.wi.gov/oea/acct/aypdata.html> and via WINSS provide for each AYP objective the status of the subgroups.

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. To learn more about the criteria and how AYP is calculated, please visit <http://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 other interested groups at <http://dpi.wi.gov/esea/pdf/aypprimer.pdf>.

Remember to Update Your DAC Information

On May 12, 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, 2011, 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 SMARTER Balanced Assessment System will be ready to implement in 2014-15. Until that time states must continue to administer their current assessments. For Wisconsin, this means the Wisconsin Knowledge and Concepts Examination (WKCE) will be used until the consortium assessments are available.

The 2011-12 WSAS test window, which includes both the WKCE and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD), will be October 24-November 25, 2011. Districts should plan their assessment schedule to complete all testing within these dates.

- All WSAS materials should arrive the week of October 3. The WKCE will be shipped first, followed by the WAA-SwD shipment later that week. All tests should be on site by Friday, October 7.
- 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 each school's 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 are pleased to announce the use of an online ordering tool for the 2011-12 school year for the WAA-SwD. An email regarding this process will be sent to DACs prior to the end of the school year. This process will provide districts with a more accurate initial shipment of test materials, as well as reduce the need for additional orders. The Wisconsin Department of Public Instruction will be handling the printing, distribution, and additional orders for the WAA-SwD. CTB/McGraw-Hill will still distribute the Wisconsin Knowledge and Concepts Examinations (WKCE), retrieve *all* test materials, conduct all scoring, and produce all reports as they have in the past.

With the adoption of the Common Core State Standards, a new set of standards are needed for students with disabilities who are working toward alternate academic standards.

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(WAA-Swd Update Continued)

Wisconsin educators are currently working with 13 other states to develop Essential Elements of the Common Core State Standards. The Common Core Essential Elements will be available in draft form by Fall 2011. The grant will also develop an alternate assessment aligned to those standards, with expected completion by 2014-15. Wisconsin will participate in the development of that assessment if the test design fits with our needs, or we will develop our own assessment based on the new standards. We should have a better sense of that within the next school year. The current WAA-Swd will continue to be administered until another assessment is available. More information about this grant can be found at: <http://dynamiclearningmaps.org/>.

ELL Professional Development Update

Mark your calendar for the upcoming Title III conference scheduled for Thursday, October 20, 2011. This year's conference will be held at the Inn Towner, Madison, WI. The Title III conference theme for this year is "High Quality Instruction for ELLs." As customary, updates and reminders by Title III and OEA consultants will also be provided. Save the date!



ACCESS for ELLs®

The 2010-11 ACCESS for ELLs® Score Reports were shipped to the district offices starting on April 19. Districts will have until May 19 to notify MetriTech of any errors in the paper reports that may affect scoring (the student's grade, school, or student identification is reported incorrectly).

The accuracy of the results file may impact Title III accountability reports (AMAOs), as well as each student's English Language Proficiency Level in the Student Information System.

New for 2010-11: Parent/Guardian reports are now available for secure download in over 30 languages other than English. Contact MetriTech Customer Service at (800) 747-4868 or wida@metritech.com for more information.

As a reminder, for the 2011-12 school year, the Wisconsin Department of Public Instruction will again 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.



Business Intelligence (BI) Tool

Beginning in the fall of 2011, districts will have increased access to data and reports with information about a variety of student achievement indicators. The Department of Public Instruction recently purchased a suite of tools—called a Business Intelligence, or BI, solution—that will allow the department to make a plethora of user-based dashboards and reports available directly to districts. Eventually, the BI solution will also provide public reports. This project is a step in the direction towards a single portal for access to data analysis and reporting resources.

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(BI Tool Continued)

Data warehouse and reporting staff, including people from content areas within DPI, are engaged in this process, and design and development efforts are underway. Additionally, external advisory groups will provide important feedback throughout the process. DPI has an aggressive implementation timeline in order to best serve our district users. The timeline for Phase One implementation is provided below.

Phase One BI Tool Rollout

For secure use only (i.e., a log-in will be required)

- Part one: August 2011 – BI Tool available in a training capacity with demonstration data for a select number of representative sample districts. This release is intended for school, district, and CESA staff interested in learning how to use the BI tool.
- Part two: September 2011 – BI Tool operational for district analysis purposes, populated with district- school- and individual student data. This release is intended for school and district staff interested in accessing a variety of dashboards and reports populated with their district/school data.

For more information: <http://dpi.wi.gov/lrs/wk12bi.html>.

NAEP Data and Results Tools

There are many tools available online to explore and display National Assessment of Educational Progress (NAEP) results and NAEP test items:

<http://nces.ed.gov/nationsreportcard/about/naeptools.asp>.

- NAEP Data Explorer
 - Extensive data analysis tool
 - Create customizable tables and graphics, including maps
- NAEP State Comparison Tool
 - Create tables and maps to compare average scale scores across all states and jurisdictions by various demographic groups
 - Compare results in one assessment year, or compare the change in performance between two assessment years

- NAEP Item Maps
 - Illustrate the knowledge and skills demonstrated by students performing at different scale scores on NAEP assessments
 - Explore performance of student groups by state
- NAEP Questions Tool
 - Search over 2,000 released questions
 - See students' answers to Constructed Response (CR) questions, with scoring comments
- State and District Profiles
 - Explore each state's/district's results, student demographics, and school characteristics
 - Create state and district snapshots



We hope you find this newsletter and its contents beneficial. As the Office of Educational Accountability works to improve and refine this communication tool, we would appreciate feedback and/or suggestions on the layout and content. Please contact OEA at:

oeaemail@dpi.wi.gov.





“What changes will we see with Adequate Yearly Progress (AYP) this year?”

While the Annual Measurable Objectives (AMOs) have been raised every third year since 2003-04, this year's AMO proficiency goals will again increase, and will continue to increase annually until 2013-14, unless the federal ESEA law is reauthorized. The proficiency rate goal for 2010-11 is 80.5% for Reading and 68.5% for Mathematics.

Wisconsin's accountability plan utilizes statistical controls for Reading and Mathematics to reduce the likelihood of identifying a school or district due to year-to-year fluctuations in the data. These include:

- A minimum subgroup size of 40
- Two year averaging of data
- Use of a confidence interval
- Use of a proficiency index counting half the students in the Basic category as well as Proficient/Advanced, as their scores are within a few scale scores of the cut point
- Safe Harbor – the school or district meets AYP if they meet two conditions:
 - Reduction of the number of students scoring Basic/Minimal by 10%, and
 - Reach the goal for another academic indicator (science, attendance, graduation)

Calculations are based on the performance of students in the school for at least a full academic year.

Wisconsin continues with the same AMOs as last year for these areas:

- Test Participation: 95% of all enrolled students, and of all subgroups of 40 or more
- Attendance (K-8), or graduation (legacy rate): 85% of all enrolled students

If these rates are not reached, there must be a gain of at least 2% from the prior year's rate.

In 2011-12, the proficiency rate goals will again increase, and there will be changes to how the graduation rate is used for accountability. In addition to the “all students” group, districts and schools will be accountable for graduation rates of all subgroups of 40 or more, and we will begin using the new federal four-year cohort graduation rate. For more information about changes to graduation rate calculations, go to <http://dpi.wi.gov/graduation/index.html>.

FAQ...WAA-SwD

Q. I've heard that only 1% of students can participate in the alternate assessment. Is that true?

No. All eligible students should participate in the WAA-SwD. Eligibility is determined by the IEP team using the WAA-SwD participation checklist. Students scoring in the WAA-SwD Proficient or WAA-SwD Advanced categories are included as Proficient when calculating Adequate Yearly Progress (AYP) and in other reports. At the district level, however, the number of students who took the alternate assessment and may be counted as Proficient or above for AYP purposes is capped at 1% of all students enrolled in the tested grades, unless an exemption is documented and approved by DPI. This applies only to districts and must not exceed 1% statewide. Schools are not subject to the 1% AYP limitation. Districts may be required to complete the waiver form (<http://dpi.wi.gov/sped/assmt-waa.html>) if they exceed the 1% cap. DPI will contact the district to determine if circumstances warrant a district waiver.

Q. What if we are a small district with enough students taking the alternate assessment that more than 1% of students could count as proficient for the 1% AYP proficiency cap?

DPI may request that the district complete a waiver form with appropriate assurances if the number of students exceeds the 1% cap. DPI will contact the district to determine if circumstances warrant a district waiver. The decision to participate in the WAA-SwD is made using the WAA-SwD Participation Checklist rather than their impact on district accountability calculations.



Building Assessment Literacy... Communicating AYP Results

When a school or district misses Adequate Yearly Progress (AYP) goals or is identified for improvement, it can generate attention in the media and among concerned stakeholders. It is important to help all parties understand what this designation means, and to develop a plan to respond to those concerns.

AYP represents one approach to evaluating school progress in the areas of reading, mathematics, attendance, and graduation. A more detailed summative view of long-term trends in student performance is available at the public [WINSS](#) site. Additional local data should also be analyzed to provide information about student progress throughout the school year, as well as to gauge effectiveness of district programs and interventions.

District and school AYP reports, *Annual Review of School/District Performance*, are available on the [Online Reporting System](#) (ORS). The district assessment coordinator has a password to access the site, and should download the private PDF reports each year when they become available by June 30.

Understanding the Reports

Review each school's report to identify strengths and areas of need. This should occur for all schools once all reports are available, not just schools that miss AYP. It is important to be aware of the relative performance of all student groups, and to identify areas needing improvement. Pay particular attention if a school meets AYP, yet performance of one or more groups is below the proficiency goal. When AYP is met due to one of the statistical safeguards, yet performance is below the goal, it is more likely that there will be an AYP miss in that area in the future.

If there is an AYP miss, identify the scope of the concern and dig a little deeper into the data to learn more. For instance, if the Economically Disadvantaged subgroup missed the mathematics goal, a review of data might show that students close to proficiency often make improvements, but that the lowest performing students tend to make little progress over time. A review of the *Annual Review of District/School Performance* might provide information such as weaker student performance in the areas of geometry and measurement. These additional details can help with improvement plans and interventions.

Communicating to District Staff and School Board Members

Prior to public release of the preliminary AYP results on June 7, it is important that staff and board members understand the results and are aware of the specific areas needing improvement. Be sure they understand the areas of concern as well as the areas where the school is meeting requirements. This will help them to be able to answer questions that may arise. While the results may not be shared at a public board meeting prior to June 7, Board members may receive information for review prior to that date.

If a Title I school has been identified for improvement, federal sanctions such as school choice and supplemental educational services have an impact on how a portion of district Title I funds must be used. The board and school staff should be aware of sanction levels, required set-asides, and how existing programs may be impacted by those requirements.



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Communicating with Parents, the Community, and the Media

Parents and community members are understandably concerned when a school does not meet AYP requirements. It can lead to the erroneous assumption that the school is "failing," rather than that the school has one or more areas that need improvement.

- *Be proactive by building knowledge of the law.* Prepare written summaries about the AYP requirements, sanctions, and overall achievement of the school. Share these with local media for use in preparing their stories. It is easier to help people get it correct the first time than to try to correct misunderstandings later.
- *Be positive.* Be upfront about areas needing improvement, and use this opportunity to talk about what the school is already doing related to those needs, and what efforts are planned for the future. In addition, talk about other areas where the school has made efforts and is seeing success.
- *Remember to make connections in the future.* Schools often get media attention throughout the year for various projects. If a project is designed to improve reading, mathematics, attendance, or graduation, talk with the media about the link between those efforts and AYP improvement.
- *Ask questions to build your own understanding.* The requirements of the law are complex. Be sure to contact the DPI Office of Educational Accountability if you have questions or need assistance with how to explain your AYP results.

Additional Resources

The *Annual Review of School or District Performance* (<http://www2.dpi.state.wi.us/sifi/default.asp>) reports are available for each Wisconsin school and district, as well as technical details (http://dpi.wi.gov/oea/pdf/ayp_explanatory10.pdf) that explain the AYP report calculations.

For a two-page overview of AYP policy, review the AYP Primer (<http://dpi.wi.gov/esea/pdf/aypprimer.pdf>). For more information on accountability in Wisconsin, visit the accountability webpages (<http://dpi.wi.gov/oea/acct/index.html>).

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