



## OEA Updates...

### SMARTER Update

Smarter Balanced continues to advance on all fronts—assessment development, technology, formative practices and professional development, and college and career readiness. Through an open, competitive procurement process, leading assessment companies continue to join the team and progress the Consortium’s work in the areas of item writing, technology, and state technology readiness. In the next few months contractors will begin detailed work on accommodations and accessibility, item development for cognitive labs and small scale trials, formative practices and professional development, reporting, and test administration. In parallel with the assessment development activities, this quarter saw significant progress in the area of engagement with the higher education community.

Led by the efforts of Jaci King, the Consortium’s Director of Higher Education Collaboration, the member states have each designated a higher education lead, and representatives from higher education are becoming involved in all areas of the Consortium work, from item development to technology. Jim Wollack, Director of the University of Wisconsin-Madison



Testing and Evaluation Services (T&E) and the UW-System Center for Placement Testing, has agreed to serve as the higher education lead

for Wisconsin. Communicating with the Consortium’s constituents continues to remain a top priority. The Director of Strategic Communications, Eddie Arnold, APR, has begun efforts to expand communications with chief state school officers, governors, assessment departments, teachers, principals, and parents. Smarter Balanced has launched a new website <http://www.smarterbalanced.org> in February. The site showcases the innovative work of the Consortium and provides frequent updates on activities, milestones, and events. Visitors are able to explore an interactive timeline of activities by school year, download new fact sheets and resources, and sign up for a monthly e-newsletter. The new site provides a single, user-friendly source of information and updates to all individuals interested in the progress of the Consortium. In October 2011, Smarter Balanced launched a Twitter presence, @SmarterBalanced, allowing users to follow the Consortium’s activities.

## OEA Calendar...

### Important Dates

2012	
May 17	ACCESS District Data Correction Window Closes.
May TBD	Accountability indicators finalized for new report cards.
May 1-31	Notification to districts and schools selected to participate in NAEP 2013.
May 25	NAEP Long-Term Trend age 17 assessment window closes.
June 15	Annual District Assessment Coordinator (DAC) Update form and WSAS Confidentiality Agreement due from all districts.
June TBD	Beta-version embargoed Accountability Report Cards provided to schools.
August 30	Early notification only to districts that miss AMAO goals. Review and appeal period opens.
September 14	Braille/Large Print Order Forms Due.
Fall	Public Accountability Report Cards for schools released.
October 22- November 23	<b>WSAS Testing Window</b> – WKCE and WAA-SwD. Testing is not to begin prior to the testing window.

During this quarter, the Consortium’s chief state school officers were engaged in discussions on key topics such as test length and technology readiness. Transition to Common Core webinars were conducted to provide states with the opportunity to share their work and learn about other states’ strategies and accomplishments. The Consortium has awarded Pacific Metrics the contract to work with the Technology Approach

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### **SMARTER Update (Continued from page 1)**

Work Group to develop the item authoring/item pool application. The reporting system for the Technology Readiness Tool will start generating reports on the status of technology readiness in consortium states in a couple of months. The Consortium has awarded CTB/McGraw-Hill the contract for Pilot Item/Task/Stimulus Research, Development, and Reviews. CTB/McGraw-Hill will work with the Item Development and Performance Tasks Work Groups to research and develop items for the pilot test, and will be working in partnership with American Institutes for Research, Data Recognition Corporation, Council for Aid to Education, College Board, and Human Resources Research Organization. The Consortium launched the Sustainability Task Force responsible for developing recommendations on how states will procure, administer, and maintain the assessment system after the federal grant ends in October 2014.

### **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 2012-13 WSAS test window, which includes both the WKCE and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD), will be October 22-November 23, 2012. Districts should plan their assessment schedule to complete all testing within these dates.

- All WSAS materials should arrive the week of October 1. The WKCE will be shipped first, followed by the WAA-SwD shipment later that week. All tests should be on site by Friday, October 5.
- 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.

### **Remember to Update Your DAC Information**

On May 11, 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, 2012, even if the designated DAC remains the same. You can view/print these forms at <http://dpi.wi.gov/oea/dacforms.html>.



### **WAA-SwD Update**

DPI will again utilize an online ordering tool for the 2012-13 school year for the WAA-SwD. An email with the link to the order form will be sent to DACs in August. Districts with no students taking the WAA-SwD should still open the order form and enter 'zero.' 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.





### **ACCESS for ELLs® Update**

The 2010-11 ACCESS for ELLs® Score Reports were shipped to the district offices starting on April 18. Districts will have until May 17 to notify MetriTech of any errors in the paper reports that may affect scoring (e.g., the student's grade, school, or student identification is reported incorrectly).

New for 2011-12, each district's student data file is now available free via our secure web page. Files will be available for download in Microsoft Excel or TAB delimited format. Please contact MetriTech Customer Service at (800) 747-4868 or email [wida@metritech.com](mailto:wida@metritech.com) with your district information to request access to the secure web page.



### **Alternate ACCESS for ELLs™ Update**

Reminder, districts choosing to participate in the Alternate ACCESS for ELLs™ pilot this year have until May 15 to complete this assessment. Districts must obtain parental consent to have students participate in this year's pilot. Sample consent forms in English, Spanish, and Hmong can be found at <http://dpi.wi.gov/oea/daccorrsdpd.html>.

New for 2012-13, the Alternate ACCESS for ELLs™ will be the required assessment for eligible English learners with significant cognitive disabilities. Individualized Education Program (IEP) teams will be able to complete the *Individualized Education Plan: Participation in Statewide Language Assessment* worksheet to determine which language assessment should be used and describe the appropriate language accommodations, if any, are to be used for either the ACCESS for ELLs® or the Alternate ACCESS for ELLs™. The ELL Frequently Asked Questions page details information about how this worksheet can support IEP teams in their decision making: <http://dpi.wi.gov/oea/fagell.html#elp>. Districts may contact Audrey Lesondak at OEA at [audrey.lesondak@dpi.wi.gov](mailto:audrey.lesondak@dpi.wi.gov) or (608) 267-5153 for more information.

### **NEW ACCESS for ELLs Data Tool**

Also new this year is *GREAT for ELs*. The interactive *Growth Excel Analysis Tool for English learners* is an Excel spreadsheet that allows an educator to plot one year of growth for an individual student on ACCESS for ELLs®, and to compare that growth to other English learners in Wisconsin or throughout the WIDA consortium. Comparing the growth of an individual student to the growth of other students provides normative information that can help with questions about how a student's language proficiency progressed in the past year. An educational powerpoint that demonstrates how to use GREAT for ELs is also available. GREAT for ELs and its accompanying powerpoint can be found via <http://dpi.wi.gov/oea/ells.html#addres>. Send inquiries about this tool to Audrey Lesondak at [audrey.lesondak@dpi.wi.gov](mailto:audrey.lesondak@dpi.wi.gov) or (608) 267-5153.

### **ASSETS Grant (Assessment Services Supporting ELLs through Technology Systems) Update**

The ASSETS Grant Project has two important meetings coming up this spring. First, the Steering Committee, a group of representatives from seven states charged with representing the needs and wants of the 29 ASSETS states, will meet for the first time May 10-11 to discuss plans, issues, and policies that will affect the ASSETS states over the next four years. They'll establish what their role should be, how to vote on policies, how to incorporate new states into the ASSETS project, and how they'll interact with the subcommittees.

Second, we are preparing for the arrival of SEA representatives from June 6-7 for the ASSETS members meeting. At the meeting we will inform member states of ASSETS development progress, discuss and establish policies, and convene the subcommittees.

At both the May and June meetings, SEA representatives will be responding to a draft of the assessment framework, or the "structure" of the annual summative and screener tests. This document describes the tests' purposes, audiences, composition, features, administration, and security while addressing a number of other pertinent topics.

If you have additional questions about the ASSETS grant, please contact Stace Rierson at [stace.rierson@dpi.wi.gov](mailto:stace.rierson@dpi.wi.gov).



## ESEA Waiver

DPI submitted a waiver request for ESEA Flexibility on February 22, 2012. Since then we have been in conversation with the U.S. Department of Education (USED) and working with our technical advisors to finalize the state's new accountability system. In addition, our waiver proposal went through a peer review process, which will inform our ongoing dialogue with USED. Going forward, we will no longer produce AYP reports and we will no longer be running AYP. Instead of releasing AYP reports in June, we will be providing districts access to a secured beta-version of accountability report cards using the accountability index outlined in our waiver request. These draft report cards will be released securely to district administrators. Districts will then have the opportunity to check their data and work with DPI to understand these new accountability reports throughout the summer. We expect to release the report cards publicly in Fall 2012. Internally, work has continued in OEA to refine the accountability index and account for multiple measures in a fair and transparent way. After a standard setting process, we will produce materials that explain the new accountability index as well as the new proficiency benchmarks based on the NAEP cut scores. If you have questions about the waiver, please email [eseawaiver@dpi.wi.gov](mailto:eseawaiver@dpi.wi.gov).

## Dynamic Learning Maps Update

With the adoption of the Common Core State Standards, a new set of standards is needed for students with disabilities who are working toward alternate academic standards. Wisconsin educators were involved in the writing of the Common Core Essential Elements (CCEE). These new standards are expected to be adopted and released this summer. DPI is currently developing a tool kit that addresses a multi-year professional development plan to disseminate the information statewide.

Timeline for the next three years work includes:

- 2012-2013: Awareness and Understanding/Implementation of the CCEE
- 2013-2014: Implementation/Application and Practice of the CCEE
- 2014-2015: Spring Alternate Assessment administered

Another key aspect of the DLM Consortium is to develop a type of learning progression called learning maps. A learning map is described as a sequence of learning targets based

upon the CCEE. A fundamental feature of the learning maps is that they do not assume a single, linear route for all students, but seek to allow and provide support for multiple pathways. As the student and teacher use the learning maps throughout the year, the student's learning will be mapped and the teacher will be given timely feedback and instructional guidance.

These maps will serve as the basis for the summative end-of-year assessment, expected to be implemented by spring 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. 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/>.

## Alternate Achievement Standards and Instruction Professional Development Opportunity

DPI is sponsoring this year's Cognitive Disabilities Conference entitled "Teaching and Instruction - Meeting the Academic Needs of Students with Cognitive Disabilities," being held August 14-15, 2012, at the Madison Marriott West in Middleton, WI. Keynote speakers will include:

- Dr. Penelope Hatch from the Center for Literacy and Disability Studies and the University of North Carolina, Chapel Hill (Literacy)
- Dr. Chris Cain, Associate Professor, Mars Hill College, North Carolina (Mathematics)
- Alan Sheinker, Ed.D., Associate Project Director of the Dynamic Learning Maps Consortium will also keynote this year's conference sharing recent information from the Consortium regarding alternate achievement standards and formative and summative alternate assessments being developed.

For more information about the conference, please contact Kathy Trotta at [kathleen.trotta@dpi.wi.gov](mailto:kathleen.trotta@dpi.wi.gov), (608) 266-6981; or Erin Faasualie at [erin.faasualie@dpi.wi.gov](mailto:erin.faasualie@dpi.wi.gov), (608) 266-1785.





### **WISEdash Update**

WISEdash, DPI's new dashboard and reporting tool, formerly known as the Business Intelligence Tool, is part of the Wisconsin Information System for Education (WISE). WISEdash is scheduled to be limitedly released before the end of the 2012 school year – a full WISEdash release is scheduled for later this year. The first release will give access to select districts and school personnel. The dashboards that will be immediately available include: Enrollment, Attendance, WSAS, ACT, AP, and Student Growth Percentiles. Based on a secure login users may also have the ability to drill down to student level data and search by student name. This initial release of WISEdash will be accompanied with 'push-button' tutorials and PD that will help users both navigate WISEdash and understand/interpret the available data. Plans are currently underway to prioritize the integration of additional data, dashboards, and reports for future releases.

For more information go to: <http://dpi.wi.gov/lds/wk12bi.html>.

### **Kindergarten Assessment Update**

In April, Wisconsin Act 166 was signed into law requiring a kindergarten assessment to be implemented annually, beginning in the 2012-13 school year. The legislation was based on the recommendations of the Read to Lead Task Force, who prioritized the kindergarten screener as critical to the importance of identifying struggling readers as soon as possible. As a result of this law, State Superintendent Tony Evers has selected the Phonological Awareness Literacy Screening (PALS), developed by the University of Virginia as the required Wisconsin kindergarten assessment.



For those who are unfamiliar with PALS, please visit <http://pals.virginia.edu/> to learn more about this assessment. Elements of this measure assess phonemic awareness and letter-sound knowledge, thus meeting the requirements of the new law. In addition, these elements

reflect the recommendations of the National Reading Panel and reflect the Reading Standards: Foundational Skills as outlined in the common Core State Standards for English language arts.

The PALS screener will be implemented statewide beginning in the 2012-13 school year. A detailed implementation plan is currently being developed. DACs and District Reading Specialists will play a crucial role in the implementation of this new screening tool, and DPI is working to ensure statewide support of training for these roles as well as for kindergarten teachers.

### **NAEP Update**

Science results from NAEP 2011 are expected to be released later in May. Stay tuned to see how Wisconsin students perform compared to their peers across the nation.

NAEP 2013 is coming soon! Districts with schools selected to participate will be notified before the end of the school year. Principals will receive their assessment date and informational materials in the fall. Wisconsin will participate in Mathematics and Reading assessments at the state level in grades 4 and 8, as well as national Mathematics and Reading assessments in grades 4, 8, and 12. In addition, there will be a grade 8 Technology and Engineering Literacy (TEL) pilot assessment administered on NAEP-provided laptops, as well as other special research studies. The assessments will be administered between January 28 and March 8, 2013.

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](mailto:oeaemail@dpi.wi.gov).





# PUBLIC INSTRUCTION

## OFFICE OF EDUCATIONAL ACCOUNTABILITY

Newsletter - Issue XXII, May 2012



### “I heard that DPI applied for an accountability waiver. What does that mean?”

Yes, the first big change is that adequate yearly progress (AYP) reports are a thing of the past! The new statewide accountability system will provide School Accountability Report Cards using a new accountability index outlined in our ESEA Waiver request. DPI is working with the U.S. Department of Education (USED) to finalize the details around the waiver, so some parts of the accountability are subject to change, but we anticipate approval in the near future.

The preliminary accountability report cards will be released securely to district administrators this summer. We expect the public release of the new report cards in Fall 2012. For more information see the Accountability Reform page at <http://dpi.wi.gov/oea/acct/accountability.html>.



## FAQ...

**Q. How do I assign an English Language Level to an ELL student that moved into Wisconsin after the ACCESS test window closed?**

If the home language survey identifies a student as a potential ELL, an ACCESS score may be used if it is available. Otherwise, the W-APT screener may be used to determine an instructional English Language Proficiency (ELP) level. The ELP level is entered into the local enrollment system for reporting in the next ISES collection.

**Q. How do English Learners (EL/ELLs) exit ELL status and become reclassified as ELP 6 or Formerly Limited English Proficient (FLEP)?**

DPI has refined the reclassification protocol for students exiting Limited English Proficiency (LEP) status. The new reclassification protocol establishes criteria for the students that are automatically exited in the ISES collections. Other students need to be manually exited by district personnel. The new protocol takes effect in July 2012, for ACCESS for ELLs administered SY 2011-12. ESEA Bulletin 07.02 Criteria for Reclassification of English Language Learners into Fully English Proficient Status, describes this process [http://dpi.wi.gov/esea/pdf/bul\\_0702.pdf](http://dpi.wi.gov/esea/pdf/bul_0702.pdf). For more information on monitoring students who are fully English Proficient, please see Bulletin 08.01 at [http://dpi.wi.gov/esea/pdf/bul\\_0801.pdf](http://dpi.wi.gov/esea/pdf/bul_0801.pdf).

**Q. What if we are a district with enough students with disabilities taking the alternate assessment that could score proficient or above and exceed the 1% proficiency cap?**

The decision to participate in the WAA-SwD is made using the WAA-SwD Participation Checklist rather than based on the 1% proficiency cap. When the number of students with disabilities scoring proficient/advanced exceeds the 1% cap and circumstances warrant a waiver, DPI will contact the district to complete a waiver request and provide the appropriate assurances.



# PUBLIC INSTRUCTION

## OFFICE OF EDUCATIONAL ACCOUNTABILITY

Newsletter - Issue XXII, May 2012

### Building Assessment Literacy... Computer Adaptive Testing

Beginning in the 2014-15 school year, Wisconsin will begin administering the Smarter Balanced Assessment for students in grades 3-8 and 11 for English Language Arts and Mathematics. These assessments will be administered using a computer adaptive testing (CAT) methodology whereas the current WKCE is administered via paper and pencil.

A computer adaptive test offers many improvements over paper-and-pencil assessments in that well-designed adaptive tests provide an appropriately challenging assessment for each student. Based on student responses, the computer program adjusts the difficulty of questions throughout the assessment. By adapting to the student as the assessment is taking place, students receive an assessment with an individually tailored set of questions that can quickly identify which skills have been mastered. They also provide substantially more information across a broad spectrum of student performance, especially for low- and high-achieving students compared to fixed-form tests. In addition, computer adaptive tests can provide immediate scoring and reporting which aids in using the results to improve instruction.

This approach provides better information for teachers by providing a more detailed picture of where students excel or need additional support, and will offer teachers and schools a more accurate way to evaluate student achievement.



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