



## OEA Updates...

### Successful Administration of the 2010-11 WSAS

The 2010-11 Wisconsin Student Assessment System (WSAS) test window comes to a close November 26. DPI would like to thank everyone for their time and effort in the successful administration of the 2010 WKCE and WAA-SwD. The Office of Educational Accountability (OEA) staff appreciate the phone calls and emails from schools and districts asking for clarification, providing comments, and reporting irregularities. Your attention to administrative detail and awareness of test security before, during, and after testing helps ensure that all students have the opportunity to demonstrate their knowledge and skill. We know how much work this is for schools and districts, and appreciate all that you do.

### ISES Deadline

The ISES "Review and Revision" period, which runs until 8:00 a.m. on November 30, is the opportunity for districts to review student demographic data that have been submitted and make any necessary changes so WSAS reports are accurate. Before November 30, school districts should check all student demographic data in ISES for accuracy and completeness, correct remaining errors, address any unacknowledged warnings, and lock and submit final district data. DACs should work with their WSLS/ISES administrators to accomplish this task. Districts will have one final opportunity to review WSAS student demographics during the January Record Editing System window.

### Graduation Rate Changes

Beginning with the 2010 graduation data (published early 2011), all states are required to report graduation results using a standardized calculation. States must report how many students graduate with a regular diploma in four years, out of the students in the 4-year adjusted Wisconsin 2010 cohort. We will also be able to report an extended-year graduation rate showing how many students graduated within a six-year period.

The extended rate graduation calculations that we have used in recent years will continue to be used for the Spring 2011 Adequate Yearly Progress (AYP) determinations. However, we will be required to include the new 4-year adjusted cohort rate in AYP calculations beginning with the following year,

## OEA Calendar...

### Important Dates

2010	
<b>November 30, 8:00 AM</b>	Deadline to review and revise all ISES records before lockdown
<b>December 1</b>	ACCESS for ELLs® Testing Window Opens
<b>December 6</b>	Deadline for DACs to arrange for pick up of WSAS test materials
<b>Mid-December</b>	Final 2009-10 ELL Accountability AMAO determinations available <a href="http://dpi.wi.gov/oea/pdf/safeprompt.pdf">http://dpi.wi.gov/oea/pdf/safeprompt.pdf</a>
2011	
<b>January 3-21</b>	NAEP Pre-Assessment Visits at schools
<b>January 10</b>	Pre-Recorded 2010-11 Record Editing System (RES) training available via Mediasite
<b>January 12-21</b>	Record Editing System Window
<b>January 24</b>	NAEP Testing Window Opens
<b>February 11</b>	ACCESS for ELLs® Testing Window Closes
<b>February 18</b>	WSAS Individual Performance Reports (IPRs) shipped to Districts
<b>March 4</b>	NAEP Testing Window Closes is missing
<b>March 11</b>	WSAS Phase II and Phase III Test Results available online

### Graduation Rate Changes (continued)

Spring 2012 AYP determinations (2011 graduating class). Beginning with Spring 2012 AYP, we will use the new 4-year adjusted graduation rate, the extended rate, and will also begin disaggregating the data by subgroups in addition to using an "all students" graduation rate.





### Record Editing System Window

Districts will have an opportunity to review student demographics and testing status during the WSAS Record Editing System (RES) window from 8:00 a.m. January 12 until noon on January 21. This is a district's final chance to ensure that all students who were tested appear as tested, that all students in their district are accounted for, that no students were inadvertently opted-out, etc. There will be a field to indicate whether or not each student was tested, and which test was used (WKCE or WAA-SwD). RES is the final opportunity for districts to ensure that data used by the DPI for reporting and accountability are accurate and complete. A recorded training session on using RES will be available online by January 10, 2011.



### Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) Update

Wisconsin is participating with a consortium of states in a four year General Supervision Enhancement Grant (GSEG) award totaling almost \$20 million. The GSEG is an IDEA funded grant awarded by the Office of Special Education Programs, at the U.S. Dept. of Education. Outcomes of the grant include the creation of:

- New extended standards based on the Common Core State Standards
- Learning maps, which will include tasks of various proficiency levels leading to formative assessment and tools for educators
  - Learning maps can be described as networks of sequenced learning targets
- Annual summative assessment (used for accountability purposes)
- Professional development modules for teacher training

The management of the grant is being handled by University of Kansas' Center for Educational Testing and Evaluation. Consortium members include Iowa, Kansas, Michigan, Mississippi, Missouri, New Jersey, North Carolina, Oklahoma, Utah, and West Virginia. We look forward to working with Wisconsin educators on this initiative and will notify districts as opportunities for collaboration are available.





### **ACCESS for ELLs® Update**

The 2010-11 ACCESS for ELLs® assessment materials will arrive in districts the week of November 22. The testing window for students participating in the ACCESS for ELLs® is December 1 - February 11. This window has been set to allow districts ample administration time.

Online ACCESS test administration training and certification is available on the WIDA website located at [www.wida.us](http://www.wida.us). It is highly recommended by both DPI and WIDA that test administrators are re-trained on an annual basis, as the ACCESS for ELLs® undergoes changes every year. The revisions include:

- Speaking Test
  - For extra assistance, a short description of the language you should expect from the student is included in the script. At the end of the Speaking Test questions, a box labeled "EXPECT" provides general guidance to test administrators as to the language they should expect students to produce at a given level of the test.
- Writing Test
  - For all grade level clusters, the Tier B and Tier C Writing Tests have recommended timing guidelines for Parts A (10 minutes), B (20 minutes), and C (30 minutes). Sixty (60) minutes is still the time allocation for the entire Writing Test in these Tiers, with an additional five (5) minutes if needed for students to finish writing.
  - The Grades 1-12 Tiers B and C tests and Grades 3-12 Tier A tests will now include a new integrated writing task addressing both the Language of Mathematics and the Language of Science.
  - Grades 1-2, Tier A: Parts B and C now share the same theme graphic.

On January 7, 2011, MetriTech will ship Pre-ID barcode labels to all districts. Similar to last year, the Pre-ID labels will include all relevant demographic data for reporting and accountability under state and federal law. The state file will include all ELL students (ELP 1-5) with an active enrollment status in a Wisconsin Public school at the time the file is created. Additional test materials can be ordered until January 28, 2011, by contacting MetriTech at 800.747.4868 or by email: [mtinfo@metritech.com](mailto:mtinfo@metritech.com).

### **Newly Posted to WIDA Website**

The 2010-11 ACCESS for ELLs® District and School Test Administration Manual and the Kindergarten Test Administration Manual have been posted to the secure part of the WIDA website.

### **NAEP Update**

Approximately 400 schools in Wisconsin have been selected to participate in the National Assessment of Educational Progress (NAEP) this year. Participation in NAEP is required for Title I funding under NCLB. Results from this assessment will be reported at the state and national level, plus Milwaukee will receive district-level data.

For schools selected to participate in NAEP this school year, the student list submission "e-file" was due on November 1. Thanks for your support getting these lists submitted. NAEP field staff will be contacting designated school coordinators in late December to set up Pre-Assessment Visits. Most of those visits will take place at schools in January. In the meantime, please check the MySchool website ([www.mynaep.com](http://www.mynaep.com)) for information about NAEP tasks, including sending home the parent notification letter. If you have any questions, please contact Angela Dugan (contact information on last page).

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).



### **“When will the Wisconsin assessments be aligned to the Common Core Standards?”**

The current summative assessments are aligned to the Wisconsin Model Academic Standards (WMAS). Wisconsin adopted the Common Core State Standards (CCSS) in English Language Arts and mathematics in June 2010 (<http://dpi.wi.gov/standards/index.html>).

DPI encourages districts and schools to begin the process of understanding these standards, looking for gaps in curriculum and instruction, and areas to better align to these new robust standards. While the ELA and math standards are not radically different from the WMAS, they do demand more rigor. Many schools, districts and CESAs have begun planning their transition work.

We are developing a new assessment system aligned to the CCSS, as part of the multi-state SMARTER Balanced Assessment Consortium (<http://dpi.wi.gov/oea/sbac.html>). The system will include:

1. the required summative exams (offered twice each school year) with multiple item types such as adaptive multiple choice items, technology-enhanced constructed-response, extended constructed-response items and performance tasks, which will be assessing students' progress on the standards in more authentic ways;
2. formative strategies, benchmark tests; and
3. a variety of tools, processes, and practices that teachers may use in planning and implementing informal, ongoing assessment. This will assist teachers in understanding what students are and are not learning on a daily basis so they can adjust instruction accordingly.

Development of this system will take four years; the new summative assessment must be operational in the 2014-15 school year. We urge districts to think through transitions to the Common Core now because any systematic and sustained effort to understand CCSS, align local curriculum and instruction, and engage educators in deep analysis will return positive results on the WKCE, WAA-SwD, as well as the future SMARTER assessment.

## **FAQ.. Shipping and Packing Test Materials**

- Q. What should I do if we've already shipped our boxes and we have one or more tests that didn't get included in the shipment?**  
If there are some test books left out after shipping, you must register through the online retrieval system for test-box pick-up again. Pack them in a testing box, not in an envelope. Do not mail the books to CTB, doing so may result in test books that are not scored.
- Q. How should I pack the tests if I have one or more test books with irregularities?**  
Test books with irregularities should be banded with a completed Special Handling Form (included in the TCK). After packing the rest of the test books, place these special handling materials above the stack of test books under the school header sheet.
- Q. What should I do to show that I shipped all of my boxes?**  
Be sure that a staff member is present when boxes are picked up and that every box has been accounted for on the shipping document. Retain a copy of the receipt verifying the number of boxes shipped.
- Q. Where can I get instructions for packing my test materials to return to CTB for scoring?**  
There is a packing and shipping PowerPoint available on the 2010-11 WSAS pre-test workshop webpage available at <http://dpi.wi.gov/oea/10pretest.html> listed under ancillary materials.
- Q. Why is it important to accurately report the lowest grade in my school last year?**  
If the lowest grade in the school last year is not accurately reported, then disaggregated reports and accountability determinations may be inaccurate and WINSS may show no test results for some grades in the school.



# PUBLIC INSTRUCTION

## OFFICE OF EDUCATIONAL ACCOUNTABILITY

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### Building Assessment Literacy...

#### How Assessment Data Informs Response to Intervention (RtI)

There is a natural fit between balanced assessment—the use of multiple measures to gather data on student strengths and weaknesses—and RtI systems. In fact, assessment data deeply inform each of the three essential elements found in Wisconsin's RTI framework:

1. High quality instructional practice
2. Continuous review of student progress
3. Collaboration around data

Assessment data informs all three of these RtI elements. **High quality instruction** calls for differentiated instruction aligned with our state standards. Assessments, also aligned to the state standards, provide data that help teachers identify strengths and weaknesses, and therefore allows teachers to differentiate instruction.

The **continuous review of student progress** is also highly dependent on gathering and analyzing assessment data. Educators should have data from multiple measures (formative, benchmark, and summative), and should have access to progress monitoring tools that allow for continuous reviews with students.

**Collaboration** is the third element of our RtI framework, and it calls for a systems approach that includes educators, families, and communities working together. These partnerships work to increase student success through data-based decision making. Assessment data plays a powerful role in collaborative planning and must be part of data-based conversations.

At the core, the concept of balanced assessment systems is that data from multiple sources can inform educators best in making effective data-based decisions. This is the same concept underlying our RtI framework: systems change comes in part from the systematic and effective use of data and data-based decisions to guide student success.

For more information about RtI go to <http://dpi.wi.gov/rti/index.html>.



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