



# PUBLIC INSTRUCTION

## OFFICE OF EDUCATIONAL ACCOUNTABILITY

Newsletter - Issue XV, September 2010

### OEA Updates...

#### 2010 WSAS Testing Window

The Fall 2010 testing window for the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) is October 25 – November 26. Testing may only begin on or after October 25, 2010. For future testing dates go to <http://dpi.wi.gov/oea/calendar.html>.

DPI recommends that schools try to complete the majority of testing within the first two weeks of the window, leaving the remaining time for make-up sessions.

#### Looking to the Future

Wisconsin has adopted the Common Core State Standards in mathematics and English language arts (<http://www.corestandards.org/>). The standards outline the preparation students need to be ready for college and careers. Wisconsin also is a governing state within the 31-state SMARTER Balanced Assessment Consortium (SBAC), formed in response to the Race to the Top assessment grant competition to develop an innovative assessment system aligned to the Common Core standards. As the fiscal agent, the State of Washington hosts a SBAC webpage where you can access information on the consortium's assessment plans: <http://www.k12.wa.us/SMARTER/default.aspx>. For more information on implementing the Common Core in Wisconsin—and how this system will impact district curriculum, instruction, and assessment—please visit: <http://dpi.wi.gov/standards/index.html>.

The SBAC summative assessment will be a computer adaptive test that includes multiple choice questions, computer-enhanced items, and performance tasks. Students will also have multiple opportunities to test. Further, the system will provide benchmark tools and formative strategies that will continuously guide instruction and provide classroom teachers with information. All components of the assessment system will be aligned with the Common Core State Standards.

At the core of the SBAC assessment system is the involvement of educators in the development of formative strategies, test items, scoring rubrics, and the evaluation of performance events. By participating in the design and (continued on page 2)

### OEA Calendar...

#### Assessment Windows for 2010-11

2010	
October 25-November 26	WSAS Testing Window (WKCE and WAA-SwD)
December 1	ACCESS for ELLs® Testing Window Opens
2011	
February 11	ACCESS for ELLs® Testing Window Closes
January 24-March 4	NAEP Assessment Window

#### Important Dates

2010	
September	Preliminary notification to districts missing 2009-10 ELL accountability AMAOs
September 17	Braille and Large Print edition of WKCE and WAA-SwD orders due
September 27	Pre-Recorded 2010 WSAS pre-test workshop available online via Mediasite
September 30, 4:00 PM	Deadline to update ALL WSLs records and ISES "Grade Level Placement" fields for WSAS test labels
October	AMAO reports available for download for districts with English language learners
October 1-22	Window for ordering ACCESS Testing Materials
October 15	Deadline for schools participating in NAEP to provide/update school information on MySchool
October 28, 8:00 AM	Final day to update WSLs records; ISES Year-End collection closed for data pull for WSAS Pre-ID labels and ELL Exiting Accountability AMAO determinations
November 1	Deadline for schools participating in NAEP to submit their student e-file
November 30, 8:00 AM	Deadline to review and revise all ISES records before lockdown
2011	
January 10	Pre-Recorded 2009-10 Record Editing System (RES) training available via Mediasite
January 12-21	Record Editing System Window



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### (Looking to the Future continued from page 1)

creation of professional development, the curriculum-instruction-assessment connection will become more explicit and intentional, and educators across consortium states will have the opportunity to enhance their assessment literacy and improve instruction.

The SBAC grant proposal was submitted in June and we expect to hear funding status in September, at which point work will begin to develop the system. Consortia states have until 2014-15 to administer a fully operational summative assessment. We will be in touch with districts throughout this process. While the new assessment system will take four years to develop, Wisconsin may have the opportunity to pilot the use of a computer adaptive test prior to full implementation in 2014-15. Until then, we will continue to administer our current federally approved accountability tests (WKCE and WAA-SwD). As such, there are no changes to Wisconsin state assessment for the current school year.

### Reminder to Update WSLS Data

The Department of Public Instruction creates student demographic pre-ID labels for WSAS test booklets. The labels are created using the Wisconsin Student Number Locator System (WSLS) and the Individual Student Enrollment System (ISES) databases and will be shipped to districts before the fall 2010 test window. To make this process as easy as possible during the busy testing window, please do the following:

1. Update ALL WSLS records and ISES "Grade Level Placement" fields before **4:00 PM on September 30, 2010**.
2. Update all WSLS records again before **8:00 AM on October 28, 2010**. (3rd Friday of September, Child Count, and Year End Submission Period Ends)
3. Verify and lock all ISES records before **8:00 AM on November 30, 2010**. (Review and Revision period ends)

### Students Moving During the Testing Window

The Office of Educational Accountability has created a document outlining how the mobility of students during the testing window impacts participation and accountability. This tool has been designed to assist districts and schools in following the appropriate protocol when students move between districts. This document is available at <http://dpi.wi.gov/oea/pdf/07stdsmov.pdf>.

### Important Reminder

DPI would like to stress the importance of ensuring each student is working in their own WKCE test book. Please have proctors and students check the label on the front of the test book prior to beginning each new testing session. Be particularly attentive of students with the same names (i.e., Twins/Siblings) to be sure each student has the correct book.

### New District Assessment Coordinators

Each year, many Wisconsin districts designate a new District Assessment Coordinator, or DAC, who serves as the central point of contact and the coordinator for statewide testing in their district. If you have been designated as the new DAC for your district there are several things that you should do:

- ✓ Complete the "DAC Update Form" located at <http://dpi.wi.gov/oea/daccontact.html>. This form provides us with your email address which is important in receiving timely information related to testing and accountability.
- ✓ Familiarize yourself with OEA's website (located at <http://dpi.wi.gov/oea>), specifically information posted in the DAC Corner. A master calendar of activities is posted under "DAC Responsibilities."
- ✓ Obtain access to the Online Reporting System (ORS), which is a secure, password-protected site where you can view Wisconsin Student Assessment System (WSAS) results. If you need assistance (username and/or password), contact Amy Marsman at (608) 264-9546 or [amy.marsman@dpi.wi.gov](mailto:amy.marsman@dpi.wi.gov).

### The Assessment Accommodations Matrix

Revised assessment accommodation matrices are now available for the 2010-11 school year and can be found at <http://dpi.wi.gov/oea/accommtrx.html>. Please keep in mind all assessment accommodations for students with disabilities, students on 504 plans, and English language learners (ELL) should be documented and consistent with day-to-day instruction. Please contact Kristen Kehoe, [kristen.kehoe@dpi.wi.gov](mailto:kristen.kehoe@dpi.wi.gov) with any questions.



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

Districts will be sent WAA-SwD materials based upon the number of students who took the WAA-SwD last year, rolled forward one grade with no overage. Please be aware that this does not account for students who may be new to your district or for students who did not take the WAA-SwD last year. District Assessment Coordinators should work with the Special Education Director in their district to identify an accurate count of students expected to take the WAA-SwD at each grade level. The DAC should report any shortages of materials to the CTB HelpDesk before the beginning of the test window.

#### Reminder:

- Participation in the WAA-SwD is an IEP team decision using the Participation Checklist available at <http://dpi.wi.gov/oea/waa.html>. Students whose instruction is based on the Extended Grade Band Standards should be taking the WAA-SwD, with or without accommodations. Students whose instruction is based on the Wisconsin Model Academic Standards should be taking the WKCE, with or without accommodations.
- Test administrators for the WAA-SwD need to be trained licensed professionals. Test administrators should review the Mediasite presentation and materials posted at <http://dpi.wi.gov/oea/waa.html> prior to the test window.
- Teachers for students in grades 4, 8, and 10 should download rater forms for Language Arts/Writing and Social Studies. Student performance levels must be reported on the back of the WAA-SwD Answer Document. These forms can be found at <http://dpi.wi.gov/oea/waa.html>.

### Delivery of Testing Materials

WSAS testing materials will be delivered October 4-8, 2010. WKCE and WAA-SwD materials will be delivered the same week in separate shipments. Boxes containing WAA-SwD materials will be differentiated by a three-inch blue dot on the outside of the package. The DAC is responsible for sorting and distributing all test materials to schools as soon as possible. The DAC must inventory all materials and report any shortages to CTB/McGraw-Hill.

### Accountability for the Progress and Attainment of English Language Proficiency (ELP)

The U.S. Department of Education (USED) approved Wisconsin's amended accountability plan for English language learners (ELLs). DPI was required to respond to the federal Notice of Final Interpretation to meet the Title III Annual Measurable Achievement Objectives (AMAOs). Some of the most significant changes include using all ELL students as the basis for both AMAO 1 and AMAO 2 calculations, eliminating the use of cohorts, evaluating districts individually rather than by consortium, and using an overall composite ELP score of 5.0 or higher to determine the proficiency rate for AMAO 2. There are no changes to AMAO 3. These changes will be reflected in the 2009-10 AMAO reports which will be provided to districts this fall.

DACs, ELL staff, and ISES coordinators should work together to complete the ISES year-end collection by the deadlines indicated in the calendar in this issue. This will ensure data accuracy. All ELLs should have an English Language Proficiency (ELP) code in ISES. ELP codes are calculated automatically from ACCESS for ELLs composite scores. If a student doesn't have a composite score or the student's name or Wisconsin Student Number (WSN) was not found in ISES, the district should manually enter an ELP code. It's also important for districts to enter an ELP code of 6 (formerly ELL) in the ISES data collections for all students who were reclassified as English language proficient in 2009-10.

See the amended AMAO plan, reclassification criteria, and Title III requirements at:

- [http://dpi.wi.gov/esea/pdf/wi\\_amao\\_amend\\_5\\_10.pdf](http://dpi.wi.gov/esea/pdf/wi_amao_amend_5_10.pdf)
- [http://dpi.wi.gov/esea/pdf/bul\\_0702.pdf](http://dpi.wi.gov/esea/pdf/bul_0702.pdf)
- <http://www.dpi.wi.gov/ell/titleiii.html>





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### Commercial Products and Workshops Promoting Test Prep

The Office of Educational Accountability has received a number of phone calls from districts asking about the validity of commercial test prep products or workshops designed to enhance student performance on the WKCE. DPI does not endorse these products or workshops. It is recommended that schools limit the amount of instructional time spent on specific test preparation activities; instead, time is better spent on solid instructional activities that prepare students to demonstrate proficiency on grade level expectations. Suggestions for test preparation are available at the OEA website "DAC Corner" <http://dpi.wi.gov/oea/dacnwlttrs.html>.



### ACCESS for ELLs® Updates

In September, MetriTech will send district assessment coordinators an email regarding ordering ACCESS for ELLs® test materials. The window to order test materials is October 1 through October 22, 2010. DPI will again provide MetriTech student demographic data for creating Pre-ID labels. Testing begins on December 1 and will continue through February 11, 2011. As a reminder, 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. If you do not receive the email from MetriTech, please contact them at (800) 747-4868.



### NAEP Updates

Thank you to schools and districts that participated in NAEP in the last school year (January-March, 2010). Those assessments will yield national-level data. Results for civics, geography, and US history assessments will be released by the National Center for Education Statistics in 2011. This school year, close to 400 public schools in Wisconsin will participate in NAEP 2011 assessments, which will yield state-level data to show how Wisconsin's 4<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> grade students perform compared to their peers across the country. Schools and districts have already been notified of their selection to participate in these assessments, which will include reading, mathematics, computer-based writing, science, grade 12 economics, and several pilots and special studies. If there are questions about your school or district's selection or participation in NAEP, please contact our NAEP State Coordinator, Angela Dugas, at [angela.dugas@dpi.wi.gov](mailto:angela.dugas@dpi.wi.gov) or 608-267-2273.



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### "Where can I find the complete 2010-11 Testing Timeline?"

The 2010-11 test timeline, including the test window, the date by when the test materials will be available in the districts, the deadline for registering online for test material pick-up, and other important dates are available on the OEA website at <http://dpi.wi.gov/oea/calendar.html>.

## FAQ... WSAS Test Participation

**Q. How specifically is Full Academic Year (FAY) calculated? We have heard 3rd Friday to 3rd Friday, or 9 months, or an arbitrary date that was selected. What is the official definition?**

An FAY student is one who has been continuously enrolled in a school or district for 9.25 months, not including time that the student is not in school during summer, without a break of more than 30 days. Since schools and districts across the state have different starting and ending dates, the 9.25 months is calculated in ISES. See the "Months in School" and "Months in District" headings at [http://dpi.wi.gov/lbstat/isescalc.html#months\\_in\\_school](http://dpi.wi.gov/lbstat/isescalc.html#months_in_school) for more information.

**Q. Do I need to test a foreign exchange student?**

Yes. You must test all students enrolled. Because the student is probably not a Full Academic Year student, the student counts only as a test participant and is not calculated into reading and mathematics proficiency rates for AYP.

**Q. Do I need to test a student who was expelled or suspended from school for the duration of the testing window?**

Yes. The district/school is responsible for testing any expelled or suspended student who remains enrolled in the district during the testing window. They should be considered the same as any other student enrolled in your school.

**Q. Do I have to test students who participated in the WKCE last year and are still enrolled in the same grade this year?**

Yes. The WKCE must be administered to all students enrolled in grades 3-8 and 10, no matter how many times a particular student has participated in the past. Some students will take the WKCE at the same grade level for consecutive years.

**Q. When is parent opt-out allowable?**

When a parent or guardian requests that the student be excused from participating in the WKCE, this request must be honored at grades 4, 8, and 10, per Wis. Stats. 118.30 (1r) 2.3. This request may come at anytime during the testing window. While not directly addressed by state statutes, districts may choose to honor parent requests to excuse their child from WKCE testing at grades 3, 5, 6, and 7, or the WAA-SwD at grades 3-8, and 10 at their discretion on an individual basis. All students excused by parent opt-out count as "not tested" students for determining Adequate Yearly Progress (AYP).

**Q. Is our district responsible for testing private school students?**

No. Your district may not test private school students. Every year private schools have the opportunity to purchase the WKCE directly from CTB/McGraw-Hill. Private schools receive Individual Profile Reports (IPRs) for students but do not receive comparative information to public school students. For additional information regarding testing of private schools go to <http://dpi.wi.gov/oea/privatesch.html>.

**Q. Are districts expected to test all students with disabilities?**

Yes. State and federal law requires districts and schools to test all students, including students with disabilities. Students with disabilities may take the WKCE with accommodations or may take the WAA-SwD if the student qualifies.

**Q. Is the school or district responsible for testing a home-schooled student if the parent requests that?**

No. You are neither required nor permitted to include home-schooled students in the WKCE, including those enrolled in your district for two or fewer classes per day.



## **Building Assessment Literacy...**

### **How to Use Data for Data-Informed Instruction to Personalize Teaching & Learning**

Schools that regularly and openly review data as part of their instructional culture have found the continuous review of data leads to increased student success, deep professional learning, and more collaborative educator teams.

#### **What is Data-Informed Instruction?**

Data-informed instruction is a process of collecting and analyzing data from multiple sources to inform teachers on “the next step.” Information gathered from multiple sources, and data that evaluates student progress in multiple ways, create a more complete picture of classroom instruction and student learning. Educators use multiple types of data everyday—from formative, benchmark and summative assessments, to classroom grades, anecdotal evidence and teacher observation—to understand the status and progress of their individual students. Use of data in this way also allows educators to be reflective practitioners, monitoring their own teaching practices and growth.

Incorporating data into the instructional fabric of classrooms is nothing new, yet with the amount of data available to educators increasing exponentially, our students and teachers require a new lens with which to view and incorporate key data into teaching and learning.

#### **Identifying Sources of Useful Data**

Educators need to be nimble users of their school and district-based databases, as well as DPI data sources. Locally, teachers will have access to attendance, intervention, behavioral, and classroom data. These data should be considered alongside the indicators that DPI reports:

WINSS (WI Information Network for Successful Schools)  
School District Performance Reports  
MDAT (Multi-Dimensional Analytic Tool)  
SIMS (Student Intervention Monitoring System)  
Special Education Indicators

<http://dpi.wi.gov/sig/index.html>  
<https://wlds.dpi.wi.gov/spr/spr.action>  
<http://dpi.wi.gov/lids>  
<http://dpi.wi.gov/rti/sims2.html>  
<http://dpi.wi.gov/sped/index.html>

#### **Using Data to Make Decisions about Students**

Data-informed instruction means incorporating information from multiple sources—grades, assessment results, student feedback, as well as attendance, intervention, and demographic data—to better understand and appropriately adjust classroom practices that meet the unique needs of individual students. These practices allow for personalization and differentiation. Instructional decisions ultimately need to reflect the local curriculum, and be tied to the learning progressions and state standards. Aligning curriculum, instruction, and assessment to standards requires collaborative teams with a focus on data.

Educators who analyze data on a regular basis, collect data from more than one source, and collaborate with others before making decisions based on student data can make targeted instructional decisions. Through this process they tend to see the greatest improvements in student achievement. Schools that are engaged in a RtI process may already be reorganizing around these principles; however, any teacher—regardless of what school-wide or district-wide efforts are underway—can implement data-based decision making and incorporate a balanced, personalized approach to assessment and data use.

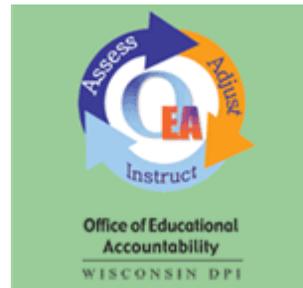


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We hope you find this newsletter and its contents beneficial. As the Office of Educational Accountability works to improve and refine this communication tool we would appreciate feedback and/or suggestions on the layout and content. Please contact OEA at: [oeaemail@dpi.wi.gov](mailto:oeaemail@dpi.wi.gov).



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