



# The DAC Digest

## Assessment & Accountability Updates

October 21, 2020

## Accountability

### New:

#### Closer Look at Report Card Changes

While there will be no report cards released this year, OEA is working to securely release accountability **preview reports in January** using data from prior years to demonstrate design and calculation changes. In the coming weeks, we will use this space to highlight the changes featured in the preview reports. These changes will be covered in much more detail in the supporting resources that we'll publish closer to the time of the preview report release, but our goal in the coming weeks is to help these changes feel "less new" when the reports are released in January.

#### Target Group Outcomes

One of these upcoming changes is the replacement of the Closing Gaps priority area with the new Target Group Outcomes priority area. Target Group Outcomes will measure progress of a single target group, comprised of students in the bottom quartile (25%) of performance based on the last year's test results, along with any students who scored less than proficient on that year's DLM alternate assessment.

**This change** to scoring the gaps measure from the outcomes of demographics-based groups to the outcomes of a performance-based target group **was made for three reasons:**

- **To focus on need:** A foundation of equity is that when the most vulnerable students are supported, all students will benefit. This premise is built into the scoring of this metric and the report card - when the performance of the bottom quartile increases, the overall performance (and scores) of all students also increases. While Target Group membership is based upon prior year performance, OEA impact analyses show that traditionally marginalized populations are often overrepresented in a performance-based target group.
- **For more equitable inclusion:** Historically, student groups at a school that did not have at least 20 students (e.g., 17 Black students, 19 Hispanic/Latino students) were not included in the Gaps measure and students groups that hovered around 20 from year-to-year could jump in and out of cell size (and scores), causing large and distracting score fluctuations. The performance-based Target Group approach will allow for the inclusion of students who are in most need of support, regardless of the size of their demographic group, while providing a more stable group size to measure year-to-year.



- **To support continuous improvement:** Identifying a lowest-performing group reinforces the idea that every school has work to do to close gaps. By focusing on a Target Group that is roughly 25% of students, schools are provided with a manageable group of students to focus on eliminating gaps by implementing policies and procedures that will best serve the students most in need of support, while increasing opportunities for all students.

Target Group Outcomes will be scored using a “mini report card” approach with achievement, value-added growth, absenteeism, and attendance or graduation rate measures. Next week, we’ll cover more about this scoring system. Please email us at [oeaemail@dpi.wi.gov](mailto:oeaemail@dpi.wi.gov) with any questions in the meantime.

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## General Assessment Update

### Reminder:

#### District Assessment Coordinator (DAC) Confidentiality Agreements

We ask DACs to complete and sign the [DAC Confidentiality Agreements](#) and submit the forms to OEA prior to testing. If your district will be administering the ACCESS for ELLs assessment, you will need to have the DAC agreement to OEA by November 30. This year you will notice the form has a new design requiring only one signature for all four assessments. You may also complete and sign the form electronically using Acrobat Reader. Please be sure to read the terms for each assessment and to select one option for number nine of the ACT agreement prior to signing. The entire six-page document needs to be submitted to OEA once signed. All other confidentiality forms (SACs, DTCs, STCs, etc.) remain the same and once completed will be retained at the school/district level.

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## ACCESS for ELLs

### Reminder:

The last day for SIS changes to be reflected in the ACCESS roster is October 28. Public school enrollment data pushed to DPI on October 29 and 30 will be used for the ACCESS roster generated on November 2.

The non-public Pre-ID upload window closes on November 2.

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## ACT with writing

### Reminder:

#### Test Administration

2020-21 Schedule of Events, online testing resources, administration manuals, training opportunities and resources can be found on the [Wisconsin ACT Website](#). Additional resources, including the 2021 ACT Calendar, can be found on [DPI ACT webpages](#). For information pertaining to Success. ACT and the Trusted Agent access codes, please refer to the [October 7 DAC Digest](#).

## DLM

### Reminder:

#### Educator Portal

Students can now be rostered into Educator Portal. Once rostered, teachers can complete the First Contact Surveys, the Personal Needs and Preference Profiles, and use the Instruction and Assessment Planner. Contact [Mike Peacy](#) with questions.

## Forward Exam

See the [Forward Exam webpage](#) for calendar dates, information, and resources.

## NAEP

### Reminder:

#### Where to Find Information for Participating Schools

Information for schools participating in NAEP can be found on the OEA-NAEP webpage, under [Resources for Participating Schools](#), as well as on schools' [MyNAEP](#) pages. Please contact [Angela Dugas](#) with any questions.

## Reading Readiness

### Reminders:

#### 2020-21 School Year

Districts will be required to assess for Reading Readiness all four-year-old kindergarten through second grade students at least once during the 2020-21 school year. More information about the requirements can be found at: [Assessment of Reading Readiness](#).

## Important Dates to Remember

Month	Date and Event	Assessment
October	28: Last day for SIS changes to be included in ACCESS Roster	ACCESS
November	2: Non-Public PreOID Upload Window Closes	ACCESS
	2: DPI Loads Public School Pre-ID Roster	ACCESS
	2: PersonAccessNext (PANext) portal opens for ACT	ACT
	10: Test Setup Window Opens	ACCESS
	30: DAC Confidentiality Agreement Forms Due	General

## New Online Resource Highlights

As new resources are posted to our website, we will include them here for your convenience for a few weeks. This is NOT an exhaustive list, but meant to highlight resources with significant relevance to our upcoming test windows.

Resource	Description	Assessment
<a href="#">Assessment Strategies to Inform Instruction in 2020-21</a>	Provides considerations for district and school leaders to use in identifying initial student needs and monitoring ongoing student learning from an equity lens.	N/A
<a href="#">Accessibility Guide</a>	Provides information for classroom teachers, English development educators, special education teachers, and related services personnel as they select and administer universal tools, designated supports, and accommodations for those students who need them.	Forward
<a href="#">Wisconsin Forward Exam Technology Requirements</a>	Provides information about what is new and changing for the upcoming 2020-21 administration.	Forward
<a href="#">EL Data in WISEdash</a>	Guide to accessing EL data in WISEdash for Districts, including ACCESS results, SGPs, and the on-track-to-proficiency measure.	ACCESS
<a href="#">Test Accessibility and Accountability Guide (TAA)</a>	Provides information on how to submit requests for student accommodations for the ACT assessment	ACT



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