Accountability

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/February using data from prior years to demonstrate design and calculation changes that we have worked on with our Accountability Advisory Group and other state and national experts and stakeholders. As mentioned in the October 21 DAC Digest, we are using this space in the coming weeks to highlight the changes featured in the preview reports.

Target Group Outcomes
Last week, we discussed how the new Target Group Outcomes priority area measures the outcomes of a performance-based target group rather than demographics-based groups. Today, we will discuss the scoring of this measure.

Target Group Outcomes scoring is different from Closing Gaps, which compared assessment and graduation performance trends to state comparison groups over time. While we will always *report* trend and state comparison data, we will no longer be *scoring* based on these data. Instead, the Target Group Outcomes priority area will use a multiple measures "mini report card" scoring approach in which the target group will be scored using the familiar measures of achievement, value-added growth, regular attendance, and graduation/attendance rates. Our work with stakeholders has identified several factors in support of this new approach:

Clarity
Target Group Outcomes will use measures that are already on the report card, just applied specifically to a Target Group of students. One reason for this change is that stakeholders had great difficulty interpreting the Closing Gaps trend comparison data tables in prior report cards and understanding how assessment and graduation trends translated to scores. By shifting to a scoring approach that uses other report card measures, stakeholders can interpret these results more clearly and schools can use these data more actionably.

Limitations of trend comparison scoring
Scoring based on comparison trends can be volatile as student groups may fall in and out of cell sizes from year-to-year, leading to large score swings that are not reflective of actual performance changes. Another problem inherent to trend-based comparison scoring is that if the statewide comparison decreases, a school's score could increase even if that school's performance has not

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PUBLIC INSTRUCTION
Carolyn Stanford Taylor, State Superintendent

changed. The new multi-measures approach is a more stable and reliable scoring system that captures student performance regardless of changes in comparison data.

More well-rounded scoring
This shift to a multi-measure scoring approach has the added benefit of providing a more comprehensive look at the performance of students at a school who are in most need of support. For example, measuring growth for the target group is important in prioritizing both high achievement and improvement in performance, especially for historically lowest-performing groups of students. By incorporating regular attendance (the inverse of absenteeism) into this priority area, schools can get credit for improving attendance rates for the lowest performing student groups, a leading indicator towards academic improvement.

The goals of Target Group Outcomes scoring is to be interpretable, reliable, and reflective of performance, while maintaining high expectations for our schools and state as a whole. We are excited for these changes and for the role that these data will play in supporting continuous improvement. Next week, we will take a closer look into the calculations behind scoring components and how these calculations support the goals of the measure. Please email us at oeamail@dpi.wi.gov with any questions in the meantime.

General Assessment Update

New:
Requirements for the 2020-21 administration of statewide assessments remain unchanged under state and federal law. We recognize schools are facing many challenges related to safe and effective instruction and assessment. The Department of Public Instruction is monitoring the situation closely, is working with state and local partners, and will share information as it becomes available.

Reminder:
District Assessment Coordinator (DAC) Confidentiality Agreement
We ask DACs to complete the DAC Confidentiality Agreement and submit the form to OEA prior to testing. 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. 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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Carolyn Stanford Taylor, State Superintendent

ACCESS for ELLs

New:

The ACCESS for ELLs test window has been moved to February 22 - April 30 (from December 1 - February 26). We understand the challenges of administering the test to English learners (ELs) during this time when the number of COVID-19 cases is high.

Districts are still required to administer an annual English Language Proficiency (ELP) assessment to all English Learners (ELs) under both state and federal law (Wis. Stat. § 115.96 (1) and 34 CFR 200.6 (h)).

WIDA, the vendor for our statewide ELP assessment, ACCESS for ELLs, is unable to provide a remote version for the 2020-21 school year.

We will continue to monitor the evolving situation and provide regular updates.

Updated assessment dates can be found on the ACCESS for ELLs Calendar webpage.

ACT with writing

New:

Test Administration

On Monday, November 2, the Pearson Accessnext (PAnext) portal will open for the 2021 ACT assessment year. Testing staff with a registered PAnext account can log in with their existing ACT credentials. New DACs will receive an automated emailed invitation from PAnext with steps on how to create an account. The first step in the ACT testing cycle is DACs updating and adding testing staff to PAnext. *Testing staff must be updated and accurate in PAnext in a timely manner to ensure receipt of important ACT communications throughout the assessment year.*

> PAnext Resources:
> - PersonAccessnext User Guide
> - Manage Contacts Training Tutorial

The 2021 ACT Schedule of Events (SOE) is now available. It contains important ACT assessment tasks and deadlines and should be referenced frequently throughout the testing year.

ACT Communications

Over the next week, ACT will be sending out several communications related to the start of the testing cycle. These communications will include important information about: accommodations, **the deadline for selecting your paper and/or online testing dates** and training opportunities. Please review these communications carefully and forward to the appropriate testing staff.

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PUBLIC INSTRUCTION
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Reminder:

Resources

The 2021 ACT Schedule of Events, online testing resources, administration manuals and training opportunities 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 [October7 DAC Digest](#).

DLM

Reminder:

Moodle Training

Moodle Training is now available for the 2020-21 school year. New users or users who have not completed the training in the last calendar year will need to complete the new user training. Users who completed the training in the last year will need to complete the returning user training. All training can be found at the [DLM Moodle Training Site](#). Contact [Mike Peacy](#) with questions about the Moodle training.

Forward Exam

New:

2021 DRC INSIGHT Portal Access

All DACs who submitted their annual update forms by September 30, 2020, have been assigned 2021 permissions to the DRC INSIGHT Portal. You should have received an email from DRC regarding this. If you did not, please contact the [DRC helpdesk via email](#) or by calling (800) 459-6530.

Permissions for district and school staff users do not need to be assigned until January or February at the earliest. Information about how to assign user permissions will be available in the DRC INSIGHT Portal Guide available in January 2021. DACs should remove portal access for individuals who are no longer employed by the district and adjust user roles to sync with staffing changes.

Technology Readiness

DACs and DTCs should review the Forward Exam System Requirements for the 2020-21 administration year to ensure their testing devices meet at least the minimum required for testing. DTCs should confirm that the district testing devices can support the operating system that is required for running INSIGHT. Technology training videos for DACs and Technology Coordinators will be available November 18. System requirements and other technology resources are available on the [Forward Exam Technology Requirements and Resources webpage](#).

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NAEP

New:

Thank you to schools for getting registered on MyNAEP and completing the school information forms. Please ensure that the designated School Coordinator for each school has registered separately for their own access to MyNAEP using the same registration ID sent to schools (they will use their email address and create their own password).

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
November	2: PersonAccessNext (PANext) portal opens for ACT	ACT
	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
Test Accessibility and Accountability Guide (TAA)	Provides information on how to submit requests for student accommodations for the ACT assessment	ACT