

ACCOUNTABILITY UPDATES

Preliminary Federal Notifications

Preliminary federal accountability identifications are scheduled to be released in SAFE on December 5. This release combines preliminary information for both ESSA and IDEA accountability systems for all public schools and districts.

ESSA Accountability Reports

Every school receives a preliminary ESSA Accountability Report, which includes data on schoolwide performance and student group performance. While the only possible identification for 2018-19 ESSA accountability is Targeted Support, all schools will be able to see if they were close to an identification threshold or not. In other words, all schools should review the ESSA Accountability Reports and incorporate their findings in the continuous improvement planning. As a reminder, starting this year, schools with Comprehensive Support or Additional Targeted Support identifications in 2017-18 will also receive 2018-19 “Progress to Exit Reports.”

There are a lot of shared data across the state and ESSA accountability systems, and for good reason; the data reflect things that we value, like student performance and improvement, engagement, and high school completion. However, in some cases different data are included, or the data are used in different ways appropriate to the purpose of the system. One example is Aspire data from grades 9-10, which is included in state accountability report cards, but is not included in ESSA reports. Some other data differences are below:

Data	Preliminary ESSA Reports	State Accountability Report Cards
Achievement	Points-based proficiency Forward, DLM, ACT	Points-based proficiency Forward, DLM, Aspire, ACT
Growth	Student growth percentiles Grades 4-8 Forward	Value-added growth Grades 4-11 Forward, Aspire, ACT
Graduation	Average 4-year and 7-year graduation rates	4-year and 6-year graduation rates
Attendance/Absenteeism	Defines chronic absenteeism as attendance rates below 90%	Defines chronic absenteeism as attendance rates below 84%

For further comparison of the two accountability systems, please see the “Accountability Crosswalk” document on our [Accountability Resources page](#).

LEA Determinations

As announced in an [email from Mike Thompson](#) last month, this year, for the first time and as forecasted, LEA Determinations under the Individuals with Disabilities in Education Act will weight results indicators equal to the weight of compliance indicators. Final notifications (scheduled for release in March, 2020) will also include Racial Equity in Special Education reports. For more information on weighting for this year, please see the “Criteria used for the 2019 LEA determinations” document on the [State Performance Plan Determinations](#) page.

If you have any questions about Preliminary Federal Notifications, please contact your [Accountability Trainer](#) or [OEA](#).

December TA Calls and January Office Hours

DPI staff will be hosting preliminary federal notification technical assistance calls and office hours with districts starting the week of December 9 and scheduled until the end of January. If your district would like assistance in understanding the reports in the preliminary joint federal notification packet, or needs information on the statewide supports and/or the continuous improvement process, please sign up using this [registration link](#).

Deadline Approaching: Accountability Advisory Workgroup – Nominations

OEA is in search of school and district staff to participate in technical planning for school and district report cards as part of an Accountability Advisory Group. This group will engage in technical conversations specific to school and district report card design and participants will need to be familiar with the report cards and experienced in using data as part of a continuous improvement process.

OEA seeks individuals with varied backgrounds from all school types (public/private, suburban/rural/urban, large/small, charter) and of all grade ranges. **We are particularly interested in having a diverse membership of this group.**

This group will convene in person in January (specific date/location to be announced), followed by at least four weekly virtual meetings. Additional in-person meetings may occur this spring or early summer. If you, or someone you know, fits these requirements and are interested in participating, **please use [this Advisory Accountability Workgroup nomination form](#) to submit nominations.** You can nominate yourself, as well as others! **The deadline for nominations is December 6.**

~OEA

WISCONSIN STATEWIDE ASSESSMENT SYSTEM UPDATES

Forward Exam

Reminders:

Technology Training Presentations and Readiness Materials

The 2020 District Technology Coordinator (DTC) recorded training presentations are now available on the [Forward Exam Technology Requirements & Resources webpage](#). There are two presentations - one for new DTC's and technology staff, and a second, shorter presentation with updates and reminders for experienced DTCs. In addition, the Forward Exam Technology User Guide, System Requirements, Site Readiness Checklist, and other technology resources are available on the webpage.

Text-Dependent Analysis (TDA) Resources

There are several Text-Dependent Analysis (TDA) resources available for educators on the [Forward Exam Resources webpage](#). These resources include a PowerPoint presentation for educators, which explains the TDA and how to incorporate TDAs into classroom activities. **We are in the process of updating the TDA Item Sampler Documents. These should be available before the end of December.** We will send out information in the DAC Digest when the updated documents have been posted.

Forward Exam System Requirements

DACs and DTCs should review the system requirements documentation for the 2019-20 administration year to ensure their testing devices are meeting the minimum required for testing. **DTCs should confirm that the district testing devices can support the operating system that is required for running INSIGHT.** System requirements and other technology resources are available on the [Forward Exam Technology Requirements and Resources webpage](#).

Accessibility Guide

The 2019-20 Accessibility Guide is now available on the [Forward Accommodations and Supports webpage](#). Please ensure **ALL** staff are made aware of and view the Accessibility Guide for the upcoming 2020 test administration.

Dynamic Learning Maps (DLM)

New:

DLM Recruitment

Every year DLM holds events such as item writing and external review of testlets to help improve the assessment. Participants enjoy their time and appreciate the learning opportunity provided by these events. DLM uses a database to match individuals with activities best suited to their expertise. DLM has provided a [Qualtrics survey](#) to be distributed to individuals who may be interested in these events. Please pass this survey along to anyone who may be able to participate. Completing the survey does not obligate individuals to participate in any given event. If you have any questions please contact michael.peacy@dpi.wi.gov.

Reminders:

Student Portal:

The DLM Student Portal has been upgraded to version 7.0. The new version will need to be downloaded and installed before students will be able to be instructed or assessed. The current version is available on the [Dynamic Learning Maps](#) website under KITE Suite. The directions on how to install Student Portal and the system requirements are spelled out there. If you have any questions please feel free to contact [Mike Peacy](#).

Rosters:

Please begin to roster students into Educator Portal. Once students are rostered, teachers can begin to work on First Contact Surveys and Personal Needs and Preference Profiles. Another benefit of rostering students now is that teachers will have access to student score reports. Score reports are valuable in assistance in the creation of goals and having discussions with parents. If you have any issues with creating rosters, please contact Mike Peacy or go to the [DLM website](#) under manuals.

User Cleanup

All DACs should ensure that users on Educator Portal are assigned to the correct roles. As the year begins it is a good time to make sure that only users that need access have access. Any users that have changed roles or left the district should have their user status updated accordingly. If you have any questions regarding this process please contact [Mike Peacy](#).

Instruction and Assessment Planner

The Instructional Tools Interface is being replaced with the new Instruction and Assessment Planner. One of the main goals of this program is to support the teaching and learning of the students with the most significant cognitive disabilities. The other main goal is to support the process of administering assessments and using results to guide next steps. If your district is interested in using the Instruction and Assessment planner to help guide education for your students, please reach out to [Mike Peacy](#).

Moodle Training

Moodle Training is now available for the 2019-20 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.

ACT High School Assessments

ACT with writing

Reminders:

Process for ACT Accommodations and English Learner Supports

- School staff members submitting ACT accommodations and EL supports for students should request access to [TAA](#) (ACT Test Accessibility and Accommodations System) **as soon as possible**. There can be only one TAA Test Coordinator per school, but there can be multiple Test Accommodations Coordinators. TCs and TACs can enter accommodations into TAA. Instructions for requesting TAA access are in the [TAA User Guide](#).
- Submit all accommodations requests for ACT in the Test Accessibility and Accommodations (TAA) System. Do not submit requests for local arrangements in TAA. Local arrangements are locally approved by the test coordinator. Refer to the [List of Allowable Supports](#) for what is a local arrangement versus an accommodation.
- Submit requests early - well before the **January 17 deadline** - so there is time to resubmit if additional documentation is needed to verify the disability.
- Refer to the resources found on [DPI's ACT Accommodations Webpage](#). The resources are organized in a checklist format to help schools with the accommodations testing process.
- Information on English Learner Supports is on [DPI's ACT English Learner Supports Webpage](#).
- View the recording of [Wisconsin's ACT Accommodations Training Webinar](#) for an overview of the accommodations process.
- If a request is not approved, you can submit again for reconsideration. If you are unsure about what documentation to submit for reconsideration, consult the [ACT Documentation Policy](#) or contact the ACT Accommodations team at 800-553-6244 x1788 or actaccoms@act.org.
- Log into TAA to view accommodations request decisions. After receiving decisions, if accommodations requests are not approved, please contact [OSA](#) as soon as possible.

ACT Test Dates

ACT test dates for *next year* and the 2020-21 school year can be found at: [ACT Assessments Calendar](#).

Free ACT Test Preparation Resources

Links to practice tests and exemplar items for the ACT can be found at the [DPI ACT Practice Tests/Sample Items website](#).

Alternate format practice tests may be ordered using the [Order Form for Alternate Format Practice Tests](#).

ACT offers free personalized test preparation through the [ACT Academy](#) to all students. Students, teachers, and parents can create an account. This account allows students to track their progress and keep moving forward in their test preparation. Short quizzes are designed to help students identify the content they have mastered and to clarify areas where more focus is needed. If students have already taken the ACT or PreACT they can simply enter their scores and custom playlists will be automatically created. ACT Academy creates automated daily playlists that include the basic lessons each student needs to master the ACT. After each lesson, a short quiz will determine if the resources given helped the student learn the material.

Training Webinars

Registration is now open for the Wisconsin ACT training webinars. Please note that the two Test Administration trainings cover different content, so test coordinators should attend both. School staff who submit accommodations information to ACT should attend the accommodations training. All trainings will be recorded and posted to the [DPI ACT Trainings page](#).

- ACT Test Administration #1: December 5, 10:30-11:30am, [registration link](#)
- ACT Test Administration #2: January 23, 10:30-11:30am, [registration link](#)

ACT Aspire Early High School

Reminders:

Free ACT Aspire Test Preparation Resources

Links to exemplar items for ACT Aspire can be found at the [DPI ACT Practice Tests/Sample Items website](#).

Training Webinars

Registration is now open for the two Wisconsin Aspire training webinars. Please note that the two trainings cover different content, so test coordinators should attend both. Technology Coordinators should attend the technology readiness webinar. All trainings will be recorded and posted to the [DPI ACT Trainings page](#).

- WI Aspire Technical Readiness Training: February 4, 10:30-11:30am, [registration link](#)
- WI Aspire Test Administration Training: February 6, 10:30-11:30am, [registration link](#)

Reading Readiness

2019-20 School Year

For the 2019-20 school year, the Reading Readiness requirement will remain the same as the previous years. Districts will be required to assess for Reading Readiness all 4 year old Kindergarten through 2nd grade students at least once during the school year. Each school board and the operator of each charter school shall select the appropriate, valid, and reliable assessment of literacy fundamentals to be used. The school board or operator shall ensure that the assessment evaluates whether a pupil possesses phonemic awareness and letter sound knowledge.

Reading Readiness Results

DPI is in the process of loading 2018-19 PALS, MAP and Star Reading Readiness results into WISEdash for Districts. Districts that had student data loaded for these screeners in the past will continue to have their data loaded for 2018-19 and beyond.

Districts that did not previously sign a data release will need to do so in order to have their data uploaded into WISEdash. Information on data sharing agreements can be found at:

- PALS - <https://dpi.wi.gov/assessment/reading-readiness/FAQ#data>
- MAP - <https://dpi.wi.gov/wisedash/districts/about-data/map>
- Star - <https://dpi.wi.gov/wisedash/districts/about-data/star>

More information can be found at [Reading Readiness Information](#) and [Reading Readiness FAQ](#).

ACCESS for ELLs

Testing Update

Across the state, testing is already well underway. We appreciate the preparation work that you did to be able to jump into the assessment so quickly. As of Wednesday morning, more than 11,000 students have begun testing.

Reminder:

Student Transfer Process

- If you receive a new student between now and the end of January, please fill out the [Student Transfer Request for ACCESS for ELLs](#) form.
 - DPI will confirm enrollment via WISEdash Secure and transfer any partial tests into your district. You can then set up test sessions, print test tickets, and complete testing.
 - Once students show as enrolled in WISEdash Secure, this transfer should occur in one business day.

National Assessment of Educational Progress (NAEP)

Selected schools only

Reminders:

Districts and schools were notified in May and June of selection to participate in NAEP Long Term Trend (LTT) assessments for the 2019-20 school year. As a reminder, NAEP LTT is the same assessment that has been conducted since the early 1970s; it was last administered in 2012. It is a paper-based assessment in Reading and Mathematics and yields national-level results. Students in specific age groups are sampled (as opposed to grade-based sampling used for other NAEP testing). Each age group has a different assessment window, so there are different deadlines and timeframes for tasks in each age group:

- Age 13 Schools:
 - **Between now and each school's test date:** School Coordinators will get phone calls from their NAEP field staff representatives and should be working on completing the remaining pre-assessment tasks on MyNAEP:
 - Review and verify the list of students selected for NAEP
 - Complete information about how students with disabilities and English language learners will participate in NAEP
 - Notify parents/guardians of sampled students
 - Plan assessment day logistics
 - Encourage participation and motivate students to do their best
 - **October 14 - December 20** test window; each school has one specific test date.
- Age 9 Schools:
 - **NEW: Between now and each school's test date:** School Coordinators will get phone calls from their NAEP field staff representatives and should be working on completing the remaining pre-assessment tasks on MyNAEP:
 - Review and verify the list of students selected for NAEP
 - Complete information about how students with disabilities and English language learners will participate in NAEP
 - Notify parents/guardians of sampled students
 - Plan assessment day logistics
 - Encourage participation and motivate students to do their best
 - **January 6 - March 13** test window; each school has one specific test date.

- **Age 17 Schools:**
 - **December:** School Coordinator mailings will go out in December (next week). These mailings will contain information about registering for MyNAEP and completing the *Prepare for Assessment Tasks*; DACs will receive MyNAEP registration information by email.
 - **Friday, January 10:** Deadline for School Coordinators to register for MyNAEP and complete the *Provide School Information* form on MyNAEP.
 - **Friday, January 17:** Deadline for schools to submit student list “e-files”.
 - **March 16 - May 22** test window: each school has one specific test date.

*Please contact Angela Dugas (angela.dugas@dpi.wi.gov) if you have any questions.

DAC DIGEST DIGESTIBLES

Important Dates to Remember

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December	2: Test Window Opens	ACCESS
	5: Test Administration Webinar #1, 10:30am, Registration Link	ACT
	Mid-month: NAEP age 17 School Coordinator mailings sent to schools; email to DACs	NAEP
	20: NAEP age 13 test window closes	NAEP
January	6: NAEP age 9 test window opens	NAEP
	10: NAEP age 17 School Coordinator MyNAEP registration and Provide School Information form due	NAEP
	17: NAEP age 17 student list “e-files” due on MyNAEP	NAEP
	24: Additional Material Orders Window Closes	ACCESS
	31: Test Window Closes	ACCESS
February	7: Deadline for DRC to receive materials	ACCESS

Important Tasks to Remember

<input type="checkbox"/> Bookmark and familiarize yourself with the DPI and ACT resources webpages	ACT and Aspire
<input type="checkbox"/> Download 2019 reports from the Aspire portal before October 31	Aspire
<input type="checkbox"/> Ensure Pre-ID stickers are applied to the correct booklets. Use District/School labels if missing	ACCESS
<input type="checkbox"/> Ship full boxes of completed test materials back to DRC at any time	ACCESS

New Online Resource Highlights

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

Resource	Description	Assessment
ACCESS for ELLs Checklist	Information on what needs to be done when to assist district planning	ACCESS