



ACCOUNTABILITY UPDATES

Federal Accountability: ESSA-IDEA Public Release

In two weeks, on **March 10**, the final ESSA and IDEA federal identifications will be released publicly.

The public posting will include District Summary Reports, which list relevant ESSA and IDEA identifications for the district and schools within the district, and the school-level ESSA Accountability Reports. You will find these reports on the [ESSA Accountability Reports App](#) that is linked on the [Federal Identifications page](#), [Federal Accountability page](#), and the [WISEdash Public Portal](#).

In addition to the reports, we will post a spreadsheet with school- and student group-level outcomes for ESSA. This will include final identifications and indicator outcomes. This is similar to the report card data download file that accompanies that public release.

Please note that Progress to Exit Reports (for schools with CSI and ATSI identifications), LEA determination reports, and Racial Equity in Special Education (dispro) Reports will not be released publicly. These reports are available for school and district staff in [SAFE](#).

In keeping with the local focus of the notifications, our primary goal when it comes to external audiences is to provide you with [resources](#) that you may draw upon if you would like assistance in telling your district's [continuous school improvement](#) story with media, parents and community members, or your staff. Please let us know if you need any assistance prior to the public release.

WISEdash Public Portal Data Update

Also on March 10, the WISEdash Public Portal will include the following updated data collected in last month's data snapshot:

- 2019-20 Certified Enrollment data
- 2018-19 Certified Attendance-Dropouts, Discipline, Graduation data

Other updates will include the following data:

- 2018-19 ACT Graduates (grade 12), AP Exams data
- Postsecondary enrollment for the graduating class of 2019

Additionally, this update will include data that are available for the first time in the WISEdash Public Portal in the following dashboards:

- Enrollment: students experiencing homelessness and students retained at the end of the year
- Attendance-Dropout: student chronic absenteeism rates

Remember that each topic area includes a helpful "About the Data" section, if you want to learn more about the data on a dashboard. This is particularly helpful for some of the new data topics and groupings listed above. If you have any questions about how these data are used in Wisconsin's accountability systems, please contact oeamail@dpi.wi.gov.

Reminder: Inequitable Distribution of Teachers Reports - Equity Update

The 2018-19 Inequitable Distribution of Teachers reports were loaded into SAFE-Staff on February 18. As part of [Wisconsin's Equity Plan](#), DPI provides these reports to districts for informational purposes. The information contained in the Inequitable Distribution of Teachers reports is one data point that should be used when addressing achievement gaps in your district, and when addressing resource inequities within and among your schools. Districts that have inequities identified by state or local data are required to address these inequities in their LEA ESSA plan.

The 2018-19 reports differ from those produced last year; the changes are summarized on the first page of the report. We have broadened the definition of teacher to better reflect the people teaching our students. To this end, we have expanded the definition of teachers to include (1) positions that are subcontracted, and (2) the following list of positions: speech/language pathologists, librarians, library media specialists, and instructional technology integrators.

Districts are encouraged to use these reports in conjunction with local data to address inequities facing students, and to specify what steps the district will take to ensure that the kids that need the best teachers, get the best teachers.

If you have questions about equitable distribution of teachers, or mitigating the effects of inequitable teacher placement, please contact [Teacher Education, Professional Development and Licensing \(TEPDL\)](#). If you have questions about the reports themselves, please contact Carl Frederick (Carl.Frederick@dpi.wi.gov). If you are having trouble accessing SAFE-Staff, please contact the [DPI Help Desk](#).

~OEA

WISCONSIN STATEWIDE ASSESSMENT SYSTEM UPDATES

OSA Office Hours Webinar

The next OSA Office Hours webinar is scheduled for Thursday, March 12 from 9:30-10:30am. During this time, we will provide OSA updates, address timely issues related to DAC responsibilities, and answer questions about statewide assessments. Please plan on joining us, DACs will receive an email invitation with information on how to join the meeting the week of the webinar. An archive of the most recent webinar will be provided on the [DAC Resources and Trainings webpage](#) for those unable to attend.

~ OSA

Forward Exam

New:

Confidentiality Forms for the Forward Exam - Due March 4

Each year, all DACs must submit confidentiality forms to the DPI Office of Student Assessment for each assessment. The Forward Exam Confidentiality form is due to OSA by **March 4**. All district and school staff members who have access to the test or reports (providing accommodations, setting up tests etc.) must also sign confidentiality forms. This also applies to CESA staff who have access to any testing materials or data. Please send only the form for the Official DAC in your district to OSA. All other confidentiality forms should be retained by the school or district. All forms can be found on the [Forward Exam Test Security webpage](#). Email completed DAC forms to osamail@dpi.wi.gov.

Final Forward Exam Q&A Webinar (Optional)

The final optional Q&A session for DACs, SACs, DTCs, and STCs of the year will be held on March 11, at 1:00 pm. More information about how to join the session will be added closer to the session date.

Closing Date of Optional Add Accessibility Features Window is February 28

During this optional window (February 17-28), districts may use the Multiple Student Upload (MSU) process to enter designated supports and accommodations for multiple students at one time into the DRC INSIGHT Portal (eDIRECT). This two week window is the only time this option is available. If you choose not to take advantage of the window **you may still enter supports and accommodations into the DRC INSIGHT Portal on an individual student basis as needed, beginning March 9.** Instructions for both processes are available in the DRC INSIGHT Portal Guide.

New Spanish Translated Resources

Spanish versions of the Test Administration Script and the Text-Dependent Analysis (TDA) checklist are now available on the [Forward Exam Resources webpage](#). The only part of the ELA Forward Exam that is allowed to be translated are the directions. The TDA checklist was allowed to be translated as it is a form of directions. These resources may be used by students who have stacked translation as a support on the exam.

Reminders:

Updates to Central Office Services (COS) Online Help and the Technology User Guide

DRC has updated the help content for the COS User Interface. With the exception of the installation process, all information previously found in the Technology User Guide (TUG) is now located within the COS Online Help. The new content and user interface went live on Friday, February 14. The TUG has been updated to remove the information that is now available on the [Forward Exam Technology Requirements webpage](#).

Dynamic Learning Maps (DLM)

NEW:

Collection of Student Writing Samples for Dynamic Learning Maps Alternate Assessments

The DLM® Alternate Assessment Consortium (DLM) is seeking teachers to collect and submit evidence of student writing samples from the English language arts portion of the DLM alternate assessment during the spring 2020 testing window. DLM has added the ability to upload writing samples as part of the survey after the test. The hope is that more teachers will upload the writing samples so DLM can work to validate the test more thoroughly. If you have any questions please feel free to contact [Mike Peacy](#).

Reminders:

Data Validations

Districts should have loaded all of their users, enrollments and rosters into the Educator Portal. Districts should carefully check the student demographics to make sure that grade levels are appropriate for the 2019-20 school year, that disability has been indicated correctly and that student names are spelled correctly, etc. **It is important to ensure accuracy of student data for accountability purposes.**

Important - Security Agreement and Training - All test administrators (anyone with a “teacher” role in Educator Portal) must complete the required training prior to administering the DLM assessment and the optional Instruction and Assessment Planner. The test Security Agreements must also be accepted and signed. Please double check on Educator Portal Abstract to make sure that the teacher has accepted the security agreement. Due to the way the agreement is on Educator Portal, it defaults to rejected, so if a teacher just clicks submit it will be on the rejected option.

- Returning test administrators will be required to complete a refresher module and quiz as well as a Science module and quiz (approximately one hour and 25 minutes).
- New test administrators within the DLM system will be expected to complete five required modules and quizzes (approximately three hours). The training modules are now available. We encourage test administrators to complete their training as early as possible and to not wait until the test window to complete the modules.

Educator Portal - Please take a moment to go through your list of users in Educator Portal to ensure only educators who need access have access. We are trying to clean up reports and there are a large number of teachers who have not completed their accounts on Educator Portal and therefore show as pending. Once an account is set up, the teacher will receive an email with guidance to complete their set up in the portal. If the teacher does not complete the account set up, they will receive a new email reminding them to do so. You can complete the user set up process by going to user set up and resending the email to any teacher showing as pending.

DLM Uploads - Users, Enrollments, and Rosters

Districts should be uploading new users, enrollments (student data) and creating rosters. The [Data Management Manual](#) describes these processes. DLM created short tutorial videos found by topic on the [District Staff Training Resource](#) page.

- **Users** - All test administrators must have an Educator Portal account and be assigned the role of “teacher”. This is the only role that will enroll test administrators into Moodle and provide test tickets once the window opens.
- **Enrollment** - Districts are required to load DLM student information into Educator Portal through either the manual process or by using the Enrollment Template found on the [DLM Website](#).
- **Rosters** - Districts must create rosters for each test administrator and for each content area assessed by that teacher. As a reminder, DLM assesses ELA and Math in grades 3-11, [Science in grades 4 and 8-11](#) and [Social Studies in grades 4, 8 and 10](#). Please pay attention to the grades rostered in Science and Social Studies.
 - Rosters connect test administrators to students. Test administrators will not be able to access the Accessibility Profile or the First Contact Survey until they have been rostered to a student.
 - Students can only be placed on one roster per content area.

ACT High School Assessments

ACT with writing

New:

Final Preparations for the Initial Test Date

- The initial test date for the ACT is next week, **March 3**.
- Pre-test sections of the ACT answer document must be completed before test day.
- All testing staff must be trained before test day.
- Test books are specific to each test date. Do not hold on to test books from the first administration date to use for the makeup or emergency dates.
- ALL ACT-approved accommodations use accommodated materials and are specific to each window.
 - Extended time accommodations use accommodated materials.
 - Single day accommodated testing on March 3 uses accommodated materials.
- **Students with different timing codes cannot test together in the same room.**
- For students absent on the initial test day, retain the answer document, return the test book, and order new test books for the makeup test day.

Reminders:

Testing Staff Training Session

- Remember to hold a training session with all testing staff (new and old) before test day.
- This is required and separate from the briefing session that happens on test day.
- Resources:
 - Pages 21-23 of the [Test Coordinator Information Manual](#)
 - Pages 14-15 of the [ACT Standard Time Test Administration Manual](#)
 - Pages 18-19 in the [ACT Accommodations Test Administration Manual](#)

ACT Pre-test Sessions

- Schedule a session for examinees to complete the ACT non-test questions before test day.
- Examinees testing with accommodations/EL supports can complete the non-test questions in the same session as all other examinees.
- See the Test Administration Manual for instructions. The manual includes verbal instructions for the non-test session.

Emergency and Inclement Weather Policy

Please review, print, and share the emergency and inclement weather plans for the ACT. This plan provides instructions to schools on what to do if school is delayed or closed on test day due to weather or another emergency.

- [ACT Emergency and Inclement Weather Plan](#)

ACT Accommodations Late Consideration Window - Deadline February 28

- Late consideration of accommodations will be permitted through February 28 only for students who: (1) transfer to your school after January 17, (2) are newly classified as grade 11 after January 17, (3) have a sudden onset of a medical emergency after January 17, or (4) have been newly evaluated and diagnosed with a disability and started on new accommodations after January 17.
- You must include a completed [Late Consideration Form](#) with your request.
- If the student's former school submitted the accommodations request and it was approved, ACT will transfer the accommodations materials to your school's order once you add the student to PAnext.

What Do I Do For New Grade 11 Students Who Just Enrolled In My School?

- Follow the Enroll process found on p. 15 of the [PearsonAccessNext User Guide](#).
- You must add new students to PAnext so they have an ACT student number. You'll need to use the ACT student number on the student answer document.
- Since new students will have been added to PAnext after January 17, you will not receive barcodes for them and will need to either use overage materials or place an additional order for more materials.
- When a student doesn't have a barcode, the school must follow the instructions in the test administration manual on how to prepare an answer document without a barcode.

ACT Aspire Early High School

New:

Training Webinar Recordings Available

The Wisconsin Aspire Technical Readiness and Test Administration Part 1 and 2 Q&A Webinar recordings are now available on the [DPI ACT Aspire Trainings webpage](#).

Reminders:

Training Opportunities for ACT Aspire Administration

The spring 2020 Aspire assessments for grades 9 and 10 will use a new test administration portal called PearsonAccessNext (PANext). In order to familiarize district and school assessment coordinators with PANext for Aspire, ACT, Inc. is hosting several optional training opportunities, specifically for Wisconsin in the months of February and March. In the chart below you will find the dates of the training, the format of the training, and which topics will be addressed. Please note that for the Interactive Question and Answer and Chat Hours, participants will have the opportunity to attend a hands-on session where they can use their computer, follow along with the presenter, walk through the steps themselves, and then ask questions at the end. While some topics may be a repeat, the interactive sessions take a deeper dive into the topics. Mark your calendar for these trainings and keep an eye open for an email from ACT with the registration links. If you are unable to attend, you can still register for the webinar and you will be sent a recording to view at your convenience.

Date	Time	Format	Topics
February 27	12:00-1:00 pm Lunch Hour Chat	Interactive Question and Answer and Chat Hour (Optional)	<ul style="list-style-type: none">● Personal Needs Profile and importing file● Printing Authorization Tickets● Last 30 minutes open forum
March 11	12:00-1:00 pm Lunch Hour Chat	Chat Hour (Optional)	There will be no specific topics covered; forum will be open to all system related questions.
March 25	12:00-1:00 pm Lunch Hour Chat	Question and Answer and Chat Hour (Optional)	<ul style="list-style-type: none">● Administering the Test● Post Test Clean Up● Last 30 minutes open forum

Free ACT Aspire Test Preparation Resources

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

Reading Readiness

Reminder:

Reading Readiness Reimbursement

DPI will soon be sending the reimbursement request form to each District Assessment Coordinator. This electronic form allows districts to identify the amount that they are seeking to be reimbursed for Reading Readiness expenses. The form asks districts to indicate the name of each screener utilized at each grade, the number of students screened and the amount requested for reimbursement. More information can be found at [Reading Readiness Reimbursement](#).

Reading Readiness Additional Information

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

ACCESS for ELLs

Reminder:

Data Validation window opens March 2.

- Plan to do a quick validation check between March 2 and March 10.
- Most important: Double check that there are no split records for grades 1-3 due to a mismatched Writing booklet.
 - Booklets with a District/School label and bubbling that doesn't match the WIDA AMS data exactly may have been treated as separate records when scanned in.

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 9 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
 - **January 6 - March 13** test window; each school has one specific test date.
- Age 17 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
 - **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.

ELA Standards are Now Available for Public Comment

Wisconsin follows a specific process for reviewing and revising academic standards (visit <https://dpi.wi.gov/standards> to learn more about the process). *Wisconsin's Standards for English Language Arts* are currently under review and revision.

The revised draft of *Wisconsin's Standards for English Language Arts* is available for public comment. To view the draft and provide feedback, visit <https://www.surveymonkey.com/r/eladraft>. The draft is available for public comment through February 28.

In early March, the writing committee for English Language Arts, will review the feedback and revise the draft accordingly. Next, the Standards Council will make a recommendation to State Superintendent Stanford Taylor about adoption of the draft. The revised standards and related professional learning materials should be available by mid-summer 2020.

For more information about ELA in Wisconsin, visit <https://dpi.wi.gov/ela>. For more information about reading in Wisconsin, visit <https://dpi.wi.gov/reading>. Contact Barb Novak (barb.novak@dpi.wi.gov or 608-266-5181) with questions.

DAC DIGEST DIGESTIBLES

Important Dates to Remember		
February	17-28: Optional window to add Accessibility Features	Forward
	28: ACT Accommodation Late Consideration Deadline	ACT
	28: Recommended Date for Moodle training to be complete	DLM
	28: First Contact Surveys and Personal Needs and Preferences Profile need to be completed	DLM
	28: Recommended deadline for security agreements and rosters to be completed	DLM
March	2: Pre-Reporting Data Validation Window Opens	ACCESS
	3: ACT Initial Administration Date	ACT
	9: Test setup window opens	Forward
	10: Pre-Reporting Data Validation Window Closes	ACCESS
	11: Forward DAC/SAC/DTC Q&A webinar	Forward
	13: NAEP age 9 test window closes	NAEP
	16: NAEP age 17 test window	NAEP
	17: ACT Makeup Administration Date	ACT
	23: Forward test window opens	Forward
	23: DLM test window opens	DLM
31: ACT Emergency Administration Date	ACT	
April	6: ACT Aspire test window opens	ACT Aspire
	24: ISRs and Data Downloads Available in WIDA AMS	ACCESS
	24: Post-Reporting Data Validation Opens	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"/> March Pre-Reporting Data Validation Window	ACCESS
<input type="checkbox"/> View DAC training presentation and Test Administration training presentation	Forward
<input type="checkbox"/> Collect signed confidentiality forms from all staff who will participate in any aspect of Forward testing	

New Online Resource Highlights		
<i>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.</i>		
Resource	Description	Assessment
Data Validation tutorial	(Both require a login to the WIDA Secure Portal) Tutorial for the early March data validation window & WIDA AMS guide.	ACCESS
WIDA AMS User Guide Supplement for Data Validation		