



The DAC Digest

Assessment & Accountability Updates

September 30, 2020

Annual DAC/DTC Update Forms

Annual [District Assessment Coordinator \(DAC\) and District Technology Coordinator \(DTC\) update forms](#) are due **September 30** to ensure access to vendor portals and email communication from OEA.

Information/Communications Flow Chart

DACs are the main point of contact with whom the Office of Educational Accountability (OEA) communicates regarding accountability and statewide assessments. We rely on DACs to designate time each week to review the contents of OEA communications, such as the DAC Digest, and forward information to school and district personnel. Please review the [Accountability and Assessment Information/Communications Flow Chart for DACs](#).

OEA Office Hours Webinar

The video recording and slides for the first webinar of the 2020-21 school year are available on the [DAC Resources and Trainings webpage](#).

Absenteeism and Accountability

While there will be no report cards released this year, OEA is working on securely releasing **accountability preview reports in January** using data from prior years to demonstrate design and calculation changes – including absenteeism data from 2018-19. Absenteeism is a measure derived from attendance data and is used in Wisconsin's state and federal accountability systems. It will continue to be a part of our state system, but will have the following changes in the preview reports and in report cards moving forward:

Alignment with Federal ESSA Definition

State and federal (ESSA) accountability systems have aligned with the same methodology for determining absenteeism. In both the federal (ESSA) definition (and state definition for 2018-19 and after), a student is considered chronically absent if he or she misses more than 10% of possible attendance days, but is only included in the calculation if he or she was enrolled for at least 90 non-consecutive days in the school year. This alignment has been requested by school and district leaders seeking to reduce confusion over

the two definitions and is supported by analyses demonstrating that the 90% student attendance threshold is an important early warning indicator for student achievement. You can find more information on defining absenteeism on the [About the Data - Chronic Absenteeism](#) page.

Absenteeism in Priority Areas

Absenteeism will no longer be included as a potential five-point deduction on report cards and will instead be incorporated into On-Track and Target Group Outcomes priority areas. Absenteeism is an important and meaningful predictor of student success and changing this measure to a dynamic scoring mechanism will better reflect the variance in absenteeism rates seen across schools and reward schools for making progress in lowering absenteeism, regardless of whether a deduction threshold is met.

Students Regularly Attending

Absenteeism has been displayed on report cards as the percentage of students who are chronically absent, which meant that *lower* rates indicated *higher* performance. In order to align with the rest of the report card, in which higher rates indicate higher performance, OEA is reframing absenteeism to display the rate of students who are *not* chronically absent and renaming the measure as “students regularly attending”. For example, a school with an absenteeism rate of 5% will have a students regularly attending rate of 95%. This means that 95% of students in the school have individual attendance rates of at least 90%.

Attendance in 2020-21

As we move forward in incorporating attendance and absenteeism data in accountability systems, OEA continues to recognize the unique challenges of monitoring attendance in 2020-21. We previously outlined 2020-21 attendance flexibility provisions in the [September 2 DAC Digest](#) and you can find additional information on attendance in virtual settings on DPI’s new [Online and Blended Learning page](#).

There are also a number of external resources available to effectively implement attendance policies in 2020-21. [Attendance Works](#) is a national nonprofit that works to build awareness of the importance of school attendance and tackle the nationwide problem of chronic absenteeism. They provide a number of excellent promotional resources and toolkits for elementary, middle, and high schools – including resources specific to attendance in response to COVID-19.

If you have any questions about attendance/absenteeism and accountability, please email us at OEAmail@dpi.wi.gov or contact your [Accountability Trainer](#).

ACCESS for ELLs

Reminder:

Non-public Pre-ID upload window is now open and will close on November 2.

ACT with writing

New:

Fall National Testing

2019-20 11th grade students who were unable to take the ACT due to school closure, still have opportunities to test with vouchers during the remaining October and December ACT National test dates. **Note: The October National Testing registration deadline has been extended to Monday, October 5.**

| Testing Date | Registration Deadline |
|-----------------------|-----------------------|
| Saturday, October 10 | October 5 |
| Saturday, October 17 | October 5 |
| Saturday, October 24 | October 5 |
| Sunday, October 25 | October 5 |
| Saturday, December 12 | November 6 |

Fall vouchers and instructions for use were emailed to DACs August 6-7, 2020. If you cannot locate your vouchers, please contact [Nikki Braconier](#).

Reminders:

Resources

2020-21 Schedule of Events, administration manuals, additional training opportunities and resources will be available in October. Current available resources, including online testing resources and the 2021 ACT Calendar, can be found on [DPI ACT webpages](#).

ACT Spring Assessment Data

The 2019-20 ACT Statewide (11th Grade) data is available in [WISEdash for Districts](#). Please see the [September 16 DAC Digest](#) for more information.

DLM

New:

Manuals Updated

The updated manuals for the 2020-21 testing year are available on the [Dynamic Learning Maps](#) website. Select the Wisconsin tab under the state drop down menu, click on manuals, and you will have access to all the updated information. If you have any questions please feel free to contact [Mike Peacy](#).

Reminder:

- Moodle training is now available for all teachers.
- Please work on cleaning up users so only those who need access to student data have access.
- The Instruction and Assessment planner is now available.

Forward Exam

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

NAEP

New:

Districts with schools selected for NAEP 2021 will be notified by email **this week**. The email will be sent from Mike Thompson to District Administrators with a copy to DACs. Principals will receive a notification email shortly after that from [Angela Dugas](#) with more detailed information about NAEP in their schools this year. These emails replace the hard-copy mailings that usually go out to districts and schools, since we know that many Administrators, DACs, and Principals are not working in their physical buildings at this time. Please watch for these emails and contact [Angela](#) 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 | | |
|-----------------------------|---|--------|
| September | 28: Private School Pre-ID Upload Window Opens | ACCESS |
| | 30: Annual DAC/DTC Update Form Due | N/A |

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 |
|--|---|------------|
| Assessment Strategies to Inform Instruction in 2020-21 | 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 |
| Accessibility Guide | 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 |
| Wisconsin Forward Exam Technology Requirements | Provides information about what is new and changing for the upcoming 2020-21 administration. | Forward |
| EL Data in WISEdash | Guide to accessing EL data in WISEdash for Districts, including ACCESS results, SGPs, and the on-track-to-proficiency measure. | ACCESS |



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 (608) 267-1072

<https://dpi.wi.gov/assessment/correspondence>

September 2020 Wisconsin Department of Public Instruction

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