

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](#).

WISCONSIN STATEWIDE ASSESSMENT SYSTEM UPDATES

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](#).

Forward Exam

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

ACCOUNTABILITY UPDATES

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 OEEmail@dpi.wi.gov or contact your [Accountability Trainer](#).



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