

October 8, 2020

### WISCONSIN STATEWIDE ASSESSMENT SYSTEM UPDATES

#### General Assessment Update

##### 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 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 level.

#### ACT with writing

##### Reminders:

##### Test Administration

2020-21 Schedule of Events, online testing resources, administration manuals, training opportunities and resources 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 [October 8 Assessment Update](#).

#### Forward Exam

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

### ACCOUNTABILITY UPDATES

#### 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** using data from prior years to demonstrate design and calculation changes. In the coming weeks, we will use this space to highlight the changes featured in the preview reports. These changes will be covered in much more detail in the supporting resources that we'll publish closer to the time of the preview report release, but our goal in the coming weeks is to help these changes feel "less new" when the reports are released in January.

## Target Group Outcomes

One of these upcoming changes is the replacement of the Closing Gaps priority area with the new Target Group Outcomes priority area. Target Group Outcomes will measure progress of a single target group, comprised of students in the bottom quartile (25%) of performance based on the last year's test results, along with any students who scored less than proficient on that year's DLM alternate assessment.

**This change** to scoring the gaps measure from the outcomes of demographics-based groups to the outcomes of a performance-based target group **was made for three reasons:**

**To focus on need:** A foundation of equity is that when the most vulnerable students are supported, all students will benefit. This premise is built into the scoring of this metric and the report card - when the performance of the bottom quartile increases, the overall performance (and scores) of all students also increases. While Target Group membership is based upon prior year performance, OEA impact analyses show that traditionally marginalized populations are often overrepresented in a performance-based target group.

**For more equitable inclusion:** Historically, student groups at a school that did not have at least 20 students (e.g., 17 Black students, 19 Hispanic/Latino students) were not included in the Gaps measure and students groups that hovered around 20 from year-to-year could jump in and out of cell size (and scores), causing large and distracting score fluctuations. The performance-based Target Group approach will allow for the inclusion of students who are in most need of support, regardless of the size of their demographic group, while providing a more stable group size to measure year-to-year.

**To support continuous improvement:** Identifying a lowest-performing group reinforces the idea that every school has work to do to close gaps. By focusing on a Target Group that is roughly 25% of students, schools are provided with a manageable group of students to focus on eliminating gaps by implementing policies and procedures that will best serve the students most in need of support, while increasing opportunities for all students.

Target Group Outcomes will be scored using a "mini report card" approach with achievement, value-added growth, absenteeism, and attendance or graduation rate measures. Next week, we'll cover more about this scoring system. Please email us at [OEAMail@dpi.wi.gov](mailto:OEAMail@dpi.wi.gov) with any questions in the meantime.



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