



PUBLIC INSTRUCTION

OFFICE OF EDUCATIONAL ACCOUNTABILITY & OFFICE OF STUDENT ASSESSMENT

Newsletter - Issue XXV, February 2013

OEA/OSA Updates...

OEA/OSA Calendar...

Dissemination of Student Reports

Districts will receive Individual Profile Reports (IPRs) explaining the Fall 2012 Wisconsin Student Assessment System (WSAS) test results by February 15, 2013. Please send the students' IPRs to parents as soon as possible. The IPRs should not be held until the WSAS press release. The WSAS press release embargo pertains only to schools and districts sharing summary test results with the public. **Please do not share any summary data publicly prior to April 23.** This extra time will allow the Department of Public Instruction (DPI) and the vendor to perform data checks to ensure accuracy as the performance cut scores were updated for reading and mathematics to align with college and career ready expectations.

Many districts include a letter with the student report when it is sent home. A sample cover letter was emailed to District Administrators January 18. Listed below are a few key points about the IPR report, test results, and the WSAS.

1. The interpretive information for the IPR is printed on the back of the report.
2. The 2012-13 Administrator's Interpretive Guide is available on the web at http://oea.dpi.wi.gov/oea_publications.
3. This year Wisconsin raised the WKCE cut scores in reading and mathematics.
4. Performance level score ranges are the same as they have been in prior years for other WKCE content areas - social studies, science, and language arts - and for all subjects in the WAA-SwD.
5. Standard Performance Indices (SPIs) are provided to give an estimate of student performance within a subject area.
6. A state percentile is provided to determine how a student did relative to other test takers in the state. For more information go to <http://oea.dpi.wi.gov/files/oea/pdf/assessrsflt.pdf>.
7. The IPR shows if any testing accommodations were provided to the student during testing.



Important Dates

2013	
February 8	ACCESS for ELLs® and Alternate ACCESS for ELLs™ testing windows close
February 15	WSAS Individual Performance Reports (IPRs) shipped to districts
February 15	Optional PALS-K Winter administration window closes
February 18	All ACCESS materials must be received at MetriTech
March 20 - 29	District online ACCESS demographic data correction
*March 22	WSAS Phase II and Phase III Test Results available online
March 25	WSAS Optional Products order deadline
April 17 - 22	ACCESS reports shipped to districts
*April 23	WSAS Press Release (Note new release date)
April 22 - May 16	ACCESS district data correction window
April 29 - May 24	PALS Spring Testing Window

*Release Date Update

With the significant changes in performance scores due to the alignment of the WKCE with the National Assessment of Educational Progress (NAEP), DPI has changed the Phase II (District and School Performance Reports) and Phase III (District and School Reports) secure release date from March 8 to **March 22**. This will allow DPI time to review the scores with CTB to ensure proper application of the new cut scores. There has also been a date change to **April 23 for the press release and public reporting**. We anticipate using WISEdash for public reporting for the first time, instead of WINSS, and should have the system available at that time. **Please do not share any summary data publicly prior to April 23.**



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Smarter Update

Preparations for the Spring 2013 Pilot Test continue to be a major priority for the Smarter Balanced Assessment Consortium along with technology development and state technology readiness activities. The Consortium is actively preparing to engage thousands of schools across the member states to pilot the assessments beginning in February 2013. Smarter Balanced has launched a Pilot Test page on the website, a useful resource for anyone interested in information about the Pilot Test. It contains background information about how Pilot Test items were developed, the Pilot Test sample design, school participation information, links to test administration resources, and FAQs. The Pilot Test page is located at <http://www.smarterbalanced.org/pilot-test/>. The Governing State Chiefs and state leads agreed to sample equal percentages of students from all Governing States during the Pilot Test.

Item and performance task writing efforts continue to make solid progress as evidenced by the continuation of cognitive labs in nine states and the release of sample items and performance tasks

<http://www.smarterbalanced.org/2012/10/sample-items-and-performance-tasks-now-available/> in early October. The sample items and tasks provide a first look at next-generation assessments and allow teachers, parents, and other stakeholders to interact with and provide feedback on items and tasks developed to meet Consortium specifications. The samples illustrate the rigor and complexity of the English language arts/literacy and mathematics items and performance tasks students will encounter on the Consortium's assessments and offer concrete examples of knowledge and skills—at each grade level—that students are expected to master under the Common Core State Standards. While not every standard or assessment target is represented and accessibility features are not yet included, they provide an early look at the item types that will be included in the assessment system—including technology-enhanced items that take advantage of computer administration. The Consortium has released the RFP to procure a contractor to



develop and score all items and tasks for the Field Test; complete all studies and documentation for the peer review of item development and scoring for the Field Test event; score Pilot Test items and tasks; and complete the data review of Pilot and Field Test items and revise items as necessary for inclusion in the item pool.

The technology planning framework has been updated to clarify the minimum hardware and software requirements that will allow schools and districts to evaluate which of their existing devices will support the administration of next-generation assessments. The updated technology planning framework was posted on Monday, January 14, 2013. The recommended minimum hard drive space for new purchases has been amended from “recommending an 80 GB hard drive” to “recommending an 80 GB hard drive or at least 1 GB of hard drive space available.” Additionally, the minimum requirements for users with Windows-based tablet devices running Windows 8 now excludes Windows Runtime (RT). The full Smarter Balanced Technology Strategy Framework and System Requirements Specifications report can be accessed at <http://www.smarterbalanced.org/smarter-balanced-assessments/technology/>.

Contracts to deliver and develop the test delivery platform and reporting system have been awarded. In August of 2012, the Consortium convened both the English language learners (ELL) and Students with Disabilities (SwD) Advisory Committees. Including more than 20 national experts in student assessment, accommodations strategies, language acquisition, learning disabilities, and Native American languages, these committees are providing guidance to Smarter Balanced staff, work groups, and contractors. A new page on the Consortium's website has been dedicated to accessibility and accommodations activities. It is located at <http://www.smarterbalanced.org/parents-students/support-for-under-represented-students>. The Consortium is working to develop options and recommendations for the long-term sustainability of the Consortium.



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ACCESS for ELLs® Update

The ACCESS for ELLs® Testing Window closes on February 8. Materials must be received by MetriTech no later than February 18, 2013.

To ensure an accurate count of all English language learners in your district at the time of testing, please verify the following critical elements:

- Only one book or record per student. For students who move in/out of your district refer to: <http://dpi.wi.gov/oea/fagell.html#mobil>.
- If the pre-ID label contained incorrect demographic information, the label should be discarded and the correct information should be bubbled in on the test booklet.
- Three-digit language codes can be found through a link at the top of the page at http://ell.dpi.wi.gov/ell_lepdatacoll. Additional boxes in this category may be left blank.
- If applicable, complete: **Do Not Score This Section for This Student.**
- ALL fields of the **School Use Only** sections should be complete and accurate. Please refer to the code descriptions in the current District and School ACCESS for ELLs® Test Administration Manual.

Districts will have the opportunity to review and update student demographic information during the online ACCESS for ELLs® Data Validation window scheduled for March 20-29. By mid-March, MetriTech will provide District Assessment Coordinators (DACs) with a secure login ID and password to access the online student records. Districts should test all students identified as English learners with English Language Proficiency (ELP) codes 1-5. Students exited from ELP status through either manual or automatic reclassification should not be tested. Additional information can be found in *ESEA Bulletin 07.02 Procedures for Exiting English Language Learners Into Fully English Language Proficient* available at http://oea.dpi.wi.gov/files/esea/pdf/bul_0702.pdf.



Alternate ACCESS for ELLs™ Update

The deadline for administering the Alternate ACCESS for ELLs™ follows this year's ACCESS for ELLs® schedule. The window closes February 8. Tests should be received by MetriTech by February 18. The Alternate ACCESS for ELLs™ is a different assessment and should be boxed and shipped separately from the ACCESS for ELLs®. Alternate ACCESS for ELLs™ is designed for English language learners with significant cognitive disabilities. In order to receive meaningful information from the test, it is very important that only students who meet all criteria below participate in the assessment:

Participation Criteria:

- The student has been classified as ELL.
- The student has a significant cognitive disability and is eligible for special education services under IDEA.
- The student is in an alternate curriculum aligned with Wisconsin's academic standards, and is participating in the state's alternate accountability assessment, the WAA-SwD.

Districts may refer to worksheet I-7-C IEP: *Participation in Statewide Language Assessment, Checklist and Accommodations (Worksheet)* available at <http://sped.dpi.wi.gov/files/sped/doc/wksht-i7c.doc> for guidelines to determine whether a student should take the ACCESS for ELLs® or the Alternate ACCESS for ELLs™, and appropriate accommodations for either assessment. Procedures for administering the Alternate ACCESS for ELLs™ can be found on the WIDA website at <http://wida.us/>. Contact Audrey Lesondak at audrey.lesondak@dpi.wi.gov or 608-267-5153 for more information.



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Dynamic Learning Maps (DLM) Update

Wisconsin educators will have an opportunity to participate in upcoming DLM activities. More details will be provided as they are made available:

- DLM First Contact Student Characteristics Census Survey - Spring 2013
- DLM Field Testing - Summer 2013
- DLM Content Bias and Sensitivity Review - Summer 2013
- DLM Pilot Testing - September 2013

This Spring, the DLM Consortium will be asking educators to complete the First Contact Student



DYNAMIC
LEARNING MAPS

Characteristics Census Survey to collect accurate data on students who will take the alternate assessment. This information will inform DLMs' understanding of student needs and DLM assessment system design. The survey will capture student characteristics at a fine-grain level: student demographics, sensory skills, motor skills, expressive and receptive language, computer access, use of alternate communication devices, academic skills, and engagement with attention to instruction. The DPI will work closely with districts in order to participate in this optional survey. More information will be sent to DACs and Special Education Directors later this month.



Common Core Standards for Students with Significant Cognitive Disabilities Update

Wisconsin educators collaborated with educators from 12 other states to create alternate achievement standards aligned to the Common Core State Standards. These alternate achievement standards are called the Common Core Essential Elements (CCEEs) in English language arts and mathematics. These new standards replace the Extended Grade Band Standards and will be used as the basis for a new alternate assessment. The DLM assessment system will replace the current Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) in 2014-15.

The Wisconsin Department of Public Instruction completed several regional trainings on the Wisconsin Common Core Essential Elements (CCEE). These trainings focused on the following bullets:

- understanding that the Common Core State Standards (CCSS) for English language arts and mathematics are for all learners and provide the foundation for the CCEE
- understanding the purpose of the CCEE as providing access to academic content and instruction
- exploring the CCEE for English language arts and mathematics and understand the progression of skills across grade levels and content
- interpreting the implications for instruction embedded in the knowledge, skills, and understandings in grade level CCEE

All training materials and PowerPoints can be found at:

http://sped.dpi.wi.gov/sped_assmt-ccee.

To help educators understand the Common Core State Standards and the application to students with significant cognitive disabilities, the Dynamic Learning Maps consortium has created and will continue to create self-directed learning modules. Each of the interactive modules is short (30-45 minutes on average) and focuses on the Common Core State Standards, Common Core Essential Elements, and Universal Design for Learning. These modules are available at <http://dynamiclearningmaps.org/unc/modules.html>.

Baseline checklists were developed to help teachers determine which skills from the new Common Core Essential Elements their students with significant cognitive disabilities can perform,



and at which performance level. The checklists are not required, but rather were developed to help teachers when planning for individual student instruction. The checklists can also be used to assist IEP teams when decisions about which set of academic standards the student's instruction

should be aligned with, the Common Core State Standards or the Common Core Essential Elements. Baseline Checklists are available at http://sped.dpi.wi.gov/sped_assmt-ccee for English language arts and mathematics.



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ASSETS (Assessment Services Supporting ELLs Through Technology Systems) Grant

The ASSETS Consortium is on track for implementation of a new online English proficiency assessment system in 2015-16. Michigan and the U.S. Virgin Islands recently joined the Consortium, adding their expertise in online assessment and bringing the number of member states to 31. States have been encouraged to participate in one of the ASSETS subcommittees, which are: Accommodations, Reporting, Technology, EL Definition, and Interim Assessment.



In November, the ASSETS Steering Committee and WIDA Executive Committees held their first joint meeting in Arlington, VA. At the meeting, they discussed the transition to ACCESS for ELLs®

2.0, and gave input on the Test and Item Design Plan and test prototypes for the computerized summative assessment and screener. They also heard updates from the subcommittees' initial calls. The Center for Applied Linguistics (CAL) incorporated Steering Committee feedback into a revised Test and Item Design Plan that was discussed in a full Consortium call January 8th.

Over the next quarter, WIDA and project partners will be working together to prepare both technologically and logistically for field testing in Spring 2014. The ASSETS Consortium will also view and give feedback on item prototypes. The items will continue to be revised for field testing, and the Wisconsin Department of Public Instruction (DPI) will assist with developing a pilot and field testing plan to share with the Consortium.

If you are interested in learning more about ASSETS, or how to become involved, please contact Jihan Bekiri, the State project coordinator, at jihan.bekiri@dpi.wi.gov or 608-267-1288. For further information on general project development, please visit www.assetsproject.org.

WISEdash Update

WISEdash is the new dashboard and reporting tool from the Department of Public Instruction (DPI) that allows authorized users to access dashboards on a wide variety of topics. As of September 2012, WISEdash was made accessible to school and district staff through DPI's Secure Home application available at <https://access.dpi.wi.gov/nidp/idff/sso?id=DPILogin&sid=1&option=credential&sid=1>. Dashboards that are currently available include: Enrollment, Attendance, WSAS, ACT, AP, ACCESS, ELL, Student Growth Percentiles, Graduation, and Postsecondary Enrollment. Based on a secure login, users may have the ability to drill down to student level data and search by student name. Plans are currently underway to prioritize the integration of additional data, dashboards, and reports for future releases.

The goal of WISEdash is to increase access to education data and in doing so, enable more data-informed decisions. To realize the full potential of WISEdash, DPI has recently convened a guided analysis workgroup with the CESA Network. This workgroup is tasked with designing and developing a data inquiry process, using e-learning tools, to help guide educators to find meaning in student-level data provided through WISEdash and to make data-based decisions that drive school improvement. More details will be provided as this project moves forward.



For more information about WISEdash visit http://wise.dpi.wi.gov/wise_dashhome. To see a video tutorial about WISEdash visit <http://www.youtube.com/watch?v=PCwJX6N7zCk&feature=youtu.be>.



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Communication of Testing Information to Staff

The District Assessment Coordinator (DAC) is the Office of Educational Accountability's (OEA) and the Office of Student Assessment's (OSA) single point of contact for each district. In many districts, the DAC may also have a wide range of other responsibilities outside of assessment. OEA and OSA try to streamline communication through emails, this newsletter, and



the "DAC Corner" on our web page. Through these avenues, brief overviews of topics that may be timely within your district are provided, so you may copy and distribute information with a

minimum of additional effort on your part. Please send requests for topics you would like us to address through this newsletter or through other brief documents to OEA and OSA at oeaemail@dpi.wi.gov. It is our goal to provide districts with useful tools to communicate appropriate testing procedures, respond to questions raised about assessment, and help schools understand and communicate test results.

NAEP Updates

Thank you once again to schools participating in NAEP 2013. Pre-assessment visits at schools went well. The assessment window opened January 28. Make sure that parents/guardians have been notified about the assessment before your test date; the customizable letter is posted on MySchool (www.mynaep.com). If you haven't done so already, please email Angela Dugas angela.dugas@dpi.wi.gov to let her know what date the letter went home to parents/guardians and



ensure your NAEP representative has a copy of the letter. If you have questions about what your test day logistics are or any activities related to NAEP before/after the assessment, feel free to contact Angela or your NAEP representative, or visit your MySchool webpage.

PALS Update

The Fall administration of PALS-K was successfully administered to just under 62,000 Wisconsin kindergarten (5K) students. We here at the Department of Public Instruction would like to thank the administrators, teachers, and other staff from all of the schools across the state that contributed to this initial administration.

The optional PALS-K Winter administration window is currently open through February 15. The Spring administration window for PALS-K is scheduled for April 29-May 24. The Spring administration is a required administration for all kindergarten (5K) students. Teachers will need to choose two weeks within the window to administer the assessment to their students.

Information on required training, FAQ, a parent information one-pager, and access to professional development modules are available online at the PALS Wisconsin Resource Center (<http://www.palswisconsin.info>).

Once again, all kindergarten (5K) students are required to be administered the English language version of PALS-K. The Spanish language version of PALS-K is currently being piloted. Schools are allowed to administer the Spanish language version to any students that they feel would benefit from being assessed in Spanish; however, they are still required to administer the English language version. DPI recommends that schools limit use of this additional Spanish option to students enrolled in a Spanish Dual-language Immersion program. For schools that elect to also use the Spanish language version, contact PALS at pals-esp@virginia.edu.



For general questions about the administration requirements and to request Braille or Deaf/Hard of Hearing PALS-K materials, contact Duane Dorn at DPI at duane.dorn@dpi.wi.gov or (608) 267-1069. For questions about the online training and the online score entry and reporting system, District Assessment Coordinators may contact PALS at 888-728-7257, while teachers should contact PALS at support@palshelp.com.

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**“Where can I get information that helps me understand Wisconsin Student Assessment System (WSAS) reports?”**

Within the Online Reporting System (ORS), each report has a section (located on the far left-hand side of the screen) entitled Report Details. In this section, users can access a Report Purpose describing the intent of the report as well as a Report Legend explaining any terminology and statistics used. Some ORS reports have a blue "More Info" link in the upper right-hand corner of the screen. WSAS reports are also explained in the Administrator's Interpretive Guide, which can be accessed at <http://dpi.wi.gov/oea/publications.html>.

**FAQ...Test Results and Smarter Pilot Test****Q. How do I get access to the online reports on the Online Reporting System (ORS) website?**

Usernames and passwords for the Online Reporting System can be obtained from the Office of Student Assessment (OSA) by contacting Phil Cranley at (608) 266-9798.

Q. What if we did not receive a report for a student?

All students in grades 3-8 and 10, including those not tested, should get an Individual Profile Report. If you did not receive a report for one or more of your students, it may be because a test book was not submitted and processed for that student. If you believe that a test book was submitted, you should contact OSA at (608) 267-1072.

Q. Why doesn't my student sub-group data (such as gender, ethnicity/race, economic status, etc.) include all of the students enrolled?

The Wisconsin Student Assessment System (WSAS) reporting is based primarily on students enrolled for a full academic year (FAY). Students who are new to a school or district are included in some results, but are not included in sub-group (disaggregated) results. There are two main reasons that we report results this way. First and foremost, the No Child Left Behind Act (Title I section 1111(3)(B)(ix)) requires reporting by FAY. Secondly, districts and schools are held accountable and can make fair comparisons based on students that they have had an ample opportunity to teach. To be included in disaggregated data in Wisconsin, a student must be enrolled in a single school or district for over nine months. For more information about FAY, see http://lstat.dpi.wi.gov/lstat_isescalc#months_in_school.

Q. Where can I find more information about the Smarter Pilot Test?

Information is available about the Smarter Pilot Test at <http://www.smarterbalanced.org/pilot-test/>.

Q. Am I still able to volunteer for the Smarter Pilot Test?

Yes, districts may sign up to participate in the volunteer portion of the Pilot Test until March 27, 2013, by completing the online survey available at <https://www.surveymonkey.com/s/SmarterBalancedPilot>.

Q. Whom do I contact if I have general questions about the Pilot or specific questions related to navigating the online delivery system?

Please contact the American Institutes for Research's (AIR) Help Desk at 866-815-7246 or SmarterBalancedHelpDesk@air.org.



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Building Assessment Literacy...

How to Respond to Concerns About Assessment Results for 2012-13

This year, Wisconsin raised the Wisconsin Knowledge and Concepts Examination (WKCE) scores needed for students to reach the basic, proficient, and advanced performance levels in reading and math. This was part of a major national effort to raise expectations for students. As such, WKCE results will show a significant decline in the number of students considered to be "proficient" or "advanced."

This does not reflect a change in the abilities of students, teachers, or schools, but rather reflects the higher standards and aspirations we have for our students. The new, more rigorous college and career readiness scoring standards match those in other high performing states and will help prepare all Wisconsin students to be college and career ready. These new college and career readiness performance levels are based on the National Assessment of Educational Progress (NAEP). NAEP, often called the "Nation's Report Card," is the largest continuing assessment of what students nationwide know and can do in core subjects.

While reviewing the WKCE Individual Profile Report (IPR), keep in mind the scoring change:

- only applies to WKCE reading and mathematics
- affected all students across the state taking WKCE mathematics and reading tests
- does not apply to the other WKCE content areas, therefore proficiency is not measured using the new higher college and career readiness benchmarks in social studies, science, or language arts
- does not apply to the WAA-SwD, the alternate assessment taken by a small fraction of students in Wisconsin

Please review the state percentile on the IPR. The state percentile shows how well your child is doing compared with students across the state. It is a valuable indicator that may be used to compare your child's performance across years.

Wisconsin is on a rapid trajectory toward higher standards. This includes implementation of the Common Core State Standards, Wisconsin School Report Cards, upgraded curriculum standards for students with disabilities and English language learners, and improved next-generation assessments. Raising the WKCE benchmarks is part of a strategic effort to ensure our children are ready for college and careers in today's rapidly changing, global society and economy.

For more information on student assessments see

- "Every Child a Graduate: Agenda 2017," from State Superintendent Tony Evers: <http://statesupt.dpi.wi.gov/>
- Wisconsin School Report Cards: <http://reportcards.dpi.wi.gov/>
- Wisconsin Information Network for Successful Schools: <http://winss.dpi.wi.gov/>
- National Assessment of Educational Progress: <http://nces.ed.gov/nationsreportcard/>
- Informational Sheet about Wisconsin's higher benchmarks: http://statesupt.dpi.wi.gov/files/statesupt/pdf/fs-high_exp.pdf

Adjusting to higher aspirations and expectations will take some time, but this is a necessary change for a worthy purpose: to elevate the achievement of our students and their schools. Together, we can all work to ensure every child graduates ready for college and career.



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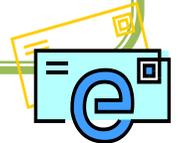
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We hope you find this newsletter and its contents beneficial. As the Office of Educational Accountability (OEA) and the Office of Student Assessment (OSA) work to improve and refine this communication tool, we would appreciate feedback and/or suggestions on the layout and content.

Please contact OEA and OSA at:

oeaemail@dpi.wi.gov.



Contact Information...

Office of Educational Accountability (OEA)

Laura Pinsonneault, Director
laura.pinsonneault@dpi.wi.gov

Alexis Bourgeois, Data/Reporting
alexis.bourgeois@dpi.wi.gov

Nathan Calverley, Statistics/Data
nathan.calverley@dpi.wi.gov

Katherine Durlacher, Statistics
katherine.durlacher@dpi.wi.gov

Amy Marsman, Standards Consultant
amy.marsman@dpi.wi.gov

Justin Meyer, Statistics
justin.meyer@dpi.wi.gov

Alison O'Hara, Statistics
alison.o'hara@dpi.wi.gov

Office of Student Assessment (OSA)

Troy Couillard, Director
troy.couillard@dpi.wi.gov

Phil Olsen, Assistant Director
philip.olsen@dpi.wi.gov

Jihan Bekiri, ASSETS
jihan.bekiri@dpi.wi.gov

Kristen Burton, WAA-Swd/ ELL
kristen.burton@dpi.wi.gov

Jayson Chung, Statistics/Data
jayson.chung@dpi.wi.gov

Phil Cranley, Statistics
philip.cranley@dpi.wi.gov

Duane Dorn, Standards Consultant
duane.dorn@dpi.wi.gov

Angela Dugas, NAEP
angela.dugas@dpi.wi.gov

Audrey Lesondak, ELL Consultant
audrey.lesondak@dpi.wi.gov

Viji Somasundaram, WKCE
visalakshi.somasundaram@dpi.wi.gov

Jennifer Teasdale, WKCE/Website
jennifer.teasdale@dpi.wi.gov

Tony Evers, State Superintendent

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