

ASSESSMENT & ACCOUNTABILITY NEWSLETTER

Issue 53, February 2020



OSA/OEA Updates...

Note from the Assessment Director



Happy New Year! This newsletter edition coincides with the onset of an active Wisconsin testing season. Our

schools have completed ACCESS testing with the English learners (EL). Thanks to everyone for your hard work in administering the ACCESS assessments. We appreciate your participation in the Office of Student Assessment (OSA) office hours, technology trainings, test administration webinars, DLM modules, and NAEP workshops.

The OSA team and the vendor staff have developed trainings and resources for the upcoming assessments and made them available on the OSA webpages to provide you with the support you will need for a smooth test administration this year.

We will, as always, keep you up to date in the weekly District Assessment Coordinator (DAC) Digest. It will be important to follow all the trainings and information available on the specific assessments' webpages.

We look forward to collaborating with you during this Spring testing season to make it a successful test experience for our students and educators.

Viji Somasundaram

Director, Office of Student Assessment



OSA Calendar...

Important Dates

2020	
February 4-March 13	ACT Aspire - Set up ProctorCache and download the TestNav
February 6	ACT Aspire Test Administration Q&A Part 1
February 7	ACCESS - Deadline for DRC to receive materials
February 12	Forward - DAC/SAC and DTC Q&A webinar
February 17-28	Forward - Optional Add Accessibility Features Window in DRC INSIGHT Portal
February 20	ACT Aspire Test Administration Q&A Part 2
February 21	ACT - Deadline to order additional materials for use on March 3
February 28	DLM - Recommended deadline to complete enrollment/user/roster uploads Complete First Contact and PNP Data validation revision period closed
February 28	ACT - Deadline for late consideration of accommodations and supports
March 2-10	ACCESS - Pre-reporting data validation window
March 3	ACT with writing - grade 11
March 3-13	ACT with writing - grade 11 for students testing with accommodations
March 6	ACT Aspire - Deadline to import PNP accommodation requests for paper testing
March 9-May 1	Forward Exam Test set-up, student data edits available in DRC INSIGHT Portal.
March 11	Forward - DAC/SAC and DTC Q&A webinar
March 13	NAEP window for 9-year-olds (select schools only) closes
March 16-May 22	NAEP window for 17-year-olds (select schools only)
March 17	ACT with writing makeup day - grade 11
March 23-May 1	Forward - ELA and mathematics grades 3-8, science grades 4 and 8, and social studies grades 4, 8, and 10
March 23-May 1	DLM - ELA and mathematics grades 3-11, science grades 4 and 8-11, and social studies grades 4, 8, and 10
March 31	ACT with writing emergency day - grade 11
April 6-May 6	ACT Aspire - grades 9-10
April 24	ACCESS - Individual Student Reports (ISR) and data available in WIDA AMS
April 24-May 8	ACCESS - Post-reporting data validation window
May 1	ACCESS - Paper ISRs received by districts

Dates may be subject to change. Check the OSA calendar webpages for the most current dates throughout the year.

Forward Exam Update



The 2020 Forward Exam test window opens on March 23. All Forward Exam training and administration resources are now available on the Forward Exam webpages. The Forward Exam training videos, including the

District and School Assessment Coordinator (DAC/SAC) pre-test trainings and the Test Administrator Training, are posted on the [Forward Exam Training webpage](#). The 2020 versions of the Test Administration Manual and the DRC INSIGHT Portal Guide are posted on the [Forward Exam Resources webpage](#).

There will be an opportunity to ask questions about the training videos or other resources during Q&A webinars for DACs, SACs, and District Technology Coordinator (DTCs) on February 12 and March 11. The Q&A webinars will be recorded and posted to the Forward Exam training webpage. Several resources for student preparation are available on the [Forward Exam Practice Test and Sample Items webpage](#). These resources include updated Science and ELA Item Samplers (online and PDF available), and updated Text-Dependent Analysis (TDA) resources.

DACs can now assign users in the 2020 DRC INSIGHT Portal (eDIRECT). Information about how to assign users is available in the DRC INSIGHT Portal Guide. For security purposes, only the person on record with DPI as the official DAC may be assigned the DAC permission set in the DRC INSIGHT Portal. If needed, a DAC may assign an assistant to the DAC role. Be sure to refer to the User Roles and Permissions Matrix in the DRC INSIGHT Portal Guide when making assignments. DACs also must remove permissions from (make inactive) any individuals in the portal who are no longer employed by the district, and adjust user roles to sync with staff changes.

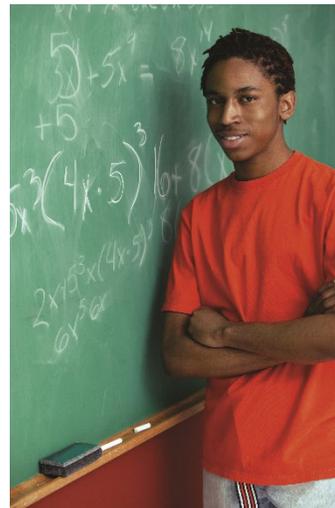
ACT High School Assessments Update



The initial test date for the ACT is Tuesday, March 3. In case of a weather emergency on this date,

please see the [Emergency and Inclement Weather Plan](#). Schools can use the makeup and emergency test dates for testing students who are not present on the initial test day. Materials ordering windows for the makeup and emergency dates can be found in the ACT Schedule of Events on the DPI ACT Calendar webpage. Recorded presentations for the Q&A Training Sessions are posted to the [DPI trainings webpage](#).

ACT materials will be shipped to schools either the week of February 3 or February 10, depending on the ship date chosen by the test coordinator in PearsonAccessNext.



Schools should continue to manage their student lists within PearsonAccessNext and order additional materials as needed until all planned testing is complete. If a student is enrolled at your school but does not take the ACT, test

coordinators should enter the appropriate not tested code in PANext for State Use Question #1 for ACT.

The window for ACT-Approved Accommodations Late Considerations is open until February 28. Late consideration is applicable only to newly enrolled students, newly identified disabilities, or sudden onset of a medical condition. If students with disabilities have been denied accommodations for statewide ACT testing, please notify DPI OSA at duane.dorn@dpi.wi.gov or (608) 267-1069.

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ACT High School Assessments Update
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The Aspire testing window for 9th and 10th graders is right around the corner with the window opening on April 6 and closing on May 6. Here is a timeline of major activities in preparing for Aspire test administration:

February 5	DPI pulls 9th and 10th grade student data from WISEdata and uploads to PearsonAccessNext portal.
February 10-14	Test coordinators confirm student data files are accurate and make updates as necessary.
February 10- March 6	Test coordinators enter accommodations into the Personal Needs Profiles (PNPs) and create paper test sessions only for students using braille, large print, and ASL.
February 10 - April 3	Test coordinators set up online test sessions.

Aspire is a computer-based test that uses TestNav. Technology Coordinators should access the [DPI Aspire Technology Requirements](#) webpage to view the latest information on the TestNav app and to update systems where necessary.

ACT Aspire Technology Readiness and Test Administration Training Webinars are being held on February 4, 6, and 20. Recordings are posted on the DPI [ACT Aspire Trainings](#) webpage.



Dynamic Learning Maps (DLM) Update



The DLM testing window, March 23 - May 1, is quickly approaching. It is important that districts complete all required training, data entry, and validation at least two weeks prior to the opening of the assessment window. The recommended deadline for these tasks is March 9. While there is not a data lockdown period scheduled, DLM strongly encourages all data to be as static as possible prior to the opening of the test window.

DPI has created a [District Test Coordinator Checklist](#) and a [Test Administrator Checklist](#) to help ensure all important processes are completed. Only students in grades 4 and 8-11 should be rostered to science. Double check to confirm rosters are complete and accurate.

Every year DLM works to ensure that we have the best possible assessment for our students. To help guarantee the validity of the assessment, DLM asks for help in two areas. The first area is the collection of writing samples for the written portion of the ELA assessment. This year an option to upload writing samples securely to Educator Portal has been added to make it more convenient to contribute writing samples. The second area of assistance requested by DLM is observations of test administration. We will be looking for districts to volunteer to allow us to come and observe the administration of the test. The observations are anonymous and are not evaluative in nature. The observations are for information gathering only. If your district is willing to allow observations or if you have any questions please contact [Mike Peacy](#).

ACCESS for ELLs® Update



Wisconsin is in the process of reviewing the WIDA 2020 English Language Development (ELD)

Standards. WIDA's new edition of their standards provides clearer language expectations tied to state academic achievement standards. It also expands on Key Language Uses to clearly show how students are expected to use their developing language. You can
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ACCESS for ELLs® Update (continued from page 3)

find an overview of the new edition of the standards, draft standards, and a feedback survey on the [ELD standards webpage](#). Public comment will be open through the end of February.

DPI released the 2020 Edition of the State of Wisconsin English Learner Policy Handbook. Most changes were minor, with one exception: parental notification requirements. In Chapter 3 you'll find an important update on the parental notification requirements under ESSA. You can find the current version of the handbook on the [EL policy handbook webpage](#).

Assessment of Reading Readiness Update



The assessment of Reading Readiness requires each district to screen all 4-year-old Kindergarten through 2nd grade students at least once each school year. As the 2019-20 school year is over half over, it is

expected that most students will have already been screened at least once. District assessment coordinators and reading specialists are encouraged to work with their teachers to ensure that all students are screened and appropriate interventions or remedial reading services are provided where appropriate and that the results for all students be used to help guide instructional practices.

The Department will be sending out reimbursement forms to the district assessment coordinator for each district before the end of February. Districts will be asked to indicate the screener or screeners used at each grade, the number of students screened and the amount the district is seeking for reimbursement. Once all reimbursement requests have been received, department staff will determine whether the appropriation is sufficient to reimburse the full amount requested by each district. If the appropriation is sufficient, each district will be reimbursed the full amount. If the appropriation is insufficient, payments to districts will be prorated.

It is anticipated that all payments will be electronically distributed prior to the end of the school year.

More information on the Reading Readiness requirements can be found at: [Reading Readiness Overview](#). In addition, an FAQ section can be found at: [Reading Readiness FAQ](#).



NAEP Update



NAEP Long-Term Trend assessments have been going really well in Wisconsin! Thanks to the participating schools and districts for your work on NAEP this year. The 13-year-old test window wrapped up before winter break, the age 9 test window is open now until mid-March, and the age 17 test window is March through May. These assessments will yield national results in reading and mathematics and will contribute to trend data going back to the early 1970s.

If you have any questions please contact [Angela Dugas](#), Wisconsin's NAEP State Coordinator.

Strategic Assessment Systems Emphasize Student Data as a Powerful Tool



As we are entering the second half of the school year, it is a good time to think and talk about academic growth. Student data is a powerful tool that can be used to engage both teachers and students in discussions centered around student achievements, areas of growth, and set the end of the year goals.

All types of student data, from attendance data, to grades, to assessment data (formative, interim, and summative) can help educators better understand their students. Data can be used as evidence to inform practice, adjust instruction, and make decisions to advance student learning, whether through classroom practices or policy decisions. Building a culture of data use within a school or district is an important part of the continuous improvement process.

To learn more about data literacy, how to effectively use student data, and what it means to be a data-literate educator, check out the [Data Literacy Module](#) that was released last fall. This module includes three units that can be accessed individually, or as a collective learning module.

Please contact [Dana Sommerfeld](#) or [Lauren Zellmer](#) with any questions.



Federal Accountability Update



Preliminary Every Student Succeeds Act (ESSA) accountability reports were released to districts via SAFE in December. Staff from the Office of Educational Accountability (OEA), Title I, and Special Education teams held technical assistance calls with districts throughout December and January. On these calls, we walked districts through their preliminary reports, explaining what the data mean and outlining next steps.

As a reminder, Comprehensive and Additional Targeted Support identifications occur every three years; there are new Targeted Support identifications, as these identifications occur annually. There were some noteworthy changes in Individuals with Disabilities Education Act (IDEA) accountability which have resulted in increased numbers of local education agencies (LEAs) with IDEA determinations of Needs Assistance or Needs Intervention, compared to last year.

IDEA accountability also includes determinations of disproportionality in identification, placement, and discipline. The final release of the joint federal accountability reports will include a secure release of Racial Equity in Special Education Reports. Districts are encouraged to use the data from ESSA and IDEA in conjunction with other sources. In particular, we encourage schools to examine their report alongside their School Report Card as well as the Growth and Absenteeism dashboards in WISEdash for Districts.

All schools and districts, whether they have a [preliminary identification](#) or not, are encouraged to develop or deepen their [continuous improvement](#) process, and take advantage of the statewide system of supports that DPI has developed with our regional partners over the past year. Many of the [continuous improvement supports](#) offered to districts are free or low-cost.

Final public ESSA accountability reports are expected to be released in March. If you have any questions about these reports, please contact OEA at oeaemail@dpi.wi.gov.

State Accountability

The Office of Educational Accountability (OEA) has convened an Accountability Advisory Group to consult on technical issues related to school and district report cards. The Advisory Group is comprised of school (public and private), district, and CESA staff.

The Advisory Group met in person on January 30 to focus on data requirements in the report cards, reporting features to update, and possible changes to the Closing Gaps priority area. The group is scheduled to hold follow up virtual meetings in February to continue these discussions towards advancing this work.

The Governor recently signed 2019 Act 85, which adds new data to school and district report cards. Specifically, it requires DPI to include the percentage of students participating in arts (music, visual, theatre, and dance) courses. The requirement applies to high school and district report cards. The language in the law also precludes the data from impacting scores; this increases reporting requirements only. OEA staff are working on final bill analysis now, which will inform technical planning for data collection in WISEdata. These data are already part of the WISEdata collection; what DPI will work on is addressing and clarifying business and validation rules in that data collection system so the data are as uniform as possible in the report cards. There is nothing new for districts to do at this time; DPI will communicate timelines as requirements are solidified.

If you have any questions about the Accountability Advisory Group or state accountability report cards, please reach out to us at reportcardhelp@dpi.wi.gov.



WISEdata Student Snapshot

The WISEdata student snapshot took place on January 28. We want to recognize and thank you for all of your hard work in preparing your student data to be as accurate as possible. As a reminder, the data captured in the snapshot are considered certified and final and will serve as a data source for, among other things, score calculations in the 2019-20 Accountability Report Cards.

The data captured in the snapshot are expected to become available in WISEdash Public in March. If you have any questions about your school's or district's data, please open a [help desk ticket](#).



We hope you find this newsletter and its contents beneficial. As the Office of Student Assessment (OSA) and Office of Educational Accountability (OEA) work to improve and refine this communication tool, we appreciate feedback and suggestions on the layout and content. Please contact Assessment at osamail@dpi.wi.gov and Accountability at oeamail@dpi.wi.gov.

FAQ ...

Reminder – Each assessment has an FAQ webpage with scenarios/issues related to that specific assessment
[ACT/Aspire/WorkKeys FAQ](#) [Forward Exam FAQ](#) [DLM FAQ](#)

Q. Will there be a sample letter available to send home to parents about upcoming assessments?

Yes, there is a sample letter available about upcoming assessments available on the [DAC Resources webpage](#). There is also an Information for Families brochure for each assessment available under each assessment’s resource page.

Q. If a student is absent for both the initial and makeup ACT test dates, can they test on the emergency test date?

Yes. Schools are expected to use the ACT initial test date for school-wide testing if school is in session, but the makeup and emergency test dates may both be used to give all students an opportunity to test.

Q. Do I need to test a student who was expelled from school for the duration of the testing window?

See the [Policy document regarding student in special/unique situations](#).

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