

ASSESSMENT & ACCOUNTABILITY NEWSLETTER

Issue L, May 2019



OSA/OEA Updates...

Note from the Assessment Director



As we are nearing the end of 2018-19 spring summative testing window, I would like to extend our thanks to all the

district assessment coordinators (DACs), principals, teachers, counselors, program coordinators, and other school and district staff for your collaboration with us in successfully administering the assessments. During the next couple of months, we will be focusing on reporting, Forward Exam item reviews, Science Standard Setting, and contract kick-off meetings for the upcoming year. In the past couple of years, Wisconsin educators participated in Forward Exam item review meetings and provided valuable input to improve the quality of the assessment. We will be convening the Forward Exam item review meetings once again this summer as we develop a new set of test questions for the future assessments. OSA Staff will be working on recruiting educators for these reviews in the coming weeks. Educator participation in these item development activities is an excellent professional development opportunity. We recommend that you participate in these reviews and encourage other educators who have the content expertise and experience working with students of diverse cultural backgrounds, students with disabilities, and English learners to be a part of these review committees. Information about the review and how to apply to participate is available on the [Forward Exam web page](#).

Wishing you a wonderful summer!

Viji Somasundaram

Director, Office of Student Assessment (OSA)

OSA Calendar...

Important Dates

2019	
April 8-May 10	ACT Aspire - grades 9-10
April 23-May 7	ACCESS for ELLs - Post-reporting data validation
May 3	ACCESS for ELLs - Districts receive printed reports
May 15	Forward - Educator involvement opportunity applications due for summer new item review
May 17	Forward - After testing survey closes
May 20-31	NAEP - Districts notified of NAEP 2020 selection
June	DLM - Electronic score reports available
June 6	Forward - Request form due for additional ISR electronic format delivery
Mid-June	ACT - School and District Profile Reports available in PAnext
Mid-June	WorkKeys - Score reports and NCRCs mailed to schools
June 17-30	NAEP - School principals notified of NAEP 2020 selection and provided with test dates
July	Aspire - Individual Student Reports (ISRs) available in portal
Early July	Forward - ISRs and Summary Data available electronically in eDIRECT
Early August	Forward - Hard Copy ISRs delivered to districts.
October 14-December 20	NAEP window for 13-year-olds (select schools only)
December 2	ACCESS testing window opens
2020	
January 6-March 13	NAEP window for 9-year-olds (select schools only)
January 31	ACCESS testing window Closes
March 3	ACT with writing - grade 11
March 3-13	ACT with writing - grade 11 for students testing with accommodations
March 4	ACT WorkKeys - grade 11
March 4-14	ACT WorkKeys grade 11 for students testing with accommodations
March 16-May 22	NAEP window for 17-year-olds (select schools only)
March 17	ACT with writing makeup day - grade 11
March 18	ACT WorkKeys 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 test date - grade 11
April 1	ACT WorkKeys emergency test date - grade 11
TBD	ACT Aspire - grades 9-10

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

Forward Exam Update



The 2019 Forward Exam testing window closed May 3. OSA staff appreciate the phone calls and emails from schools and districts asking for clarification, providing comments, and reporting irregularities. Your attention to administrative detail and awareness of test security helps to ensure all students have the opportunity to demonstrate their knowledge and skills. We appreciate the time and effort you put into administering the Forward Exam.

Due to the new science assessment administered in Spring 2019, OSA will be conducting a science standard setting workshop with Wisconsin educators. As a result of this additional step in the reporting process, Individual Student Reports (ISRs) and summary reports will be available electronically in eDIRECT early July. Districts have the option to request an additional electronic ISR file format delivery, which contains a separate PDF for each student ISR. This format allows for easier upload of the electronic ISRs to their student information system (SIS) or secure parent portal. [Complete the request form by June 6](#) to receive the additional electronic ISR file format delivery. Hard copy ISRs will be mailed to districts in early August.

Data Recognition Corporation (DRC) and DPI are seeking feedback from districts and schools about the 2019 Forward Exam Test Administration. [The 2018-19 End of Testing Survey](#) includes questions about district/school experiences with eDIRECT, INSIGHT, resources, DRC's Help Desk, and more. We estimate the survey will take approximately 10 minutes, and is intended to be completed by anyone who was involved in the testing process, including district and school assessment coordinators, district and school technology coordinators, and test administrators/proctors. **Ensure all staff have an opportunity to complete the survey by sharing the link as soon as you have completed testing in your school/district.** Please help us improve your experience by completing this survey no later than May 17.



Forward Exam Educator Involvement Opportunity - New Item Review

DPI's Office of Student Assessment is looking for a diverse group of educators from all over Wisconsin (including EL and special education teachers) to participate in the summer "New Item Review" for the Forward Exam. This is a great opportunity to be a part of assessment development, provide valuable feedback, have detailed input about the items on the Forward Exam, and take knowledge back to the district about the process.

For more information about the meetings including dates, logistics, and application information, go to the [Forward Exam Educator Involvement Opportunities webpage](#). Please share this information with all grade 3-8 and 10 educators in your school/district. Educator input is invaluable during this stage of item development.

Deadline to apply is May 15.



ACT High School Assessments Update



Thank you to everyone who administered the ACT and WorkKeys assessments this year and for your continued

work on the Aspire assessment. The Aspire testing window closes May 10.

Score Reports

ACT mails student score reports to students home addresses 3-8 weeks after answer documents are returned to ACT. Most scores have now been delivered. Results are also available to students online in the [students' ACT web accounts](#). In order for state testing scores to match to the student's ACT account, the first name, last name, date of birth, email address, and home address need to be entered exactly as they were provided on the student answer document. For assistance, [contact ACT online](#) or call 319-337-1270. Most schools have also now received the High School Check List Report, High School Student Reports, and Student Score Labels.

Aggregate reports by school and district (called the [ACT Profile Report](#)) will be available to schools and districts in PearsonAccessNext (PAnext) in mid-June. A data file of student level data will be available to DACs in PAnext in mid-June. Please see the [ACT Score Report Schedule](#) for all dates and deliverables.

For WorkKeys, paper student score reports and National Career Readiness Certificates (NCRCs) will be delivered to schools in mid-June. These reports will be mailed to the school and addressed to the ACT Test Coordinator. High schools will receive two reports for each student – the Individual Summary Score Report and the Summary Score Report. DPI recommends that schools distribute the Individual Summary Score Report to each student and keep the Summary Score Reports on file at the school. The school will also receive a WorkKeys Roster Report for school use. Please see the [WorkKeys Score Report Schedule](#) for all dates and deliverables.

For Aspire, ISRs, data files, and dynamic, educator-created reports will be available in the Aspire portal in July. Schools print and distribute the ISRs to students.

Educator Resources on the Use of Score Reports

DPI has created resource pages on the [use and interpretation of scores for ACT, ACT Aspire, and ACT WorkKeys](#). Information on Wisconsin cut scores and performance levels for ACT with writing can be found on the [ACT Date Proficiency webpage](#).

Students will receive the [Using Your ACT Results](#) (also available in [Spanish](#)) booklet with their ACT score report. [The ACT User Handbook for Educators](#) is a comprehensive resource that includes detailed information on scoring and reports. Educators can also register for no-cost webinars on understanding, using, and interpreting the ACT High School Report and ACT Profile Report at the [Open Enrollment Webinars page](#).

A number of resources on the use and interpretation of WorkKeys NCRCs and score reports are found on the [WorkKeys Data and Results Webpage](#).

Webinar workshops, sample reports, interpretive guides, and training videos for summative Aspire testing can all be found on the [ACT Aspire Reporting Resources page](#). The DPI Aspire Data and Results page will be updated for 2019 soon.

Dynamic Learning Maps (DLM) Update



Thank you for all of your work completing the DLM testing this spring. We are glad to report that the

administration of testing went very smoothly again this year. Thank you to all the districts that participated in the writing sample collection and test administration observation. DLM expects student-level reports to be made available to districts in June, which is the same as last year. Please stay tuned for additional details as to how these reports will be electronically delivered.

Please contact [Mike Peacy](#) with any questions that you may have about the DLM assessment.

ACCESS for ELLs® Update



As you communicate the results of ACCESS for ELLs with families, please consider using WIDA's

parental resources to help families understand what these scores mean. On [WIDA's website](#), you can find interpretive guides, sample reports, and parental information in a large number of languages. Use [the filter option](#) to choose the languages necessary to best communicate with the families of your students.

With scores for ACCESS now in hand, you can start making reclassification decisions. Students scoring 5.0 or above in any grade should be reclassified, and you are encouraged to consider exiting students scoring 4.5-4.9 if you have additional evidence of proficiency from classroom observations or a portfolio of work. The [EL Policy Handbook](#) has more information for how to collect and assess this additional evidence in Chapters 6 and 15.



Assessment of Reading Readiness Update



We would like to thank all districts for completing the Reading Readiness Reimbursement Request form. The Department will be reimbursing districts for reading readiness expenses by late May/early June.

For the 2019-20 school year, the reading readiness requirement will remain the same. Districts will be required to assess reading readiness for all 4-year-old Kindergarten through 2nd grade students at least once during the school year. Each school board and the operator of each charter school shall select the

appropriate, valid, and reliable assessment of literacy fundamentals to be used. The school board or operator shall ensure that the assessment evaluates whether a pupil possesses phonemic awareness and letter sound knowledge.

In addition to the requirement to administer a literacy screener, the following conditions apply:

- The department shall pay to the school board or operator of a charter school the per pupil cost of the selected assessment.
- The school board or operator of the charter school shall report the results of a pupil's assessment to the pupil's parent or guardian.
- The school board of the school district or operator of the charter school in which the pupil is enrolled shall provide a pupil whose assessment indicates that he or she is at risk of reading difficulty with interventions or remedial reading services, as described under [Wis. Stats. 121.02\(1\)\(c\)](#).

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



Thanks again to all the schools that participated in NAEP 2019. We expect state results for grades 4 and 8 reading and mathematics to be released in the fall. Stay tuned for more information.

NAEP 2020 is right around the corner! NAEP in the 2019-2020 school year will be the Long-Term Trend assessment. Students are sampled by age (not grade) and will include 9-year-olds, 13-year-olds, and 17-year-olds. Each age group has a different test window, and each student will participate in either reading or mathematics. For more information about Long-Term Trend, visit the NCEs website: <https://nces.ed.gov/nationsreportcard/ltr/>. Districts with schools selected will be notified in May; school principals will be notified in June once assessment dates are scheduled.

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

Federal Accountability Update



Final ESSA and IDEA identifications were released publicly on March 5. You can find information about the

identifications in this [ESSA accountability application](#). The application includes *District Summary Reports*, which list district- and school-level determinations and identifications; *ESSA Accountability Reports*, which provide detailed data about outcomes for schools and groups of students within schools. As a reminder, ESSA Accountability includes five indicators: Academic Achievement, Student Growth, ELP Progress, Graduation, and Chronic Absenteeism. The last resource in the ESSA Accountability Application is *ESSA Identification Data*, a spreadsheet with ESSA outcomes for every school and student group in the state that meets minimum group size requirements to receive a summary score and possible identification.

While the ESSA Accountability release is now complete and final, [continuous improvement](#) work is ongoing in schools and districts across the state. The reports above, as well as School and District Report Cards and *WISEdash for Districts*, provide important information to guide and monitor improvement planning. DPI, CESAs, and other partner agencies are working together as part of a statewide system of support to provide improvement supports that are free or low-cost. One of those supports is the [Leading for Learning Summit](#), this June 26-28 at the Concourse Hotel in Madison. [Registration for this event is now open.](#)

State Accountability Update

This is a reminder that 2018-19 Accountability Report Cards will include Aspire data. This means that high schools can have School Growth Scores. High schools that expect to have growth scores in their report card should review how growth scores impact overall scores in the report card system. State statute requires OEA to weight Growth and Achievement scores on a sliding scale based upon the percentage of students who are economically

disadvantaged in the school. This [report card weighting calculator](#) is a helpful reference for those interested in how priority area scores combine into an overall score. More information about the impact of including Aspire data in report cards is available in the [February Newsletter](#) and the [March 20th DAC Digest](#).

The Office of Educational Accountability is also exploring possible changes to the Closing Gaps priority area in the report cards. We are meeting with an Advisory Group comprised of district and CESA staff who are guiding this work. We will have more information about possible changes to Closing Gaps (either in 2018-19 accountability or later) this June.

WISEdash Update

The Data Inquiry Journal (DIJ) has been an important part of *WISEdash for Districts* for a number of years. To support the continuous improvement work happening across the state, DPI and CESA staff worked closely with the WISEdash vendor to make some significant updates to the DIJ and that new version is now available in *WISEdash for Districts*. The DIJ is one way that schools and districts with ESSA and/or IDEA identifications can document their improvement work, but is a helpful tool for any individual, school, or district team engaged in improvement work. See the [Data Inquiry Journal \(DIJ\) At-A-Glance](#) for an introduction to this great tool.





How do students access ACT scores online?

Students can access their ACT scores online one week after the paper score report is received. Students logon to [The ACT Student Web Account](#). In order for state testing scores to match to the student's ACT account, the first name, last name, date of birth, email address, and home address need to be entered exactly as they were provided on the student answer document. For assistance accessing a score online, direct questions to [ACT Contact Us](#), ACT-WebAccount@act.org, or ACT Student Services at (319) 337-1270.

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 with Individual Student Reports (ISRs)?**
Yes, each assessment will have a sample parent letter (updated for 2018) that may be used to accompany ISRs when sent home to parents/guardians. These letters will be accessible via the specific assessment's data and results web page.
- Q. Are we permitted to post the Forward Exam Individual Student Reports (ISRs) on our secure parent portals?**
Yes. You may post the ISRs securely on your secure parent portals.
- Q. Where can I find information about testing data and reporting?**
Each assessment has a data and results webpage in its submenu that is specific to that assessment. More information about each specific assessment's data and results may be found on those pages.



Building Assessment Literacy

The Power of Student Assessment Data



Data is one of the most powerful tools to inform, engage, and create opportunities for students along their education journey. Data can serve as a mirror or true picture of a student, classroom, school, and district. Assessment data should be collected and analyzed in order to answer these critical questions facing educators in Wisconsin:

- Did **ALL** of our students learn the material?
- Are **ALL** of our students meeting the academic standards?
- Are we equally successful with **ALL** of our student subgroups?

Schools and Districts Can use Summative Assessment Data to:

- Establish, adjust, and evaluate strategic goals;
- Establish general trends or patterns of student performance for all students and within subgroups;
- Identify continuous improvement needs;
- Determine professional development priorities;
- Provide vital information to families, the community at large, or the general public, regarding overall school success (but should be used in conjunction with other indicators).

Data about student performance on assessments—from teacher-made quizzes to state standardized tests—are necessary for informing teacher practice. Therefore, educators need to be data literate, or know how, when, and why to examine student data to drive continuous improvement.



Data literate educators:

- Understand data;
- Are confident working with data both independently and collaboratively;
- Use data to gauge the level of student attainment of standards and learning targets for all students and within subgroups;
- Use data to plan for future instruction;
- Embed data-driven decision-making into continuous improvement processes.



Communicating About Assessment Data:

Communicating summative assessment data with students, teachers, parents, and community members is crucial. Strategies for effective communication and collaboration around student assessment data include:

- Promote collaboration within schools and districts;
- Have data discussions about both successes and areas of weakness;
- Ask meaningful and appropriate questions of the data.



Coming In the Fall of 2019: DPI Data Literacy E-learning Modules

This fall, DPI will release a three part data literacy e-learning module featuring three units that will help educators, administrators, superintendents and school board members better understand, analyze and make data-informed decisions to improve student learning.

This module includes:

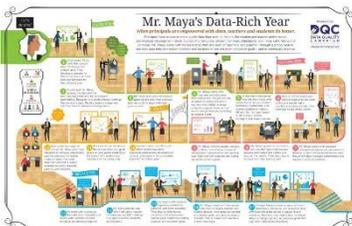
- [Introduction to Data Literacy](#) - Learn an overview of data literacy including a framework for building a culture of data use, the definition of data literacy, and the types of data important to inform practice and improve student outcomes.
- [Data Literate Educators](#) - Build a foundation of data-literate practices that impact student learning and professional growth.
- [Effective Data Use](#) - Explore the fundamentals of effective data use within an organization: culture, quality, and capacity. Discover how these fundamentals support a process for continuous improvement at the individual and systems levels.

Additional Resources:

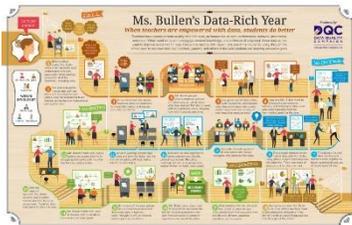
WISExplore - Professional Development Opportunities

[WISExplore](#) partners help educators to actively discuss the data available through WISEdash portals and other sources. The partners help school staff grow internal capacity for data inquiry, and to design and implement a thoughtful school improvement action based on their analyses.

Data Quality Campaign – Infographics



[Mr. Maya's Data Rich Year](#) follows one principal along with his leadership staff and team of teachers (and parents!) through a school year to see how data help him enable teachers and students to set and meet education goals—and to continually improve.



[Ms. Bullen's Data Rich Year](#) follows a teacher and student through the school year to see how data help teachers, parents, and others make sure students are meeting education goals.

Please contact Lauren.Zellmer@dpi.wi.gov for questions about using student assessment data, or questions about the listed resources.



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.

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