



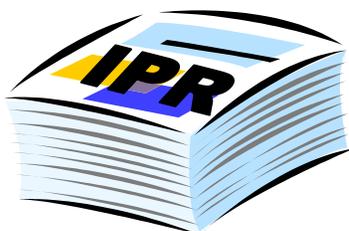
## OEA Updates...

### Dissemination of Student Reports

Districts will receive Individual Profile Reports (IPRs) explaining the Fall 2011 Wisconsin Student Assessment System (WSAS) test results by February 17, 2012. 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 March 27.

Many districts include a letter with the student report when it is sent home. 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 2011-12 Administrator's Interpretive Guide is available on the web at <http://dpi.wi.gov/oea/publications.html>.
3. Performance level score ranges are the same as they have been in prior years and are based on input from Wisconsin educators, business people, and parents.
4. Standard Performance Indices (SPIs) are provided to give an estimate of student performance within a subject area.
5. A state percentile is provided to determine how a student did relative to other test takers in the state. A lower percentile might still indicate proficiency if the majority of the students at that grade level are proficient. For more information go to <http://dpi.wi.gov/oea/pdf/assessrsrlt.pdf>.
6. The IPR shows if any testing accommodations were provided to the student during testing.



## OEA Calendar...

### Important Dates

2012	
February 10	ACCESS for ELLs® testing window closes
February 17	WSAS Individual Performance Reports (IPRs) shipped to districts
February 20	All ACCESS materials must be received at MetriTech
February 28	Schools with no tested grades (SWINT) receive AYP form: <i>Alternate Determination of Adequate Yearly Progress</i> for completion (also applies to schools with fewer than 10 Full Academic Year students enrolled)
March 9	WSAS Phase II and Phase III Test Results available online
March 1 - 23	Order test materials for the Alternate ACCESS for ELLs
March 21 - 30	District online ACCESS demographic data correction
March 27	WSAS Optional Products order deadline
March 27	WSAS Press Release
April 6	<i>Alternate Determination of Adequate Yearly Progress (AYP)</i> forms due for schools with fewer than 10 tested students and schools with no tested grade (SWINT)
April 9	District receives Alternate ACCESS for ELLs test materials
April 15 - May 15	Alternate ACCESS for ELLs Test Window
April 18 - 23	ACCESS reports shipped to districts
April 23 - May 17	ACCESS district data correction window
May 21	Schools and districts identified for improvement or missing AYP are notified of preliminary AYP determinations. AYP results are embargoed until June 7



# PUBLIC INSTRUCTION

## OFFICE OF EDUCATIONAL ACCOUNTABILITY

Newsletter - Issue XXI, February 2012

### SMARTER Update

The SMARTER Balanced Assessment Consortium (SBAC) continued to make significant strides in the fourth quarter of its first year. Of significant importance is the release to member states and national experts of the Content Specifications for both English Language Arts/Literacy and Mathematics. These Content Specifications identify what the Summative Assessment will declare students know and can do to demonstrate their progress toward college and career readiness as defined in the Common Core State Standards. The Content Specifications specify the kinds of evidence that students will provide during the assessment. The claims in the Content Specifications will serve as the basis for essential assessment development decisions, such as test design and reporting categories.

SMARTER Balanced contracted with Measured Progress to develop the IT Systems Architecture. RFPs were recently released for Pilot Item/Task/Stimulus Research, Development, and Reviews on Item Authoring & Item Pool Application, and Test Blueprint & Computer Adaptive Test Specifications. Later this month, in collaboration with PARCC,



SBAC will provide additional information about the IT readiness tool. This tool will be critical in supporting states and local education agencies for evaluating current technology and infrastructure in the transition to online assessments.

The SBAC Formative Assessment Practices and Professional Learning Work Group will coordinate with member states to identify the need for tools and other supports that cover the entire range of the Common Core State Standards, including K-5 foundational reading skills. "Formative assessment" should not be viewed as a catalog of tests, but should instead be seen as a resource that teachers and instructional leaders can use to develop high-quality assessments for use in day-to-day instruction.

The Consortium welcomed Delaware and South Dakota as Governing States this quarter, bringing the total number of Governing States to 21.

### ACCESS for ELLs® Update

The ACCESS for ELLs® Testing Window closes on February 10. Districts need to return all materials to MetriTech by February 20.

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.
- 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 21 – 30. By mid-March, MetriTech will provide District Assessment Coordinators (DACs) with a secure login ID and password to access the online student records.





### Alternate ACCESS for ELLs™ Update

The Alternate ACCESS for ELLs™ will be available as a pilot in March. Because this is a spring pilot, the Alternate ACCESS for ELLs™ cannot be used for accountability purposes. Alternate ACCESS for ELLs™ is designed for ELLs 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:

1. The student has been classified as ELL.
2. The student has a significant cognitive disability and is eligible for special education services under IDEA.
3. The student is in an alternate curriculum aligned with their state's academic standards, and is participating in the state's alternate accountability assessment, the WAA-SwD.
4. The district has parent or guardian consent to administer the Alternate ACCESS for ELLs (unique to this year's pilot).

Districts, who wish to participate in the Alternate ACCESS for ELLs™ pilot in the spring, may order test materials from MetriTech, from March 1 to March 23. The Alternate ACCESS pilot test administration window runs April 15 – May 15. Test materials will arrive at districts the week of April 9. An introduction to the Alternate ACCESS for ELLs™ and an administration tutorial can be found on the WIDA website at <http://wida.us/assessment/alternateaccess.aspx#Prep>. A site-based training will take place in Milwaukee on February 7. For more information about this assessment, refer to the DAC notice at <http://dpi.wi.gov/oea/pdf/altaccltr.pdf> or contact Audrey Lesondak at [audrey.lesondak@dpi.wi.gov](mailto:audrey.lesondak@dpi.wi.gov) or 608-267-5153.

### ASSETS grant (Assessment Services Supporting ELLs Through Technology Systems)

The Wisconsin Department of Public Instruction was awarded a four-year, 10.5 million dollar federal enhanced assessment grant in September to develop new computer-based English Language Proficiency Assessment tools. Even though this responsive, informative, and innovative test will be officially launched in 2015, there is great enthusiasm among the 29 member states to help English language learners succeed in the classroom, in college, and in a career. One State Education Agency representative remarked “We are very excited about being well poised to do the best for our (ELL) students.” Another shared that her state was “Excited about the process and implications...being part of the whole process from beginning to end.”

DPI has established an ASSETS grant website at <http://www.dpi.wi.gov/oea/assets.html> to inform SEAs of upcoming events and committee work. In addition, Stace Rierson, the newly hired ASSETS grant Project Coordinator, has established an ASSETS grant Facebook page to inform participants of the latest developments, and encourage grant participants to network with each other, share best practices, and ask questions. She is accessible via Skype at [dpi.stace.rierson](https://www.skype.com/people/dpi.stace.rierson) for “face-to-face” conversations, or at [stace.rierson@dpi.wi.gov](mailto:stace.rierson@dpi.wi.gov) or (608) 267-1288.

### Communication of Testing Information to Staff

The District Assessment Coordinator (DAC) is the Office of Educational Accountability's (OEA) 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 tries 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 at [oeaemail@dpi.wi.gov](mailto:oeaemail@dpi.wi.gov). It is OEA's 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.





## ESEA Waiver

The U.S. Department of Education (USED) has offered states the opportunity to apply for flexibility on certain provisions of the federal Elementary and Secondary Education Act (ESEA, currently known as NCLB, the No Child Left Behind Act). States' proposals must demonstrate how they will use this flexibility to implement college- and career-ready expectations for all students; state differentiated recognition, accountability, and support systems; and support for effective instruction and leadership.

DPI posted the draft waiver proposal for two weeks to seek public comment. We are now in the process of refining the proposal before submitting to USED on February 21, 2012. The overarching goals of DPI's waiver request are to increase rigor and personalize learning. Specific assessment and accountability issues affecting schools and districts in the waiver include:

- As a transition to the SMARTER test (which will be operational in 2014-15), WKCE cut scores will be based on the more rigorous NAEP scale to calculate proficiency in reading and mathematics following these timelines:
  - **2011-12: Current WKCE cut scores for proficiency remain in place for accountability.** OEA begins process to convert WKCE cut scores, working collaboratively with DPI's Technical Advisory Committee. Begin field testing cut scores based on NAEP.
  - **2012-13: Cut scores based on NAEP will be used for accountability determinations in Spring 2013.** OEA will finalize cut scores based on NAEP following field test results. Make adjustments to accountability calculations if found to be necessary in the evaluation.
- Both the SMARTER test (replacing the Wisconsin Knowledge and Concepts Examination [WKCE]) and the Dynamic Learning Maps Assessment (replacing the Wisconsin Alternate Assessment for Students with Disabilities [WAA-SwD]) will be field tested in 2013-14 and required statewide in 2014-15. Both assessments will be given in grades 3-8 and 11.
- These state assessments will move from fall to spring beginning in the 2014-15 school year.

- The high school assessment will move from grade 10 to grade 11 in the 2014-15 school year.
- Beginning in 2012-13, a comprehensive accountability index will replace the current Adequate Yearly Progress (AYP) system. The index approach uses multiple measures and classifies schools along a continuum of performance. The accountability index is designed to emphasize the performance of every subgroup.
- Schools and districts will be held accountable for outcomes in four priority areas:
  - Student attainment
  - Student growth
  - Closing achievement gaps
  - On-track to graduation and postsecondary readiness
- Index scores will be provided for each of the four priority areas. The accountability index (0-100) will place schools and districts into one of six categories along the performance continuum, from *Significantly Exceeding Expectations* to *Persistently Failing to Meet Expectations*.
- Cut points for each of these six categories will be established through a standard-setting process recommended by DPI's Technical Advisory Committee (TAC).
- A cell size of 20 students will be used for all accountability calculations, a change from 40 students. Reducing the cell size to 20 allows schools, districts, and the state to identify subgroups that may be struggling but would not be reported under larger cell size rules.

Stay up-to-date with Wisconsin's ESEA waiver application: <http://dpi.wi.gov/esea/>.





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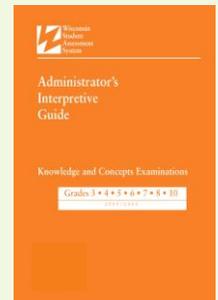
## OFFICE OF EDUCATIONAL ACCOUNTABILITY

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

Within the Online Reporting System, 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

**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 Educational Accountability (OEA) 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 OEA 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://dpi.wi.gov/lbstat/isescalculator.html#months\\_in\\_school](http://dpi.wi.gov/lbstat/isescalculator.html#months_in_school).



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## **Building Assessment Literacy...**

### **Informational Handouts Available**

The Office of Educational Accountability (OEA) has created informational handouts from the *Building Assessment Literacy Articles* in the OEA Newsletters, available at <http://dpi.wi.gov/oea/dacnwltrs.html>. District Assessment Coordinators (DACs) are encouraged to email or print the handouts to distribute to staff at different times throughout the year. The information contained will help educators understand and answer questions put to them from the public. The following is a list to date of informational handouts available for use:

#### **Data Use and Reporting**

- [Data Retreats with Wisconsin Knowledge and Concepts Examination \(WKCE\) Online Reports](#) - This handout explains the appropriate time of year and proper procedures when conducting data retreats using Online Reports.
- [Response to Intervention \(RtI\) and Assessment Data](#) - This handout gives information about the Wisconsin RtI Center and the DPI webpage where the RtI Using Data series presentations are available.
- [How Assessment Data Informs Response to Intervention \(RtI\)](#) - This handout explains how assessment data informs all three of the RtI elements: high quality instruction, continuous review of student progress, and collaboration.
- [How to Use Data for Data-Informed Instruction to Personalize Teaching & Learning](#) - This handout explains how schools can regularly and openly review data as part of their instructional culture and that the continuous review of data leads to increased student success, deep professional learning, and more collaborative educator teams.
- [Introducing Student Growth Percentiles](#) - Presents some key ideas about growth models and their use, and introduces student growth percentiles as a model DPI will use for public and secure reports.
- [Some Answers to Growth Model Questions](#) - This handout answers some commonly asked questions regarding Growth models.
- [What do WKCE scores tell me about a student?](#) - This handout explains WKCE scores and their uses.
- [How to Respond to Questions about Assessment Results](#) - This handout is useful when trying to explain results to parents.

#### **Test Preparation and Administration Guidelines**

- [WKCE Proctor Guidelines](#) - This handout describes the role and responsibilities of the Proctor.
- [How do I decide which assessment to give a student?](#) - This handout explains how educators should make the decision to either give a student the WKCE or the WAA-SwD.
- [Test Preparation Guidelines for the WKCE](#) - This handout provides suggestions for districts, teachers, and parents to help their students prepare for the WKCE.
- [What is an Accommodation vs. a Modification?](#) - This handout was created to clarify for staff and parents the differences between an accommodation and a modification and what is allowable for use on the WKCE.



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### Understanding an Assessment System and its Components

- [Using Formative Assessment in Instruction](#) - This handout explains what a formative assessment is and how to use formative assessments in instruction.
- [The Process of Developing a State Assessment](#) - This handout explains the process (in a diagram with a link to more information) of developing a state assessment.
- [WKCE Items - Development and Scoring Process](#) - This handout explains each step in the life of an item from development through scoring.
- [Balanced Assessment System](#) - This handout explains what a balanced assessment system is and gives examples of the use of assessments in the system.
- [Understanding Constructed Response Items on the WKCE](#) - This handout explains how the "long-answer" handwritten items are scored and provides suggestions for helping students be successful with this type of test item.

### Adequate Yearly Progress (AYP)

- [Communicating AYP Results](#) - This handout gives helpful information to schools about how to communicate AYP results to parents, community members, school boards/staff, and the media.

### Special Populations

- [ACCESS for ELLs® Data flow process](#) - This handout depicts the data flow process for classifying an English language learner (ELL) in Wisconsin.

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