



PUBLIC INSTRUCTION

OFFICE OF EDUCATIONAL ACCOUNTABILITY

Newsletter - Issue XIV, May 2010

Wisconsin Takes Leadership Role in Assessment Development

Wisconsin is a leading state in the SMARTER/ Balanced Assessment Consortium, which is developing a grant proposal for Race to the Top (RTTT) assessment funding. For the full press release, go to http://dpi.wi.gov/eis/pdf/dpinr2010_52.pdf.

OEA Updates...

Adequate Yearly Progress (AYP) Update

In October 2008, the U.S. Department of Education (ED) amended Title I regulations to require states to change how graduation rate is calculated, reported, and used as part of determining adequate yearly progress (AYP). The Department of Public Instruction (DPI) has been working on a plan for complying with the new requirements and, in January of this year, DPI submitted evidence of progress toward the new guidance to the ED. ED recently informed us that although our timeline of next year for changing how our graduation rate is calculated is in line with federal guidance, beginning immediately they will only accept graduation goals that are 85% or higher and growth that is 2% or above for AYP. Due to these new requirements from ED, we will immediately change the single, statewide goal for graduation to 85% and the growth targets for high schools that do not meet the graduation rate goal to a 2% increase as mandated.

Each year, schools and districts undergo an accountability evaluation based on four AYP Annual Measurable Objectives (AMO):

- graduation or attendance
- test participation
- reading achievement
- mathematics achievement

Any school or district that misses AYP or is identified for improvement will be notified by May 21, 2010. These notifications are preliminary and AYP results embargoed until June 8, 2010. There is a 30-day appeal period in which districts may submit evidence to correct any data errors resulting in a change in status. Evidence should be (continued on page 2)

OEA Calendar...

Upcoming Adequate Yearly Progress (AYP) Dates

| 2010 | |
|------------------|---|
| May 21 | Districts and schools receive notification of <i>preliminary</i> improvement status: DIFI, SIFI, and AYP. A letter is sent <i>only</i> if there is an AYP miss for 2009-10, or if the district's/school's improvement status has changed. |
| June 8 | Public release of <i>preliminary</i> DIFI, SIFI, and/or districts/schools missing AYP. Summaries posted online: http://www2.dpi.state.wi.us/sifi/default.asp |
| June 25 | Deadline for districts and schools to submit appeals and request reconsideration of their preliminary DIFI, SIFI, or AYP status. |
| June 30 | AYP status posted to online reporting system (ORS) for every WI school and district. A three-year AYP summary is also posted. DACs should print and distribute all district and school AYP sheets from ORS (see private PDF reports). |
| July 1 – July 30 | DPI processes DIFI, SIFI, and AYP reconsideration requests and notifies districts and schools of the results. |
| July 30 | Final SIFI, DIFI, and AYP status. |

Note: DIFI – District Identified for Improvement
SIFI – School Identified for Improvement
AYP – Adequate Yearly Progress

Other Important Dates

| 2010 | |
|-------------------------|--|
| May 20 | ACCESS District Data Correction Window Closes |
| June 15 | Annual District Assessment Coordinator (DAC) Update form and WSAS Confidentiality Agreement due from all districts. |
| September 15 | Braille/Large Print Order Forms Due |
| October 28 | ISES Year End and 3rd Friday of September Count Date due, statewide validation will be performed followed by review and revision period. |
| October 25- November 26 | WSAS Testing Window – WKCE and WAA-SwD. Testing is not to begin prior to the testing window. |

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(AYP Update Continued)

submitted to the Office of Educational Accountability (OEA) by June 25, 2010. Final AYP determinations will be made by July 30, 2010.

The three-year AYP Review Summary for all schools and districts will be finalized and posted in late June. District Assessment Coordinators (DACs) will then have access to AYP reports for the district and associated schools via the WSAS Online Reporting System (ORS) at <https://wsasors.turnleaf.com/> under Private Downloads. DACs should be sure to distribute AYP reports to all schools and appropriate personnel within the district. Care should be taken to avoid indirect disclosure of confidential student information in the detailed report.

Beginning this year, the public release and website summaries available via the Accountability Reports on <http://dpi.wi.gov/oea/acct/aypdata.html> and via Wisconsin's Information Network for Successful Schools (WINSS) will be more specific than in the past. For districts or schools that miss an AYP objective, the subgroups that missed will also be identified. Many districts have asked for this specificity so the public better understands why the district or school has missed AYP.

Schools that miss the same AYP objective for two consecutive years are identified for improvement. District AYP determinations are based on the aggregate of all students at each grade span—elementary, middle, and high school. Districts that miss the same objective at all three grade spans for two consecutive years are identified as in need of improvement. State and federal laws require publication of school and district performance reports and the identification of schools and districts that do not make AYP.

Looking ahead, please note that the AMO criteria for 2010-11 will increase next year to 80.5% proficient in Reading, and 68.5% proficient in Mathematics. To learn more about the criteria and how AYP is calculated, please visit <http://dpi.wi.gov/oea/acct/ayp.html>. Also, the AYP Primer, a basic overview of AYP policy is available for use with your colleagues, school boards, and other interested groups at <http://dpi.wi.gov/esea/pdf/ayprimer.pdf>.

Remember to Update Your DAC Information

On May 17, DACs will receive an email regarding the annual update to DAC contact information and the Wisconsin Student Assessment System (WSAS) Confidentiality Agreement. It is essential that each district complete and return these forms to the Office of Educational Accountability by June 15, 2010, even if the designated DAC remains the same. You can view/print these forms at <http://dpi.wi.gov/oea/dacforms.html>.

The Assessment Accommodations Matrix

Revised assessment accommodation matrices are now available for the 2010-11 school year and can be found at <http://dpi.wi.gov/oea/accommtrx.html>. These documents have been separated into three distinct documents based upon student needs. Although the documents look different, the content within each document remains the same with the addition of a few new accommodations easily identified by the "new" symbol. No accommodations have been removed. Please keep in mind all assessment accommodations for students with disabilities, students on 504 plans, and English language learners (ELL) should be documented and consistent with day-to-day instruction.

- The Assessment Accommodations Matrix for Students with Disabilities is organized into categories of Test Directions, Content Presentation, Response, Setting, and Timing/Scheduling. It provides a list of allowable accommodations for both the WKCE and the WAA-SwD.
- The Assessment Accommodations Matrix for ELLs is organized based upon the linguistic needs of this population into the categories of Direct Linguistic Support in English, Direct Linguistic Support in the Student's Native Language, and Indirect Linguistic Support.
- Allowable Test Practices for ALL Students are general test-taking practices that may be provided to all students who need them including general education students, students with disabilities, and ELLs. For students with disabilities, these test practices must be documented in their IEP or 504 plan in the section for statewide assessment.

An accommodations manual will be available online in Fall 2010. It will provide additional examples and an explanation of each accommodation and test practice found on the above forms. Please contact Kristen Kehoe, kristen.kehoe@dpi.wi.gov or Angela Dugas, angela.dugas@dpi.wi.gov with further questions or comments.

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WSAS Update

The WSAS test window, which includes both the Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD), will be October 25-November 26, 2010. Districts should plan their assessment schedule to complete all testing within these dates.

- All WSAS materials should arrive the week of October 4. The WKCE will be shipped first, followed by the WAA-SwD shipment later that week. All tests should be on site by Friday, October 8.
- WAA-SwD test materials, will NOT be separated by schools, but will be shipped to the DAC in each district. The DAC will sort test books based on each school's needs, and will then send the test materials to individual schools within the district.
- The process to order additional materials for both tests will be open from the time test books are received until the end of the test window. Requests for additional materials will only be accepted from the DAC.

ACCESS for ELLs®

The 2010 ACCESS for ELLs® Score Reports were shipped to the district offices starting on April 27. Districts will have until May 20 to notify MetriTech of any errors in the paper reports that may affect scoring.

For the 2010-11 school year, the Wisconsin Department of Public Instruction will again pay the cost of ACCESS for ELLs® test materials and scoring for all districts, including private schools that choose to participate in Title III. However, the costs to administer the annual ACCESS for ELLs® and any ELP screeners must be paid with district funds.

ELL Professional Development Update

WIDA will be hosting a summer academy for teachers and trainers of teachers of ELLs. The class - *Differentiate to Educate: Building Academic Language for ELLs* will be held in Madison from July 19-22. This is an introductory academy to the WIDA English Language Proficiency (ELP) Standards.

Participants will:

- explore the ELP Standards and learn how to use them as a tool in the classroom;
- learn to differentiate content instruction and assessment of ELLs;
- learn to apply appropriate language level scaffolding techniques for linguistic development; and
- learn how to integrate language and content standards for planning, instruction, and assessment.

For more information, please visit

<http://www.wida.us/ProfessionalDev/SummerAcademy/index.aspx>.

NAEP Updates

2009 National Assessment of Educational Progress (NAEP) Reading results were released March 24. Scores from 2007 to 2009 held steady for Wisconsin fourth and eighth graders. Wisconsin's eighth graders scored above the national average for public school students; fourth graders performed at the national average. Results show achievement gaps remain by race and ethnicity, and the gap between African-American and white students in Wisconsin is among the largest in the nation. In Wisconsin, 4,088 fourth graders and 3,397 eighth graders participated in NAEP. Milwaukee Urban District Assessment (TUDA) Reading 2009 results are expected to be released in late May or early June. Science 2009 results should be released in the fall.

The next NAEP assessment will be late January to early March of 2011. District administrators will be notified in May if any district schools have been sampled to participate in NAEP 2011. Selected schools will receive notification in June, along with overview materials and a specific test date. NAEP 2011 will include assessments in Reading, Mathematics, Computer-Based Writing, and Science. Additionally, the following Pilot Tests and Special Studies will be conducted: Reading, Mathematics, Economics, National Indian Education Study, NAEP-TIMSS (Trends in International Mathematics and Science Study) International Linking Study, Multi-Stage Mathematics Computer-Based Testing Study, and Knowledge and Skills Appropriate (KaSA) Study. Each student in a selected school will participate in one subject area only.

For more information on NAEP, including results and data analysis tools, please visit the Nation's Report Card website at <http://nces.ed.gov/nationsreportcard/>.

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**“How is AYP calculated for my school and district? ”**

Adequate Yearly Progress (AYP) uses the proficiency category results of the statewide summative measures from the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). At least 95% of all students and subgroups must participate in the test. The Reading and Mathematics proficiency rates are converted to an Index, use a confidence interval, and have a “safe harbor” provision for improvement. Graduation or Attendance rates are compared with the annual criteria as well. AYP is not calculated at the classroom or grade levels, but is determined for each school as a whole. District AYP is calculated across three-grade spans (Elementary, Middle, High School). Each year’s AYP reports with school and district AYP information are available from your District Assessment Coordinator, who can download the report from the WI Online Reporting System (ORS).

- For explanations of each section of the report, read the technical details link under *How is AYP reported?* on OEA’s AYP web page: http://dpi.wi.gov/oea/pdf/ayp_explanatory09.pdf.
- You may also access one-year change in scale scores through our Multi-Dimensional Analytic Tool (MDAT), available by contacting your District Security Administrator. For more information about getting access to MDAT (including a list of districts that currently have access to MDAT), visit our Longitudinal Data System (LDS) page: <http://dpi.wi.gov/lgs>.
- In addition to secure reports available through ORS and MDAT, you may find publicly reported summative assessment results on DPI’s WINSS data portal: <http://dpi.wi.gov/sig/index.html>. The **Data Analysis** section presents publicly available data that your school and district has reported to DPI.
- For a complete list of state and federal report card components, select **Performance Reports** (under Data) from the left-hand blue bar on the WINSS homepage.

Remember that the purpose of AYP calculations is for system accountability. These AYP determinations statistically minimize some of the year-to-year variability that may be due to small group size or sampling of test content. The purpose of statewide summative assessments is to provide an annual snapshot of student achievement across Wisconsin. The WKCE and the WAA-SwD are summative assessments used for federal and state accountability and documenting trends over time.

When monitoring your school or classroom performance, it is important that your system also include additional local assessments, such as high quality benchmark and formative strategies, which are designed to inform instruction throughout the school year.

FAQ...Test Results and Materials

- Q. **How long is it recommended to keep WKCE test booklets from previous years?**
There is no specific recommendation regarding this. However, you may need the books from the most recent school year for public access review as well as for professional development.
- Q. **How do I destroy previous years’ administration test materials?**
Districts must securely destroy any copies of the test books retained from previous years that are no longer needed for professional development purposes or for parental review. In the event that the district must destroy materials, a “Confirmation of Destruction” form must be completed and sent to CTB.
- Q. **When a parent calls to find out why their child is at a lower percentile but still proficient, how do you help them understand this?**
There is a handout available at <http://dpi.wi.gov/oea/pdf/assessrslt.pdf> to help you explain these results.

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**Building Assessment Literacy...
Introducing Student Growth Percentiles**

As one of the essential components of a balanced assessment system, we would like to present some key ideas about growth models and their use, and introduce student growth percentiles as a model DPI will use for public and secure reports.

How can student growth be measured?

While **status measures**—which give a snapshot of student achievement and are an essential facet of a statewide system of assessment and accountability—provide an indication of whether students, schools, or districts are meeting expectations, **growth measures** help determine progress. Models for measuring growth may be as simple as gain scores (the difference between this year's score and last year's), or as complex as value added models, which attempt to control for differences in student characteristics.

How should growth measures be used?

Growth measures need to be used purposefully. Districts and states interested in examining growth must first clearly define the intended purpose of growth-based data: accountability, program evaluation, and research may require different measures of growth. These decisions are a necessary precursor to the selection or development of an appropriate growth measure, as each type of measure will excel (or fall short) depending on the underlying purpose and usage.

Introducing Student Growth Percentiles

There are myriad ways to report student growth. Our intention, in deciding upon a measure to provide to all districts, was to find a measure that 1) can be used to show growth for both individual students and groups, such as grades or schools, and 2) is easy to understand and use. We are pleased to announce the inclusion of **Student Growth Percentiles** as one of the informative reports that will be provided through DPI's longitudinal data system. This measure provides information about growth in comparison to students or groups with similar performance histories, allowing users to start answering questions such as "How did this group of students perform compared with similar students? And "How much growth will this student need in order to reach proficiency next year?" A phased implementation process will begin this summer, culminating in the release of an online reporting tool next year.

For more information about student growth percentiles, please visit our growth webpage: <http://dpi.wi.gov/oea/growth.html>.

OEA Contact Information...

Lynette Russell, Director
lynette.russell@dpi.wi.gov

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

Alison Colby, Statistics
alison.colby@dpi.wi.gov

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

Susan Ketchum, Accountability/ AYP
susan.ketchum@dpi.wi.gov

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

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

Erin Faasualie, WAA-SwD/ ELL
erin.faasualie@dpi.wi.gov

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

Nick Stroud, Statistics
nicholas.stroud@dpi.wi.gov

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

Renae Fjeld Accardo, WAA-SwD/ ELL
renae.fjeldaccardo@dpi.wi.gov

Laura Pinsonneault, Data/ LDS
laura.pinsonneault@dpi.wi.gov

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

Kristen Kehoe, WAA-SwD/ ELL
kristen.kehoe@dpi.wi.gov

Grant Sim, Standards Consultant
grant.sim@dpi.wi.gov

Tony Evers, State Superintendent

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