



# PUBLIC INSTRUCTION

## OFFICE OF EDUCATIONAL ACCOUNTABILITY

Newsletter - Issue XI, September 2009

### OEA Updates...

#### 2009 Testing Window and H1N1

The Fall 2009 official testing window for the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) is October 26 – November 27. DPI recommends that schools try to complete the majority of testing within the first two weeks of the window, leaving the remaining time for make-up sessions.

In recognition of possible H1N1 outbreaks this fall, DPI will allow districts to begin testing at any time after test books have arrived in districts. Test books are scheduled to arrive in districts by October 9. If a district chooses to begin testing early, please be aware that student labels may not have arrived yet. A student's name can be written where the label goes, and the label can then be applied later to the student's book. All testing must be completed by November 27 and all test books scheduled for pick-up no later than December 7 so that we can meet our contracted schedule for test book scanning and scoring.

#### Looking to the Future

State Superintendent Tony Evers has announced that the WKCE will be phased out in favor of a new balanced assessment system. The characteristics of the new assessment system will follow recommendations of the Next Generation Assessment Task Force. See <http://dpi.wi.gov/oea/ngatf.html> for information about the task force and their recommendations. New assessments for students in elementary and middle schools will likely be computer-based with multiple opportunities to test during the school year to track student growth. High school tests will provide more information on college and workforce readiness. The WKCE will continue to be administered for at least the next two years. For additional information, see the complete press release at [http://dpi.wi.gov/eis/pdf/dpinr2009\\_20.pdf](http://dpi.wi.gov/eis/pdf/dpinr2009_20.pdf).

#### Reminder to Update WSLs Data

The Department of Public Instruction creates student demographic pre-ID labels for WSAS test booklets. The labels are created using the Wisconsin Student Number Locator System (WSLS) and the Individual Student Enrollment System (ISES) databases and will be shipped to districts before the fall

### OEA Calendar...

#### Important Dates

2009	
September 15	Braille and Large Print edition of WKCE and WAA-SwD orders due
September 25	Pre-Recorded 2009 WSAS pre-test workshop available via Mediasite
September 30, 4:00 PM	Deadline to update ALL WSLs records and ISES "Grade Level Placement" fields for WSAS test labels
October 15	Deadline for schools participating in NAEP to complete the School Data Collection Form
October 30, 4:00 PM	Final day to update WSLs records; ISES Year-End collection closed for data pull for WSAS Pre-ID labels and ELL Exiting Accountability AMAO determinations
November 1	Deadline for schools participating in NAEP to submit their student e-file
November 18, 8:00 AM	Deadline to review and revise all ISES records before lockdown
November 24	Preliminary Notification to districts and consortia missing 2008-09 ELL accountability AMAOs
December 1, 4:00 PM	2008-09 AMAO data error appeal period ends
December 7	Deadline for DACs to arrange for pick up of WSAS test materials
Mid-December	Final 2008-09 ELL Accountability AMAO determinations available
2010	
January 11	Pre-Recorded 2009-10 Record Editing System (RES) training available via Mediasite
January 13-22	Record Editing System Window
Late January	Publication of progress and attainment of English Language Proficiency in WINSS

2009 test window. To make this process as easy as possible during the busy testing window, please do the following:

1. Update ALL WSLs records and ISES "Grade Level Placement" fields before **4:00 PM on September 30, 2009**.
2. Update all WSLs records again before **4:00 PM on October 30, 2009** (review and revision period ends).
3. Verify and lock all ISES records before **8:00 AM on November 18, 2009**.

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**Commercial Products and Workshops Promoting Test Prep**

The Office of Educational Accountability has received a number of phone calls from districts asking about the validity of commercial test prep products or workshops designed to enhance student performance on the WKCE. DPI does not endorse these products or workshops. It is recommended that schools limit the amount of instructional time spent on specific test preparation activities; instead, time is better spent on solid instructional activities that prepare students to demonstrate proficiency on grade level expectations. Suggestions for test preparation are available at the OEA website "DAC Corner" <http://dpi.wi.gov/oea/dacnwltrs.html>.

**Delivery of Testing Materials**

WSAS testing materials will be delivered October 5-9, 2009. WKCE and WAA-SwD materials will be delivered the same week in separate shipments. Boxes containing WAA-SwD materials will be differentiated by a two-inch blue dot on the outside of the package. The DAC is responsible for sorting and distributing all test materials to schools as soon as possible. Be sure to inventory all materials and report any shortages to CTB/McGraw-Hill. Shortage reports should only come from the DAC.

**New District Assessment Coordinators**

Each year, many Wisconsin districts designate a new District Assessment Coordinator, or DAC, who serves as the central point of contact and the coordinator for statewide testing in their district. If you have been designated as the new DAC for your district there are several things that you should do:

- ✓ Complete the "DAC Update Form" located at <http://dpi.wi.gov/oea/daccontact.html>. This form provides us with your email address which is important in receiving timely information related to testing and accountability.
- ✓ Familiarize yourself with OEA's website (located at <http://dpi.wi.gov/oea>), specifically information posted in the DAC Corner. A master calendar of activities is posted under "DAC Responsibilities."
- ✓ Secure access to the Online Reporting System (ORS), which is a secure, password-protected site where you can view Wisconsin Student Assessment System (WSAS) results. If you need assistance (username and/or password), contact Amy Marsman at (608) 264-9546 or [amy.marsman@dpi.wi.gov](mailto:amy.marsman@dpi.wi.gov).

- ✓ After logging onto ORS, check who has an account in your district and whether any of these accounts should be changed or deleted if someone has left the district and no longer requires access.

Welcome to your role as a new DAC. Don't hesitate to contact OEA staff if you have any questions at any time throughout the year. We appreciate all the work you do!

**Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) Update**

Districts will be sent WAA-SwD materials based upon the number of students who took the WAA-SwD last year, rolled forward one grade with no overage. Please be aware that this does not account for students who may be new to your district or for students who did not take the WAA-SwD last year. District Assessment Coordinators should coordinate with the Special Education Director in their district to identify an accurate count of students expected to take the WAA-SwD at each grade level. The DAC should report any shortages of materials to the CTB HelpDesk before the beginning of the test window.

**Reminder:**

- Test administrators for the WAA-SwD need to be trained licensed professionals. Test administrators should review the Mediasite presentation and materials posted at <http://dpi.wi.gov/oea/waa.html> prior to the test window.
- Participation in the WAA-SwD is an IEP team decision using the Participation Checklist available at <http://dpi.wi.gov/oea/waa.html>. Students whose instruction is based on the Extended Grade Band Standards should be taking the WAA-SwD, with or without accommodations. Students whose instruction is based on the Wisconsin Model Academic Standards should be taking the WKCE, with or without accommodations.
- Teachers for students in grades 4, 8, and 10 should download rater forms for Language Arts/Writing and Social Studies. Student performance levels must be reported on the back of the WAA-SwD Answer Document. These forms can be found at <http://dpi.wi.gov/oea/waa.html>.

**NAEP Updates**

Stay tuned for NAEP 2009 Mathematics results! Wisconsin and national results are expected to be released in October.



Schools selected to participate in NAEP 2010 received notification in May. Selected schools will receive an informational packet shortly. Please note the following deadlines, which are explained in the packets:

- As soon as possible, register for MySchool
- October 15, complete the School Data Collection Form
- November 1, complete student list submissions (e-file)

### Students Moving During the Testing Window

The Office of Educational Accountability has created a document outlining how the mobility of students during the testing window impacts participation and accountability. This tool has been designed to assist districts and schools in following the appropriate protocol when students move between districts. This document is available at <http://dpi.wi.gov/oea/pdf/07stdsmov.pdf>.

### The Assessment Accommodations Matrix

To request accommodations that are not listed on the Assessment Accommodations Matrix, use the *Accommodations Request Form* located at <http://dpi.wi.gov/oea/dacforms.html>. This form must be completed and submitted to DPI any time a school or district proposes to use testing accommodations, for any student, that do not appear on the list of DPI-approved accommodations. This list can be found at <http://dpi.wi.gov/oea/pdf/acom09.pdf>.

It is important that schools and districts closely review the Assessment Accommodations Matrix. Schools and districts should monitor the use of accommodations to ensure that those listed on IEPs and 504 plans are consistent with those being provided in the classroom and during testing.

### Assessments for English Language Learners Update

The DPI Office of Educational Accountability has updated and reorganized the Frequently Asked Questions (FAQ) – English Language Learners (ELL) web page. ELL topics that have been expanded or changed include:

- Identifying ELLs – New information has been added to Step 1. *Identifying students who may not be proficient in English*, and Step 2. *Using students' academic history as part of the preliminary evaluation*. For more information refer to the "Identification of Students as English Language Learners (Entry) - ESEA Update Bulletin 7.01" available at [http://dpi.wi.gov/esea/pdf/bul\\_0701.pdf](http://dpi.wi.gov/esea/pdf/bul_0701.pdf).

- Student Mobility During Testing section includes more detailed explanations on how to administer ACCESS for ELLs® for ELL students who move to a different school or out of your district, or who arrive in your district at the end of the testing window.
- Accountability for ELLs & Annual Measurable Achievement Objectives (AMAOs) - Additional questions relating to "How is progress calculated for current ELL students, new students, and for migrant students?" and "How are AMAO 1, 2, and 3 calculated?" have been added to this section.

To review all the changes to the FAQ ELL web page, please visit <http://dpi.wi.gov/oea/fagell.html> to become familiar with the ELL resources it provides.

### Accountability for the Progress and Attainment of English Language Proficiency

Every year DPI evaluates districts on the progress of their English Language Learners (ELLs) in gaining proficiency in English, as required under Title III of NCLB. The evaluations are based on three Annual Measurable Achievement Objectives (AMAOs): making progress toward English proficiency, attaining English proficiency, and meeting adequate yearly progress (AYP target). AMAO evaluations will be available later this winter after the ISES collections are complete.

For an accurate evaluation, the coordinators of Assessment, ELL, and ISES should cooperate to ensure that the ISES year-end collection is completed by the deadlines (see the calendar in this issue). All ELLs should have an English Language Proficiency (ELP) code in ISES. ELP codes are calculated automatically from ACCESS composite scores, but if a student doesn't have a composite score for any reason the district should manually enter an ELP code. It's also important for districts to enter an ELP code of 6 (formerly ELL) in the ISES data collections for all students who were reclassified (see ESEA Information Update Bulletin No. 07.02 for reclassification criteria [http://dpi.wi.gov/esea/pdf/bul\\_0702.pdf](http://dpi.wi.gov/esea/pdf/bul_0702.pdf)) as English language proficient in 2008-09. These students attaining English proficiency are then counted in AMAO 2.

For more details, see the Title III requirements and guidance page at <http://www.dpi.wi.gov/ell/titleiii.html>.



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### "Where can I find the complete 2009-10 Testing Timeline?"

The 2009-10 test timeline, including the test window, the date by when the test materials will be available in the districts, the deadline for registering online for test material pick-up, and other important dates are available on the OEA website at <http://dpi.wi.gov/oea/calendar.html>.

## FAQ...WSAS Test Participation

**Q. How specifically is Full Academic Year (FAY) calculated? We have heard 3rd Friday to 3rd Friday, or 9 months, or an arbitrary date that was selected. What is the official definition?**

An FAY student is one who has been continuously enrolled in a school or district for 9.25 months, not including time that the student is not in school during summer, without a break of more than 30 days. Since schools and districts across the state have different starting and ending dates, the 9.25 months is calculated in ISES. See the "Months in School" and "Months in District" headings at [http://dpi.wi.gov/lbstat/isescalc.html#months\\_in\\_school](http://dpi.wi.gov/lbstat/isescalc.html#months_in_school) for more information.

**Q. Do I need to test a foreign exchange student?**

Yes. You must test all students enrolled. Because the student is probably not a Full Academic Year student, the student counts for AYP only as a test participant and is not calculated into reading and mathematics proficiency rates.

**Q. Where can I find the 2009-10 test administration times?**

The timing for the 2009-10 test administration for all grades is available at <http://dpi.wi.gov/oea/wkce.html> at the bottom of the WKCE web page in the bulleted list.

**Q. When is parent opt-out allowable?**

When a parent or guardian requests that the student be excused from participating in the WKCE, this request must be honored at grades 4, 8, and 10, per Wis. Stats. 118.30 (1r) 2.3. This request may come at anytime during the testing window. While not directly addressed by state statutes, districts may choose to honor parent requests to excuse their child from WKCE testing at grades 3, 5, 6, and 7, or the WAA-SwD at grades 3-8, and 10 at their discretion on an individual basis. All students excused by parent opt-out count as "not tested" students for determining Adequate Yearly Progress (AYP).

**Q. Is our district responsible for testing private school students?**

No. Your district may not test private school students. Every year private schools have the opportunity to purchase the WKCE directly from CTB/McGraw-Hill. Private schools receive Individual Profile Reports (IPRs) for students but do not receive comparative information to public school students. For additional information regarding testing of private schools go to <http://dpi.wi.gov/oea/privatesch.html>.

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

Yes. The district/school is responsible for testing any expelled or suspended student who remains enrolled in the district during the testing window. They should be considered the same as any other student in your school.

**Q. Do I have to test students who participated in the WKCE last year and are still enrolled in the same grade this year?**

Yes. The WKCE must be administered to all students enrolled in grades 3-8 and 10, no matter how many times a particular student has participated in the past. Some students will take the WKCE at the same grade level for consecutive years.

**Q. Are districts expected to test all students with disabilities?**

Yes. State and federal law requires districts and schools to test all students, including students with disabilities. Students with disabilities may take the WKCE with accommodations or may take the WAA-SwD if the student qualifies.

**Q. Is the school or district responsible for testing a home-schooled student if the parent requests that?**

No. You are neither required nor permitted to include home-schooled students in the WKCE, including those enrolled in your district for two or fewer classes per day.



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### Building Assessment Literacy...

#### What Research is DPI Doing About Special Education Assessment?

DPI is participating in two multi-state federal grants aimed at improving achievement for students with disabilities. We expect these grants to help educators improve outcomes for students with disabilities by informing our expectations, instructional practices, IEP planning, and methods of assessment.

One grant is examining the consequential validity of the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). Through a series of educator surveys, DPI will investigate how student, parent, and educator behavior is influenced by this test. To date, 260 special educators and administrators have completed the online survey. More individual educators will be invited to participate in the coming months.

The other grant is focused on students for whom the WAA-SwD is not appropriate, yet who consistently score very low on the Wisconsin Knowledge and Concepts Examination (WKCE). An analysis of the performance of two cohorts of students (one starting in grade 3 and ending in grade 5, the other starting in grade 6 and ending in grade 8) on the WKCE showed that about 5% of students in each cohort performed at the 10th percentile or lower in reading or mathematics every year for the three years examined. Of these students, between 50% and 70% were students with disabilities. Focus group discussions with educators at three locations around the state led educators to reflect on the importance of grade-level expectations for this group of students. DPI plans to conduct cognitive labs to better understand how students in this group respond to questions on the WKCE, to learn whether aspects of the test itself may prevent students from demonstrating their knowledge and skills.



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