

## 25. Standards, Assessment and Accountability

### Overview

Standards, assessment and accountability are major components of ESEA legislation. Since Wisconsin receives Title I funding, the state is subject to the requirements of Title I including the establishment of state standards, statewide assessment and accountability measures that include Adequate Yearly Progress (AYP) and ensuring that all students are taught by highly qualified teachers.

### Standards

Academic standards specify what students should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards.

- Content standards refer to what students should know and be able to do.
- Performance standards tell how students will show that they are meeting a standard.
- Proficiency standards indicate how well students must perform.

*Wisconsin Model Academic Standards*, found at: <http://dpi.wi.gov/standards/index.html>, have been developed collaboratively with educators and content specialists for virtually all academic areas, including the tested areas of reading, language arts, mathematics, science and social studies.

### Assessment

One way for students to demonstrate their progress toward meeting academic standards is through participation in assessments aligned with standards. The Wisconsin Student Assessment System (WSAS) is aligned with Wisconsin's Model Academic Standards (WMAS) in reading, language arts, mathematics, science, social studies. These standards determine the scope of the WSAS, but are broader in content than any single WSAS test.

- Since the mid-1990s, Wisconsin law (WI stats.118.30) has required testing in grades 4, 8 and 10 in reading, language arts, mathematics, science and social studies.
- With the enactment of No Child Left Behind, accountability in reading and mathematics has expanded to cover grades 3, 4, 5, 6, 7, 8 and 10. As a result, the Wisconsin Knowledge and Concepts Examination—Criterion Referenced Test (WKCE-CRT) was developed for both mathematics and reading
- Additional standards-based evidence of student learning is available through district, building and classroom assessments.

The two documents known as the Assessment Frameworks for Mathematics and the Assessment Frameworks for Reading are blueprints that guide test item development.

- They are aligned with the *Wisconsin Model Academic Standards* and give educators and parents information about what is on the test.
- The *Frameworks* are limited in scope and are not intended to be curriculum documents, rather blueprints/guides for test construction.
- The *Assessment Frameworks* can be found at: <http://dpi.wi.gov/oea/assessmt.html>

**Note:** the testing of language arts, science and social studies will continue as mandated by state law at grades 4, 8 and 10. NCLB testing of science begins Fall 2007 and is expected to remain at grades 4, 8 and 10. The Assessment Frameworks for Science is expected to be available late in the 2005-06 school year.

## Accountability

Wisconsin receives and distributes Title I funds, therefore it is subject to the following Title I requirements:

- Implement a statewide accountability system that ensures all students will be proficient or better in reading and mathematics by 2013-14.
- Test all students in reading and mathematics in grades 3, 4, 5, 6, 7, 8, and once in high school by 2005-06. Test students in science at least once in grades 3-5, 6-9, and 11-12.
- Establish goals and benchmarks that all schools/districts must reach each year.
- Measure and report on the progress of all students and subgroups based on racial/ethnic groups and English proficiency, disability, and income status.
- Identify schools/districts that did not make adequate yearly progress (AYP) in reaching state goals and benchmarks for all students or any subgroup for two or more consecutive years.
- Require all teachers teaching “core academic subjects” to be highly qualified. Core academic subjects under ESEA means English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography.
- Develop a state report card with specific reporting elements prescribed in the law.

## How Does AYP Work?

Under ESEA, all Wisconsin school districts and individual schools within each district must meet the state’s four AYP objectives each year. The first two objectives, based on Wisconsin’s WKCE-CRT (Wisconsin Knowledge and Concepts Exam—Criterion Referenced Test) requires that students meet the following escalating set of proficiencies:

<b>Adequate Yearly Progress</b>			
<b><i>Proficient or Advanced</i></b>			
		<b>Reading</b>	<b>Math</b>
Starting Point	2001-02	61.0%	37.0%
	2002-03	61.0%	37.0%
	2003-04	61.0%	37.0%
Intermediate Goal (New tests begin)	2004-05	67.5%	47.5%
	2005-06	67.5%	47.5%
	2006-07	67.5%	47.5%
Intermediate Goal	2007-08	74.0%	58.0%
	2008-09	74.0%	58.0%
	2009-10	74.0%	58.0%
Intermediate Goal	2010-11	80.5%	68.5%
Intermediate Goal	2011-12	87.0%	79.0%
Intermediate Goal	2012-13	93.5%	89.5%
Final Goal	2013-14	100.0%	100.0%

In addition to statewide student testing in reading and mathematics, the other AYP objectives in the annual review expect schools and districts to have:

- 95 percent of their enrolled students participate in statewide reading and mathematics assessments which include Wisconsin Knowledge and Concepts Examinations (WKCE) and Wisconsin Alternate Assessments for Students with Disabilities and Limited-English Proficient students.
- A proficiency index in mathematics of 47.5 percent.
- A proficiency index in reading of 67.5 percent.

- Elementary and middle school attendance rates and high school graduation rate must meet or exceed 80 percent of the statewide average, or show growth from the prior year on these indicators.

The first three AYP objectives apply to all students as well as to subgroups of students. A school not making AYP for two consecutive years in one or more of the listed objectives is identified as a school identified for improvement (SIFI), based on all of the school's tested grades. Similarly, a district is identified for improvement (DIFI) when the district misses one or more AYP objectives for two consecutive years for the same objective in all of the grade spans tested. District grade spans are grades (3-5), (6-8) and (9-12) for Reading and Mathematics, and (K-5), (6-8) and (9-12) for the other academic indicators.

### **Levels of Accountability**

The Department of Public Instruction reviews all schools and districts annually to determine their progress toward the state's four AYP objectives. Although only schools receiving Title I funding are subject to ESEA sanctions, all schools identified for improvement will have access to consultation and technical assistance to improve student achievement. Schools receiving Title I funds are subject to sanctions that range from providing school choice and supplemental services to restructuring of the school. For more information see Section 20 of this handbook and DPI website: <http://dpi.wi.gov/oea/accounty.html>