

Name of Meeting	Accessibility, Accommodations and Equity Subcommittee
Date	8/8/18
Time	1:00pm-2:30pm
Attendees	<p>SEAs: Linda Moreno (VT), Drew Linkon (MO), Kirsi Laine (NM), Mindy Roden (CO)</p> <p>WIDA: Sarah Ryan, Laurene Christensen, Kristen Burton, Narek, Kris Stewart</p>
Note Taker	Jessica Davis

Subcommittee Update
Update: Ilhye will need to step down as SEA Lead. Subcommittee is looking for a new SEA Lead. SEA Lead helps plan subcommittee meeting and assists with facilitating subcommittee meetings. Ilhye will remain as a subcommittee member.
Topic # 1: Unified English Braille Grades 6-8, 9-12
<p>Information Shared:</p> <ul style="list-style-type: none"> • We have been transitioning from EBAE to UEB over the past few years. • In the past, for science and math information we always used EBAE with Nemeth as it was pretty much the standard. • When the Braille Authority of North American (BANA) chose to adopt UEB, they did not select a math and science code to go along with it, as EBAE had with Nemeth. • You can use UEB with Nemeth, or you can use UEB math. Both are correct but are very different in braille. • WIDA has been slowly adding one new UEB form each year to ease the cost of the transition. • This year (2018-19), WIDA will be incorporating grades 6-8 • Next year (2019-20), WIDA will finalize the transition with grades 9-12. • Grades 1-5 use Math Literary Code. <ul style="list-style-type: none"> ○ Ex. “divided by” instead of “÷” ○ Grades 6-8 and 9-12 have some algebra and formulas that do not lend themselves to such a compromise. More technically focused on the content areas.
<p>Discussion Questions</p> <p>Should WIDA use <i>UEB with Nemeth</i> or <i>UEB with UEB math</i> in grades 6-12 (6-8 this year, 9-12 next year)?</p> <ul style="list-style-type: none"> • VT-We kept Nemeth. More important to have older students familiar with it, keep it. Contacted school of blind for guidance. Eventually, older students will graduate, so will be UEB from that point on. • Kristen-We are transitioning to UEB. However, we need to decide to use UEB with Nemeth or UEB math. All forms will be UEB. • VT-We did Nemeth. The student chooses. Not sure if it is predominately Nemeth or math. Can get numbers. State policy is to use both until we get green light to discontinue Nemeth. • CO-Currently offer UEB with Nemeth. More kids will need UEB straight code in the future. • NM-Unsure, need to find out. Will get back to subcommittee in a few days. • APH will be doing the Brailleing. • CO-Reach out to Rachel Kachchaf to see when they are phasing out.

- Laurene-Preference for UEB with Nemeth at this time. That is where WIDA is leaning. Want to make sure we have our bases covered since we have to go with one of these 2 options.
- Kristen-Will let committee know our decision, but sounds like Nemeth is more commonly used with our students.

Action Items/Recommendations:

- WIDA will inform subcommittee members the decision of using UEB Nemeth for grades 6-12.
 - Target Date: 8/22/19
 - Responsible Party: Erin will report on SEA Quarterly the decision

Topic # 2: Research Subcommittee

Information Shared:

- Narek and Sarah are content leads for Research subcommittee.
- 1 year ago, Research subcommittee was interested in understanding what we know about LTELs across the consortium.
- Who are LTELs? What is the size of the population? What are their characteristics?
- LTEL terminology is used, but we acknowledge limitations. Creating labels can have a deficit orientation. Term is recognized in policy.
- Identified 15 states with enough data. Looking at K-2 cohort of students. What percentage of students have not yet made a CPL of 4.5 or higher?
- Subcommittee wanted to understand variability across states.
- 167,000 students at start of study.
- Range of 2%-24% of students remained ELs.
- Even categorized by exit criteria, still see variability.
- In addition to looking at potential LTELs, also calculate percentages for students who were potentially proficient (higher than 4.5) and also dropped students (students disappeared from data set).
- Can't compare LTEL proportions across states without also considering dropped students.
- Ever IEP group contains students who ever had an IEP between 2009-2016.
- ELs who had an IEP at some point between 2009-2016 appear much more likely to be identified as potential LTELs. Large overlap between potential LTEL and IEP group.
- Potential for synergy across several subcommittees. National Policy has been thinking about entry/exit criteria.
- Struggle to distinguish between a disability and a language issue. Very disproportionate relationship between IEPs and potential LTELs. Need to better document services that ELs with disabilities are receiving.
- Hope to find ways for AAE and Research to interact on this topic.
- LTEL report will be available in the next month on the new WIDA website.
- Subcommittee members can e-mail Sarah or Narek with questions.

Topic # 3: Peer Review Process

Information Shared:

- VT did not attend peer review meeting.
- NM-Assessment director and Kirsi attended.
- CO-Heather and Will attended.
- 2-day meeting. Many sessions on alternate assessment and standards.
- Conversations around validity and construct.

Peer Review Process

- Department released new guidance in June.
- June 2017-WIDA drafts response to critical elements common to all WIDA assessments. Will work with department to come up with a timeline that meets everyone’s needs. March is an ambitious deadline.
- Subcommittee review
 - 1-Standards
 - 2-ADI
 - 3&4-Psychometrics
 - 5-AAE
 - 6-ADI
- All state review-WIDA hosts a meeting and open comment period
- SEA Collaboration-WIDA hosts forum for SEAs to share peer review evidence and response for SEA specific response.
- WIDA finalizes submission in May 2019. WIDA or Lead SEA submits response to USDE.
- Will ask for subcommittee feedback around technical documentation around critical element #5.
- WIDA will release a statement regarding guidance and timeline.

Discussion Questions

What questions do you have regarding peer review process?

- Laurene-All of meetings in DC were video recorded. Will soon be available on USDE website.
- NM-Peer review does not include screening assessment. It is for Alt., ACCESS, and Kindergarten
- Kristen-Critical element 3 does include a piece about screening. Correct, Screener does not need to be included in all critical elements.
- Kristen-You can expect a lot more communication from WIDA around the topic of peer review. WIDA will bounce ideas off of AAE subcommittee.

Topic # 4: SEA-Specific Accessibility Document

Information Shared:

- Mira developed this document. Laurene and Drew customized to meet state needs.
- Kristen-Edited to make generic. Any state can take tool and plug in state-specific guidance. Document refers to specific sections in the supplement that references state policy.
- Document is posted on the SEA Secure Portal>Secure Documents>Accessibility tab. Will be announced in WW.
- Ilhye, Kristen and Kris developed a survey around specific policies and framework. Survey will be distributed in today’s WW.

Discussion Questions

- MO-Did name change not happen?
- Kristen-Not for this year. Still on the to-do list for next year. This document is referenced in other ancillary materials, so it is difficult to make a quick change.

Topic # 5: Alternate ACCESS update

Information Shared:

- Tentatively working on a plan for updating Alternate ACCESS. A screener is on the plan as well as a plan to look at data and learn from it.
- WIDA is waiting for ALTELLA project to conclude. It will come to an end on 9/30. Will have more updates then.

- ALTELLA had a goal of 100 observations/interviews. Currently have 91 observations, 96 interviews. Some cases had multiple educators in same room.
- ICQ survey goal is 1500 students. Working on survey report.
- ICQ and ALTELLA reports will be released in WW.
- Once reports are finalized, will begin work on updating Alternate ACCESS.
- If you have any questions or ideas, please e-mail Laurene.

Topic #6: 2018-19 Subcommittee Items**Discussion:**

What topics would you like to see the subcommittee work on during 2018-19?

- VT-Identifying students in lower grades/early childhood. In VT, students are not labeled as significantly cognitively impaired until grade 3. Not sure what questions to ask, but it feels awkward to not address this issue.
- Laurene-Yes, this is an excellent thing to consider in regards to Alternate ACCESS. Interest at a national level in alternate ELP participation criteria. When looking at plans for updates, we need a screener. When thinking about the screener, the issue with lower grades is critical. Not sure we can do work right now, but need to bring this to future discussions.
- NM-Grappled with this issue as well. If a student is significant cognitive disabled, how do we know if they are an EL? Could have a home language survey and checklist. This is a difficult topic and a small percentage of students, but they are our most vulnerable students.
- Lauerene-We learned a lot about identification of students. Many states are relying on home language survey. In most cases, if a student's family uses another language at home, they will be identified as an EL.