# WIDA Meeting Notes

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| **Name of Meeting** | Executive Committee Meeting Day 1 |
| **Date** | 11/14/18 |
| **Time** | 8:30am-4:30pm CT |
| **Attendees** | SEAs: Jan Lanier (TN), Ann-Michelle Neal (UT), Tracy Montez Linder (MN), Alexis Glick (MA), Nadra Shami (LEA), Ken Bond (NJ), Jesse Roberts (WI), Drew Linkon (MO), Sam Aguirre (IL), Kirsi Laine (NM), Chane Eplin (FL)<br><br>WIDA: Jonathan Gibson, Kristen Burton, Kris Stewart, Maureen Keithley, Erin Arango-Escalante, Gary Cook, Elizabeth Cranley, Andrea Cammilleri<br><br>CAL: Dorry Kenyon<br><br>DRC: Karen Jans |
| **Note Taker** | Jessica Davis |

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| **Topic # 1**:  LEA Advisory Committee |
| **Information Shared**: |

- Nadra Shami-2018-19 EC representative
- 8 members, 2-year term, staggered term
- If state declines, state rolls to bottom of the list and next state on the list joins the committee.
- Self-nomination process, WIDA makes the final decision
- Win-win committee. LEA advisory committee learns from WIDA, and WIDA gains insight from committee.
- Purpose:
    - Provide WIDA with input, ideas and feedback
    - Understand WIDA initiatives, activities, and output to represent WIDA
    - Share the collective voice of educators
- Suggestions:
    - Timeline for releasing new initiatives – before end of school year
        - Most planning takes place in May/June.
        - Example: website release
    - New website feedback – pros & considerations
        - Clarity, formatting. Like member/state information upfront. Streamlined.
        - Difficult to navigate between public and secure site.
        - A lot of pages to navigate with new search functionality compared to 1 page Download Library.
    - Decline in Speaking scores – additional LEA support needed
        - Would be helpful to have a webinar accessible for all member states.
- Quarterly virtual meetings
- June F2F meeting

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| **Topic # 2**: Research Subcommittee |

**Information Shared**:

LTEL Report presentation and publication
- The LTEL report is now on the new WIDA website!
  - https://wida.wisc.edu/sites/default/files/resource/WIDA-Report-Long-Term-English-Learner-Population.pdf
- Sarah and Narek presented the findings at the Midwest Association of Language Testers (MwAlt) conference in Madison in September, and were invited to submit an article for the special edition of Language Testing Journal.
- Scheduled to present findings at the annual AERA conference in Toronto in April. Section on using data to inform policy.
- Prepared a brief on the LTEL research
  - 2-3 RSC members to review and provide feedback
- The brief will be posted on the WIDA website

Survey with 4 choices for study follow-up
- 13 total responses (out of 18)
- Option 2: Exploring EL/LTEL/Never EL growth trajectories
- LTEL issue is often a time-based issue, but it is more complex than that. Do we see trajectories starting to diverge at a certain point? Looking at content development, do we see trends on diverging trajectories?
- Consortium has opportunity to contribute to national conversation of LTELs. Pockets of research in only a few states.
- WIDA Research asked if RSC member states if they would be able to share data to address the specified research priorities
  - Yes - 7
  - Maybe – 6
- Research team is in the process of reaching out to "yes" states to begin the data sharing process.
- Researchers never work with PII.
- LEA: If students left during period of time, are they still IDed as LTEL?
- Sarah: 3 subgroups: potential LTELs, potentially proficient, dropped.
- A few hypotheses about dropped students. Data warehouse has an algorithm of matching student if moves within the state. We could be losing students if they move across state boundaries or nationally. If they move within the state, they may not be IDed as ELs.
- Nadra: If student left and came back, would they be included in the data set?
- Sarah: Only if they are assigned the same ID number. Plenty of cases where students do not have 6 consecutive years of data.
- Gary-Percentile growth calculated in dashboard. Suspended due to standards setting. Coming back this year.
- UT-Can SGPs be applied across the years? Yes.

LIEP Conversation
- Does your state define the LIEP categories for all districts in the state (i.e., all districts use the same set of LIEP categories)?
  - *The majority of states set the LIEP categories for all districts in the state. This means that at least on paper LIEP types should be consistent across districts.*

- In your opinion, how reflective is the LIEP category reported for a student by the school/district of the of the English language program services s/he receives in the classroom?
  - *The most common response was that reported LIEP categories are "somewhat" reflective of the English language program services provided in the classroom.*
- How many times have the LIEP categories in your state changed in the last five years?
  - *LIEP categories in the state seem to be consistent across time.*
- How frequently, from your perspective, do ELs switch between LIEPs within a school?
  - *It seems like ELs generally don't switch between program types.*

EL/LTEL growth trajectories in ELP and Content Acquisition
- RQs aimed at a more detailed descriptive look at the LTEL population and subgroups, focusing on nuances/complexities of this identification/label, for example:
  - Do "dropped" students actually leave the state, or remain in the state and yet do not have reported ELP assessment data?
  - What % of LTELs in each cohort meet reclassification criteria in one or more domains in a given year or within the period of two subsequent years?
  - What % of LTELs score at basic and at proficient on state content assessments?
  - What % of the cohort would be identified as LTELs under differing reclassification criteria?
- RQs aimed at examining language and content development trajectories
  - How do growth trajectories differ among LTELs, ever ELs, and (for content) never ELs?
  - After how many years (When), for which language/content domains (Where), and which EL/LTEL subgroups (for Whom) do we see more substantial "plateauing?"

**Discussion Questions**
Purpose of WIDA Research
- WIDA is a research organization. Not just about the assessment. Research WIDA does needs to be for everybody.
- Is there a shared consensus among EC on the purpose of WIDA Research?
- UT-Like that sensitive topics are left up to SEA to disseminate. Thankful that some info can go out in MM.

Sharing of Research
- Historical practice
- Current practice

Questions about LTEL study?
- MO-If we conducted the study again, results would be different, more members. Greater emphasis on accessibility and accommodations now. No Alt. ACCESS at that time. Wonder how different the results would be. Have there been thoughts in doing this again?
- Sarah-ACCESS only, not Alt. ACCESS. 45% of students IDed as potential LTELs were also students who had or continued to have an IEP. Looking at Looking at LTEL population, have to look retrospectively. Would have to think about dealing with Standards setting if repeated study.
- UT-Have you considered looking at students in different cohorts?
- Sarah-It's possible. For now, focusing on K-2 cohort. Students who arrive later are another subgroup.
- UT-Based on own analysis, trajectory is dismal for students entering later.

LIEP
- WI-Would be helpful for feds to adopt WIDA's LIEP categories.

**Topic # 3:** PL Subcommittee

**Information Shared**:

Choice 1: Choose to spend 50% of PLUs and everyone in your state with a log in can have access.
- Self-paced learning:
    - Foundational Concepts eWorkshop
    - Doing & Talking STEM eWorkshop
    - Using WIDA Writing Rubric eWorkshop
    - Leading for Equity eWorkshop

Choice 2: Choose to spend 50% of PLUs on a combination of efacilitated and blended learning offerings. Each offering has a participant maximum.
- eFacilitated Learning
    - Cultivating Practices eWorkshop
    - Cultivating Practices for FLA  eWorkshop
    - Collaboration eWorkshop
- Blended Learning
    - Scaffolding Learning through Language  Extension
    - Classroom Action Research for Equity Learning Extension
- F2F Learning
    - Standards & Instruction Suite
    - Assessment Suite

eLearning Pilot
- Pilot states: MN, NC, NH, OK, and UT
    - OK is a Pilot state and also part of  the PL subcommittee
- Purposes of the Pilot
    - Testing the content
    - Testing technology (Canvas learning management system (LMS))
    - Preparing for full implementation next school year

Something Learned
- Subcommittee members have joined calls (1-on-1 and group calls)
- Pilot state enthusiasm and high interest from LEAs
- Pilot is now extended through August 2019
- Extend teacher enrollment deadline at least to October
- WIDA enrollment process created some delays
    - Teachers could sign themselves up?
- Accountability
    - Course completion is an issue in self-paced learning
    - District lead or facilitator could support completion
- How often will there be new materials in the eLearning package?

Something Fabulous
- Amazing materials for capacity building/educators' interest, perceived as high-quality
- OK tracked 2,300 clicks of interest for eWorkshops

- Appealing to new teachers working with English learners (ELs)
- Positive feedback specifically about the STEM module
- 49 educators in the Pilot states have completed courses (as of early November)
- In OK, one district mandated eWorkshops for all its staff
- UT is using the hours of completion for teacher re-certification
- "More bang for the buck" messaging benefits eLearning
- Pilot calls have been awesome

Some suggestions for more supports
- General information on courses and what they offer
- Detailed flyers with descriptions (what is module for, what will I learn?)
- Timelines
- Sample scheduling for the 14 eWorkshop hours
- Checklists
- Canvas user guide and/or walk-through webinar
- PDF in the Secure Portal on account creation
- FAQ

District Learning Coordinators
- District Learning Coordinators (DLC) role has been assigned to Title III Directors, Alternative Language Services Directors, Assessment Directors etc.
- In small LEAs assigning a DLC can be a burden on already thinly-stretched staff who wear many hats.
- Perhaps allow SEA to take role of DLC in small LEAs?
- Due to staff changes at beginning of the year keeping the list updated is challenging.
- Should be a living document?
- Will be discussing DLC role further on Day 2. Is there a way to alleviate the need for a DLC, perhaps through account creation in the portal?
- Need to connect DLC role to other roles within the LEA.

ICMEE Pilot
- Subcommittee previewed a few ICMEE Modules in early August and offered input.
- ICMEE Pilot purposes
  - Review content and e-facilitation
  - Ensure alignment with WIDA's mission
- February through May 2019 (12 weeks, 25 hours)
- Three topics:
  - Home Languages in the Classroom
  - Reading Supports for Multilingual Learners (MLs)
  - Grouping Strategies for ML Classrooms
- ICMEE modules will be offered through the e-facilitation bucket in WIDA's PL offerings.

PL Subcommittee Plan
- Keep learning from eLearning Pilot group calls and one-on-one state calls
- Analyze data when this is available from Pilot States (projected timeline: March)
- Develop a list of questions for an FAQ to assist states with eLearning rollout

- Preview Pilot Report prior to Board Meeting
- 7 of PL subcommittee SEAs are participating in the ICMEE e-facilitation Pilot
  - Pre- and post-survey data informs WIDA and the University of Nebraska-Lincoln (UNL).

2018-19 Meeting Agenda
- August 6, 2018
- November 6, 2018
- January 14, 2019
- March 18, 2019
- June 3, 2019 Board Meeting
- Tentative additional call in February

*If you don't like something change it; if you can't change it, change the way you think about it.*

**Discussion Questions**
- Do we know when teachers engage in eLearning (what time of day)?
- Tracking the teachers that engage, but not tracking the hours. Number of hours that at teacher is logged in is not indicative of time actually spent on the course.
- Survey at the end indicated completion of the course. One question is how many hours did you spend on course?
- LEAs in LEA rep's district compensated for seat time.
- Jonathan-SEAs are struggling with the desire to provide in-service credit. Cannot take actual number of hours spent, but can use posted number of hours for course. Problematic: New teachers may spend longer than teachers who are well-versed in content.
- Erin-Team is actively engaged in looking at reporting for eLearning. Taking feedback and questions into consideration.
- NJ-Helpful to see number of clicks and days that the content was accessed in Canvas.
- Erin-Question: How do we determine the level of engagement? Looking at what ability we have in the system.
- IL-Subcommittee should consider going beyond the pilot states. All states are unique. Bring preliminary data to the rest of the Consortium; then, survey all states.
- LEA-Seems like a lot of work to track.
- Jonathan-Some states want individualized opportunities to ask questions about the course.
- NM-June is too late to receive information for rollout.
- NJ-Reporting requirements (who was trained, what training looked like) for CSPR. SEA-specific questions is important. Usually this info is gathered on PD sign-in sheets.
- TN-States have requirements as what can be counted as PD.
- Jonathan-Difference between who logged in and who actually completed.
- Jonathan-WIDA's PD team has been very responsive to feedback.
- NM-Rural districts do not have the funds to bring in PD. eLearning presents PD to folks who would not otherwise have the opportunity to participate.
- Erin-Does everyone understand the difference between ICMEE pilot and eLearning pilot? In Sept. 2019, ICMEE modules will be part of full implementation.
- NJ-Is there a limit on the number of participants?
- Jonathan-eLearning-no. ICMEE-yes.

- ICMEE is part of National PD grant. Modules are coming to WIDA, and WIDA is able to disseminate via the eLearning system.
- Jonathan-WIDA is fitting ICMEE modules into WIDA context/system.
- MO-When states use PLUs to purchase eLearning, how long is it good for?
- NM-Good for the year.
- MO-Repurchase self-paced each year?
- MO has 14 PLUs. At least half must be used for eLearning. Cap at 20 PLUs.
- eLearning does not run on the fiscal year cycle. Self-paced learning may change/grow from year to year.
- MO-Can WIDA come up with a price, separate from PLUs, that a state can purchase beyond PLUs?
- Erin-Yes, this is in the works. Price will be based on size of state.
- MO-If state "renews" subscription, will accounts rollover?
- Erin-Yes. Likely open from Sept-August. Self-paced learning is most bang for your buck. Reaches most educators.
- Maureen-Many states are in session beginning in August. Will WIDA PL consider when the door should open to accommodate early-start schools?
- Erin-We are still thinking this through. Must be one start time for all states.
- UT-Can begin account creation process prior to the Sept. 1 opening. Build awareness and prepare prior to the start.
- Erin-Need to begin account creation in spring.
- WI-Need to rethink turning off accounts. Users may need access to their certificates.
- UT-How can content teachers gain access to eLearning?
- NM-Would all account holders receive MM? Question: how can SEA reach all teachers?
- NM-ICMEE pilot states (eFacilitated) are required to attend webinars.
- Maureen-What does recertification look like for pilot states?
- UT-Teachers send certificate of completion, SEA manually enters info into system. They receive hours for the posted estimates. Relying on end of course completion survey.
- Jonathan-The opportunity for SEA-specific questions in the end-of-course survey is important.

| **Topic # 4:** National Policy Subcommittee |
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**Information Shared**:

USED Letter
- Subcommittee drafted a letter to USED on November 1
- Letter to Deputy Secretary Mitchell Zais
- Secretary Betsy DeVos (carbon copied)
- Assistant Deputy Secretary Jose Viana (carbon copied)
- NPS asked for a response to our questions and concerns
- NPS has an expectation of a response from USED
- Letter focused on three areas:
  - The proposed moving the Office of English Language Acquisition (OELA) to the Office of Elementary and Secondary Education (OESE)
  - The proposed merger of the Department of Education with the Department of Labor
  - Title III and Migrant Education Funding

Screening Process
- Area of future focus on a screening process for ELs with disabilities

- NPS would like to work closely with the AAE Subcommittee:
  - Developing a best-practices screening process
  - Providing guidance based on ALTELLA results
- Conversations yielded
  - All potential ELs must be screened before being labeled EL.
  - There is currently no EL screening instruments that factor in disabilities.
  - Potential ELs with visual and auditory deficits, take the WIDA Screener omitting some domain, there is not an accepted scoring practice.

NPS ID/Placement & Exit Criteria
- NPS has created a document with ID/Placement and Exit information
  - Document needs to be updated
  - Document needs to be revised annually
  - SRS would update information
  - Housed on the Secure Portal
  - Possibility that information from document is incorporated onto current ID/Placement document

**Discussion Questions**
EC Recommendations/Guidance
- Joint effort in working with AAE on developing a process and guidance
- Ask SEAs to verify ID/Placement and Exit Criteria
  - House document in the Secure Portal
- Draft a list of questions to the Office of State of Support regarding technical assistance
- Are there topics that the EC believes the NPS should address? If so, send to Jan.

Questions/Discussion:
- Gary-Starting to look at redoing Alt. ACCESS. Treat it more like a clinical assessment.
- NJ-Interested to see how this interfaces with programming. How to match services related to language acquisition to the needs of the student.
- MN-ADI committee would like to collaborate with NP in addition to AAE.
- Combined Federal Programs meeting coming up. Jan will be attending.
- Gary-Need to remind the department that we need to have this information. Researchers may have information to add to conversation.

**Topic # 5:** Standards Subcommittee

**Information Shared**:
Instructional Framework
- In final stages.
- How do pieces fit together?

- Instruction piece covered well, need something to cover assessment.
- Peer Review happening, contributed to decision to delay IF.

Decision #1: Delay publication of Instructional Framework
- Primary audience: Teachers
- Emphasizes purposes for language use through the 4 language practices
- Aligns to emerging pedagogical shifts, particularly science and math
  o Focus on concepts and skills development
  o Inquiry based
  o Co-construction of knowledge
  o Explicit attention to equity of opportunity to learn
- Will benefit from implementation tools and resources
- Without tools/resources to unpack the framework, not useful. Need to release with tools/resources.

Decision #2: Revise Standards Framework (matrices)
- Primary audience: Policy-makers, administrators and assessment makers
- Emphasis on levels of language development and domains
- Draw from Instructional Framework innovations
- Initial purpose of the "Standards Refresh" was to streamline and simplify.
- Revising Standards Framework will allow us to retire old pieces.
- Pieces of system need to match, but need to have specific audiences.
- Revision will help clarify the purpose/audience for each document.
- Timeline: 1 year-18 months. Thinking through what resources will be developed and how subcommittees and SEAs will be involved.

**Discussion Questions**
Guiding Principles
- UT-Too much jargon. Would like to see this in more teacher-accessible way.
- MO-What is target audience?
- UT-Even parent-accessible.
- NJ-What would you think about having a parent version? Good to push teachers and practitioners back to the research while also making it accessible.
- WI-Even parent friendly, not sure what a parent would do with this. What is WIDA, what should I do with this? How could you take these concepts to pull them down to actionable level below the SEA level.

- TN-Use simplified pieces of Essential Actions. Doesn't need to look the same as this version.
- NM-Question: How do districts work with parents?
- WI-Include "what does this look like in the classroom?" vignette.
- NJ-Simplified version, plus vignettes.
- Elizabeth-Interesting to think about this document as a tool itself.
- Andrea-These are used more than we thought. Used as an advocacy tool and in PL to introduce the standards. Used in higher ed. For preservice teachers.
- Erin-There may be recommendations that need to be brought from the EC back to the subcommittee. Need to revisit the decision-making graphic.
- Jonathan-Are we talking about an accessible version or resources that make this document more accessible?
- NJ-Perhaps a 2-pager, current version plus a parent-friendly version.
- NM-Remains the Guiding Principles, not another tool.
- Andrea-Perhaps a graphic novel or cartoon-type description of each. Is this a direction we should go?
- FL-These are principles. Not against the idea of making them accessible, just not sure how we would do this in one more page. Could we simply provide examples? Not a parent-friendly version, just examples.
- NJ-Good point. All of our resources unpack these statements. So do we need to unpack them in a summary?
- WI-That assumes someone can engage with the statement. There is a subset of population that is unable to engage with this language.
- UT-Not in the zone of proximal development.
- NJ-Agree with Chane's point, difficult to do in 1-pager.
- FL-Provide example "relatable" links.
- NJ-Perhaps also reference the WIDA system (Can-Do Descriptors, Amplification doc, MPIs, etc.)
- TN-Is this what the Standards subcommittee needs to be doing? SEAs may communicate this differently to their educators.
- NJ-Maybe CCS takes this on to communicate this.
- WI-Have you gotten feedback from educators?
- Erin-Is there a strict timeline?
- NJ-Yes. Work is driven by Guiding Principles.
- NJ-This shouldn't be the first thing people are seeing who are new to the WIDA system. Not an entry point.
- Elizabeth-Perhaps simply written Consortium value statements drawn from the Guiding Principles?
- Andrea-Does the Can-Do Philosophy accomplish this?
- NM-Teachers and parents don't care about the Can-Do Philosophy. Parent-what is teacher doing for my child? Teacher-what can I do in my classroom for the student? Need real-life application.
- Jonathan-Link to other places and resources.
- IL-Resources need to be reframed so everything aligns.
- Recommendation: Keep 1 page document as-is. Send to LEA Advisory Committee to determine next steps.
- Maureen-Look at Cornerstone and Guiding Principles side-by-side.

- IL-They are what they are. Not sure the Guiding Principles need to be broken down. How prescriptive do we want to be?
- NJ-Talk about new uses for Guiding Principles. How can we reposition them?
- WI-There is a danger in allowing trainers to unpack these differently. Some value in having a Consortium unpacking, ensure the message is consistent.
- MO-What does this mean? How should they be used?
- Elizabeth-As we develop tools/resources to unpack IF, Guiding Principles will become more evident.

Initial reaction of delaying IF and revising Standards Framework?
- NM-Will you keep MPI? Brings home the concept of differentiation.
- MN-What did Standards subcommittee say about decisions?
- NJ-Standards subcommittee is aware of decisions, they were made based on their feedback. However, Standards subcommittee has not provided feedback, yet (due to timeline).
- NJ-Feel that the subcommittee would support these decisions. Have been concerns about how pieces fit together. These decisions solve that issue.
- Andrea-Memo was sent to Standards subcommittee members yesterday.
- Erin-WIDA has made this decision. Decision was based on feedback, but did not go through typical process of subcommittee>EC>WIDA.
- MO-What is the effect on Peer Review?
- Elizabeth-This coming Peer Review, nothing.
- Will there be pieces for students with significant cognitive disabilities? Yes.
- Think about timing, prior to developing new Alt. assessment.
- WI-Are these new standards?
- Andrea-It depends on how your state thinks about standards?
- WI-Think about how states will adopt standards. A lot of states in tough position, they may be forced to readopt the standards.
- Nadra-A lot of questions about wat this will look like.
- FL-Some of the greatest things about WIDA is the longevity. Why are we getting rid of or changing things if folks are excited about it?
- NJ-This is the piece that was most frustrating to me, weakness of system.
- FL-So this would not remove the work of the past? Enhance it? Revise means more than enhance. Hear a lot about Can-Dos, but nothing about the MPIs.
- NM-Can't open current Standards booklet and know what to do. Don't want to lose valuable pieces.
- FL-Thank you for all of this work. It is difficult work. Like the idea of keeping the standards the same, but changing the work around it.
- Erin-Some states consider the 5 standards as their standards. Others consider the Standards Framework as their standards.
- NJ-Standards are the same, the representation of the standards are the same.
- Gary-The way we use the term "standards" is not right. Like the idea of providing guidance for policy makers.
- Ken-Statement: If you have adopted the WIDA standards, there have not been changes.
- FL-We would rather not broadcast membership of national consortium, local-control state.
- Perhaps this could be handed off to the National Policy subcommittee.
- Kristen-ELD standards-what (not changing). Changing the how.

- Gary-You can argue that we are consolidating the view of what academic language proficiency looks like.
- Andrea-Will continue to loop in Assessment subcommittees. Rewriting Standards matrices is not an idea of rethinking how we assess. Goal is to minimally and incrementally bring new thinking into test development.
- MN-The direction you are headed is positive, need to move forward. Effects the students every day.

**Next Steps/Action Items**:
- Thumbs-up: EC is in agreement of the content of the Guiding Principles document.
- Include research citations in WIDA Guiding Principles document.
  - o Target Date: 2019-20
  - o Responsible Party: Standards team
- Recommendation: Keep 1 page Guiding Principles as is. CCS and LEA Advisory Committee will think about repurposing the document.
  - o Target Date: 2019-20
  - o Responsible Party: Standards team
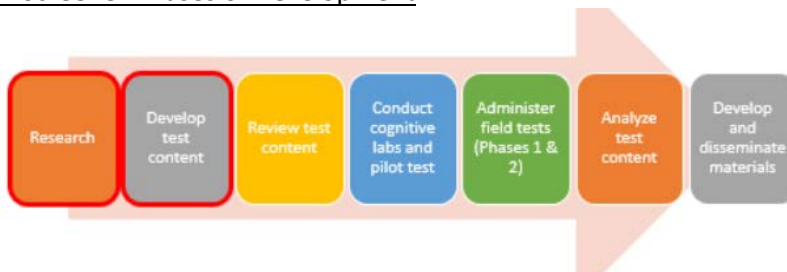
**Topic # 6:** ADI Subcommittee

**Information Shared**:

Data Export for Online Screener



- Currently in the last phase, finalizing requirements.
- WIDA/DRC will find a date for implementation.

K Screener Phases of Development



- Currently in Research phase.

New Item Types and Tasks for the K Screener
- Total Physical Response (baby elephant)
- Response by drawing
- Concept of print

Target Populations for K Screener
- ADI subcommittee recommends: incoming K students (late July-fall of K) and K students (Dec.-April)

Stopping Rules
- ADI recommends 2 stopping points in each domain. 1 after PL1 and PL2 and one after PL3 and PL4

Max Time Limits
- Subcommittee recommends approximately 30 minutes total. Understand that results must be reliable. For the sake of students and TAs, would like to stick to 30 minutes.

Screener Tech Brief (paper and online)
- Data from 2017 administration
- Online Screener Finding: R/W domains are more challenging for incoming 1st graders than anticipated.
- Recommendations:
  o Use Overall Composite for decision-making.
  o Use Oral Composite if additional data point if needed for identification.
- Next steps:
  o Discuss test design of screener w/ CAL

Key Changes Based on Embedded Field Testing
- How do we communicate changes?
- ADI recommends including in the What's New Infographic and the TAMs.

**Discussion Questions**
- FL-Would student stop if it is clear that they are an EL after one domain?
- MN-Stopping rules will be in all 4 domains.
- WI-Will we continue to assess only Oral in K?
- MO-Developed a screening checklist. Allow districts to bypass screening process based on checklist. This is for newcomer students only.
- Gary-Screener is not part of peer review. Concern is about under-identifying, not over-identifying.

Screener Technical Brief
- MN-SEA gets to decide policy.
- WI-How many students were impacted? Thousands.
- Gary-Either these students are not capable of reading or writing, or the items are more difficult than anticipated. Out of the ordinary from the other grades.
- Erin-How will recommendation be communicated?
- Kristen-These recommendations are already included in Interpretive Guide for Screener. ADI recommends including only in Interpretive Guide.
- UT-Include in State ID/Placement Guidance. If Overall cannot be derived, use Oral in place of?
- MN-Primary recommendation is to use Overall. If you don't have Overall, use Oral.
- Gary-R/W components need to be explored further. We may be asking student to do more than should be expected.

- LEA-Is this new first graders?
- Gary-This is incoming first graders taking screener. Some states use K W-APT for incoming 1ˢᵗ grade students.
- CAL-Do you have date the screener was taken? No.
- Gary-Some of students screened may not have been identified, but we don't have that data.
- MO-Not everyone is a data expert. Do not say reliability is low. Study showed scores in these particular areas were out of the norm. While WIDA continues to investigate, here is their recommendation. Include technical brief or those who want to read further.
- When technical report is released, highlight these issues.
- Gary-Thinking of implementing an item bank system. Overall, Screener properties were what we expect.

How should we communicate embedded field test info?
- WI-Include information about FT items being seamlessly embedded.
- MN-People will see changes, need to be transparent. Maybe not all states can do this?
- Erin-From customer service perspective, suggest communicating this.
- 

**Next Steps/Action Items**:
- Include WIDA's recommendation for using Screener scores in Interpretive Guide and note in WW when Technical Brief is released (for SEAs only).
   - Target Date: TBD
   - Responsible Party: Assessment team
- EC agrees with ADI's recommendation to include key changes in What's New Infographic and TAMs.
   - Target Date: TBD
   - Responsible Party: Assessment team, Client Relations

**Topic # 7:** Psychometrics Subcommittee

**Information Shared**:

Overview
- Writing Test Redesign
- Embedded Writing FT
- Speaking Score Difference between 2017 and 2018
- Annual Technical Report Redesign-Update
- Year in Review Report-Update

Writing Test Redesign
- "How much" change is too much change before it has an impact to current cut scores.
- Do *not* want to redo standard setting anytime soon.

Embedded Writing FT
- Moving towards an embedded FT design.
- Discussion about location of the FT item
   - If FT item is at the end of the test form, are students fatigued by the end of the test or not?
   - Regardless, data may be better than having few students participate in the current stand-alone FT system.
   - Decision was made to put item at the end.

- o Gary-Behind the scenes, scale is going on with 2 tasks to look at impact of reduction from 3 to 2 tasks.
- o Item removed from Writing sequence will be the Social and Instruction task.

Speaking Score Differences (Online)
- To attain same proficiency, student would have to score higher on this year's assessment than last year
- We have done a root cause analysis (double, double checked!) and determined that:
  - o the speaking score tables were correctly transferred to DRC;
  - o DRC correctly applied the speaking scoring tables; o we found no anomalies in speaking score equating;
  - o apart from the new speaking items, rater training materials did not change; and
  - o DRC's raters' interrater reliability is actually better than last year.
- Slight differences across states, but specifically in grade 1.
- Have action items from the TAC to follow-up on this issue.
- As soon as we receive ACCESS scores, DRC and WIDA double checks the scores.
- Will look at early returns from this year compared to last year to see if same concern is being observed.
- When a testing window is moved, entire consortium is affected.
- Dorry-Suggest subsampling so you have matched samples from year to year.
- Gary-In many cases, we are reliant on when states test.
- UT-Is it related to improvement in rater reliability?
- Gary-Possibly. Also need to follow-up on rater-severity metrics.
- MN-We constantly hear that Speaking scores are lower. How are we supposed to address this across the board?
- UT-This is not a huge difference.
- MN-Understand, however, there is a perception that there is an issue with the Speaking test.
- Gary-Folks need to gain a better understanding of what the Speaking test is looking for/measuring.
- CAL-TAC is concerned about differential function because of mode effect. Important that everyone has preparation/training opportunities.
- WI-Push the importance of allowing students to practice ahead of time. When we went online, it was clear that we had very different local scoring cultures.
- Gary-Moving towards providing more resources for Speaking training.
- CAL-Students in upper grades have likely taken the test before.
- MN-It is the LEAs responsible to prepare students to take the test. No matter what changes are happening, no matter what resources are provided, there is still a perceived issue.
- MO-Practice, but it still comes down to instruction.
- UT-Need to provide more opportunities for Oral discourse in classroom. Score is more accurate now than it used to be.
- Jonathan-Perception comes from not really understanding what academic language is.
- MA-Grade 1 is the only place you are seeing the issue between 17-18? MA is not seeing this, researcher wrote up a full analysis to show scores did not go down.
- Gary-Prior to 2017, 50% of students taking Speaking received a 6.
  UT-Steer towards conversation of intervention.

ATR

- Preliminary Schedule for Updating WIDA's Annual Technical Reports for ACCESS Paper & Online and Alt ACCESS

| Report | 2018 | | | 2019 | | | | 2020 | | | | 2021 | | | | 2022 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 |
| ATR: 2017-18 Admin | Planning for Reorg | | | | | | | | | | | | | | | | |
| ATR: 2018-2019 Admin | | | | | Implement Part 1 | | | | | | | | | | | | |
| ATR: 2019-2020 Admin | | | | | | | | | Implement Part 2 | | | | | | | | |
| ATR: 2020-2021 Admin | | | | | | | | | | | | | Reorganized ATR | | | | |

- Part 1: Keep the front matter of current ATR, add Annual Tech Supplement topics
- Part 2: Drop current ATR front matter, connect Annual Tech Supplement topics to AUA document

Year in Review Report
- Exploring the possibility of adding additional information regarding sensitive and/or insensitive to rater bias.  What training do raters get?
- Additional analysis is needed.

| **Topic # 8:** AAE Subcommittee |
|---|

**Information Shared**:

Follow-up on accommodations survey

Earlier this Fall, AAE asked SEA members for feedback on a variety of topics related to the Accessibility and Accommodations Supplement. 17 responses (5 from Nevada)
- Q2 - WIDA currently has several accommodation policies for human reader; Human Reader for items (HI), Human Reader for Response Options (HR), Human Reader for Repeat of Items (RI), and Human Reader for Repeat of Response Options (RR).  The AAE Subcommittee would like to explore the feasibility of combining these accommodations.  Does your state support the condensing of these accommodations?
  - 15-yes, 0-no
- Combine into one
  - Pros: Simplify the process – less redundant and confusing
  - Con: Some states may consider repeat separate from HR
- Combine human readers and combine repeats
  - Pro: More accurate data
  - Con: IEP teams usually include HR and don't distinguish
- Q4 - WIDA currently has Extended Time (ET) listed as an accommodation. This often leads to confusion as the ACCESS tests are not timed. Does your state support the removal of ET from the accommodations table? If removed, additional guidance would be included under the administrative considerations in the Accessibility and Accommodation Supplement.
  - 11-yes, 5-no
- Arguments:
  - Unnecessary
  - Less confusion/questions
  - Effect on speaking
  - Other statewide assessments
  - Honoring IEPs
- MO-SEA got rid of ET with content assessment. Student can take as much time as needed.

Universal Tools Findings
- Universal tools more common in grades 4-8

- ELs prefer the line guide tool, highlight, magnifier
- Use of Universal tools higher among students with IEPs
- Intermediate and Advanced ELs use tools more.

Subcommittee Collaboration
- Not great collaboration among subcommittees.
- Not sure how collaboration looks. How do we have time for collaboration? No clear plan.
- Buy-in varies for each subcommittee.
- Alt. ACCESS will require multiple subcommittees.

**Discussion Questions**

Does the EC support the recommendation to combine HI/HR/RI/RR accommodations and if so, would it recommend a single Human Reader category or a Human Reader and a Repeat Reader categories?
- Split 50/50 on combing into a single category or splitting into separate categories.
- NJ-How will this impact Pre-ID/SSR file?
- MO-These will have to change.
- MO-Either 2019-20 or 2020-21.
- NJ-Recommend pushing this out to 2020-21.
- FL-We typically mirror content assessment.
- MN-need to remap accommodations. For implementation, combining into 1 is helpful to IEP teams.
- MO-Explicit language will be provided about these accommodations. Combining into 1 accommodation will not preclude states who separate into 2.
- WI-Policy may be different than reality.
- Kristen-Already added clarification in the Supplement about these accommodations. What is the purpose of separating the accommodations?

Does the EC support removing Extended Time (ET) from the accommodations list as the test is not timed?
- MN-Support this. However, caution on using the word "removing." Students can have ET, just don't need to document this anymore.
- MO-Remove from accommodations chart. Section in the manual would indicate students can take as much time as need.
- MO-If a student is continuing to make progress… let them continue.
- Gary-Limited time built in to Speaking test.
- Karen-Each item has a prescribed recording time.
- MO-Right, that is referring to a separate accommodation (extended Speaking Test Response Time). Not talking about built in time for a specific item.
- MN-Understand that remapping needs to be done, but do what is best for students and what is easiest to implement in the field.

Thoughts on subcommittee collaboration?
- FL-Could each committee have a collaborator? Not the SEA Lead.
- In June, application process will start over. This role could be added to the application.
- Collaborator may participate on other subcommittee call (silent observer).
- Kris-This could help National Policy. The last 2 calls, invited Subcommittee leadership from AAE and Research.

- MO-Could watch the webinar instead of silently observe.
- NJ-Collaborator may want to sit on call and actually participate.
- Kris-Should the collaborator be self-selected? Should SEA Lead choose collaborator?
- MO-Collaborator may not need to be the same person each time.
- Erin-Be intentional, think about grain size.
- UT-Include collaboration on subcommittee member description. Happen organically.
- NJ-Really like the idea of having a specific person assigned to collaboration.
- MO-Could it depend on the subcommittee?
- Kris-Could this be included in the charter?
- NJ-Think it should be decided as an official role up front.

**Next Steps/Action Items**:
- Thumbs-up-Move forward to explore the impact of combining HI/HR/RI/RR accommodations with release date of 2020-21 or later.
  - o Target Date: 2020-21
  - o Responsible Party: Assessment team
- Thumbs-up: Remove the ET accommodation from the accommodations list in 2020-21 administration or later.
  - o Target Date: 2020-21
  - o Responsible Party: Assessment team
- WIDA will draft the "collaborator" role and send to the EC for feedback (by June 2019).
  - o Target Date: Spring 2019
  - o Responsible Party: Client Relations

**Topic # 9:** CCS Subcommittee

**Information Shared**:

Test Security Guidance
- See read-ahead.

DRC Broadcast Emails
- Looking at possibility of streamlining communications.
- Consistent message instead of state-specific messages.
- Subset of members worked on streamlining messages.
- Pros and cons to this proposal.

Customer Service Best Practices
- 7 states comprised 52% of DRC customer service call volume.
- 40-50% open rate for DRC emails
- 70,000 WIDA AMS user accounts
- Q&A webinar attendance averages 100 in fall, 30 or less in the spring
- Almost a 1/3 of all volume was generated by LEAs contacting DRC 9 times or less
- Another best practice is opting in from WW to MM. AK, CO, DoDEA, FL, IN, MI, MO, NC, SD, WI have not opted in.

Known Best Practices
- SEAs announce training expectations/practices to LEAs
- LEAs confirm training to SEA
- SEAs provide F2F training and webinars

- SEAs review WIDA/DRC weekly summaries
- SEAs and LEAs monitor completion of quizzes in WIDA Secure portal
- SEAs work with LEAs to ensure tech readiness
- LEA strong leadership and support

Other CCS Efforts
- AMO infographic
- eLearning management
- Social Media
- Ongoing WIDA website discussion, updates to Secure Portal

**Discussion Questions**

How do you feel about Test Security Guidance? Do you recommend including
- NJ-Is there currently guidance in the policy handbook? No.
- MA-Did not know it was my responsibility to report these incidents to WIDA.
- NM-What is reported?
- MA-At end of the document, lists what needs to be reported.
- MA-Test security incident in MA, car was broken into, materials were stolen.
- NM-Is there a form that should be used to report an incident?
- MA-No form, communicate those 6 pieces of information to your SRS.
- MO-Malicious intent step may be misplaced.
- WIDA-Concerned about test item posted online.
- MO-Definitely a concern/issue, but not sure if WIDA needs to know about it. Student texts picture to student at another school.
- Gary-Item could be invalid.
- MO-First box may need to be reworded.
- Andrea-Send suggested wording to me.
- MO-Are there things WIDA cares about besides item/test security?
- Gary-We don't do data forensics. Will be a partially meets on peer review. ADI/Psychometrics, what do you want us to do?
- MO-Does this involve item/form security? should be at the top of the chart.
- WI-Student can share item with another student non-maliciously. Do you have vignettes that you have put through flow chart?
- Andrea-No vignettes, but have thought of examples.
- WI-Asking about intent is problematic a lot of times.
- TN-Last item in chart, (bottom left) shouldn't be considered low risk.
- WI-Maybe low risk/high risk table does not need to be included.
- Maureen-Perhaps replace the table with scenarios.

What are your thoughts on streamlining DRC Broadcast messages?
- MO-Most states probably make certain changes. Assume we would be OK with this, but some e-mails may need to have a few different versions. Seems like a good idea. Could states write-up add-on e-mails?
- NJ-Concerns about this. People wouldn't know what is happening in WIDA AMS and what is happening in NJ SMART. Might cause more confusion. Approval process is the biggest challenge for NJ. Perhaps DRC could provide e-mail, and SEA will only respond if changes need to be made.

- MA-Are there some e-mails that can be generalized and others that can be state-specific?
- DRC-Wordsmithing is the biggest concern. Want these to be worthwhile, but rewording sentences bogs down the process.
- WI-Some things that are written may cause concerns in certain districts. Good reason behind wordsmithing.
- NM-Perhaps tailor messages and post message to state pages?
- MA-40-50% open rate.
- MN-Can we come to an agreement on generalizing 1/3 of these messages? Cut down on this time-consuming process.
- Erin-Can CCS subcommittee review all broadcast e-mails and identify a number that could be potentially streamlined/generalized? Bring the recommendation back to the EC?
- DRC-Could consolidate messages, too. Combine a few e-mails into one.
- Erin-Implementation in 2019-20.
- LEA-Will there be consensus on what message goes out? Yes.

**Next Steps/Action Items**:
- Take EC feedback on Test Security Guidance into consideration, revise draft, and send back to EC for approval.
  - o Target Date: Winter 2019
  - o Responsible Party: Kristen Burton and Assessment team
- CCS will review all broadcast e-mails with the intent of consolidating and streamlining DRC Broadcast messages. Specifically look at what changes states are making. Look at the approval process. Revisit in the spring.
  - o Target Date: Spring 2019
  - o Responsible Party: Andrea Cammilleri

**Topic # 10:** MacOS 10.14

**Information Shared:**
Background:
- System requirements anticipated support for MacOS 10.14 in November.
- Apple released 10.14 on 9/24. Apple advised there is a known bug in release. Apple anticipated a resolution by the end of October. Now, fix won't be ready until next spring.
- Impacts any device running MacOS 10.14
- Impacts ACCESS and Screener. WIDA CSC have received a few calls about Screener over past month or so. DRC and WIDA CSC are aware of the issue and can provide guidance to customers.
- Option 1 (WIDA recommendation): Release new Secure Browser for Mac OS. Will support all Mac OS that are supported today. Everyone who has MacOS will need to update Secure Browser. If you are in the middle of testing, student will have to wait. Takes a few minutes. This option forces everyone to update.
- Option 2: Leave you with 2 Secure Browsers. 9.0.1 (10.11, 10.12, or 10.13) and 9.1 (10.14). If accidently update to 10.14, would have to install new Secure Browser. Student could get to Speaking test and not be able to test.
- Goal is to communicate next steps in WW on 11/28. Some states start testing in early Dec.

**Discussion Questions:**
What does the EC recommend doing?
- NM-In Option 1, could install before testing starts? Yes.
- Beth-5% is done on MacOS across Consortium.
- If Secure Browser is already installed, a pop-up would prompt you to install new version.

- MO-If you don't have auto-updates on, test will function, but Speaking will not. A lot of people don't do auto-updates. Would only want to see one Secure Browser at a time.
- Beth-If you have already downloaded Secure Browser, Option 2 does not require you to install new browser.
- MO-Should have been notified about this when the issue was initially discovered. Option 1 won't fly in MO. Too late in the game. Updates are done in the summer. Option 1 is the ideal option, but not practical.
- MN-Not a horrible time to push out a new browser. Not the only time something like this has happened.
- MO-Understand, but we will definitely get pushback.
- UT-Mac users should be familiar with this.
- Gary-Will need to schedule during evening time over a series of days.
- Beth-Holiday break would be ideal time to do this.
- Beth-Think most people would have updated to 10.14 by December.
- NJ-Domino effect if we go with Option 2.
- WI-Do you know what percent of districts use auto-update?
- Jim-Not sure if we can find this out. Will look into this.
- TN-Can we tell districts now to turn on auto-update?
- Beth-If we release Secure Browser, yes.
- Erin-Message would need to go out to Tech Coordinators via DRC Broadcast e-mail.
- Thumbs-up: Option 1 with caveat that communication goes ASAP via Broadcast e-mail, WW, and Monday Mail.
- FL-Does not care.
- WI-In favor of Option 2, but voting for 1. Option 2 is less disruptive.
- MA-Can DRC send all SEAs Mac User data by state?
- Erin-Some states may wonder why they are receiving this information now.
- DRC will Send EC members device testing information from last year. (Done!)

How can WIDA and DRC support you?
- WW, DRC Broadcast e-mail (IT and Test Coordinators), MM

**Next Steps/Action Items:**
- Thumbs-up: Option 1 with caveat that communication goes ASAP via Broadcast e-mail, WW, and Monday Mail.
    - Target Date: WW-11/14, MM-11/19, Broadcast message-11/19
    - Responsible Party: Erin Arango-Escalante