Welcome and Introductions:

The minutes from the December meeting were read and approved.

Old Business

The committee had approved two recommendations at the December meeting.

1. The first was in regard to use of professional development services provided by WIDA as part of the contract with Illinois. The response from ISBE to that recommendation was that we need closer communication with WIDA, via DELL, regarding how use that time.

2. The second recommendation was that student reclassification out of LEP status only occur using Tier C administrations of ACCESS. Irma Snopek from ISBE attended to comment on the recommendation. There was a problem with the recommendation as stated. Students are not reclassified only by ACCESS scores. ELLs identified at Pre-K may be reclassified based upon their scores on a Kindergarten MODEL assessment. Since, the Kindergarten tests do not have tiers, adopting the recommendation as written would not allow ELLs to transition based upon a Kindergarten re-screening. This would create a possible situation in which two students with the same MODEL scores would be treated differently depending upon whether the administration was an initial screening or a re-screening.

There was considerable discussion regarding the way Pre-K screening is currently done and the pros and cons of re-screening every ELL student upon entering Kindergarten. It was generally felt that it’s better to err on the side of more services since we know that students who get early services do better over time.

A re-wording of the recommendation may suffice to remove the stated concern. A motion passed to alter the language of the recommendation limiting it to grades 1-12.

Updates

- The Student Assessment Division at ISBE is still looking for a permanent Division Administrator. Jim Palmer is serving in the interim.
- PARCC Consortium
  - Model content frameworks for ELA/literacy have been posted online for public comment.
  - Test item development is underway.
  - Member states are conducting an internal technology survey to determine their need for upgrades.
  - The two consortia (PARCC and Smarter Balance) have released hardware requirements for the assessment system.
  - Unofficially, progress has been slower than anticipated, it’s unknown how the consortium will continue after the grant term ends, and Illinois is not in a good position to upgrade its state technology in time for the 2014-2015 target implementation. A paper version of the assessment is likely to be available.
- The Alternate ACCESS will be implemented during the upcoming school year. It will have an additional three proficiency levels at the low end of the range, and the top of the range will not exceed 3.0 for any domain. There will be no possibility of reclassification with this test. WIDA has defined the target population as those who qualify to take the state’s alternate academic achievement test, but each
state can define its own participation policy. There may be students who need the Alternate ACCESS for some domains, and the standard ACCESS for others. A split administration is not possible, but the field will want guidance. At a minimum, students who will take the Illinois Alternate Assessment qualify, but who else? There are students above the 1% level who could benefit from it. Use of the Alternate ACCESS will have to be specified in an IEP. Input from Special-Ed/ELL educators would be helpful. Recommendations from the committee would be helpful.

- Regarding SALSA, a draft of the Spanish Language Standards will soon be posted online. The Center for Applied Linguistics is writing items and item specs. The grant ends in the fall, but there is hope for a no-cost extension. Pilot testing will probably begin in the spring.

- WIDA/ASSETS
  - The ASSETS consortium has begun meeting. It purpose is to develop the next generation of English language proficiency test to succeed ACCESS. It will have an electronic format, and have a paper form available as an accommodation. Implementation is planned for 2015-16.
  - The English Language Development Standards will soon be released. They are the same standard upon which ACCESS was developed, but they are presented in a form that is more usable for practitioners.
  - WIDA has done some work toward developing an alternate composite score using 3 or even 2 domains scores, instead of 4. The results look promising, but there are legal questions that must be addressed.
  - WIDA is interested in doing research on types of program delivery, but they have concerns regarding the quality of the data.
  - Form 203 of ACCESS will include media administration of the listening domain in 2013-14.
  - The hardware required for next generation ACCESS test will be similar to that required for the PARCC and Smarter Balance assessments.

- For the assessment next cycle, ISAT will have 20% of the test items written to the Common Core Standards.

- The five-year limit for ELL accommodations on ISAT and PSAE is ending.

The committee briefly reviewed small sample preliminary data from the 2012 ACCESS assessment. It basically made a comparison of the 2011 and 2012 populations on one variable, and indicated a high degree of stability for those years.

The committee then reviewed data illustrating tier usage in the preliminary 2012 results. There was evidence of a small but increasing number of students whose tier of ACCESS was not the best choice. Suggested remedies included tier selection guidance added to the test ordering process, error flags in SIS, a presentation regarding tier selection at the annual directors meeting, and adding tier errors in the non-tested letter.

The committee then looked at data for program type reported to the state. It was apparent that there was a great deal of incomplete and inconsistent reporting. There was considerable discussion of the problem. Suggested remedies included categorizing or layering of instructional types and separating service type from pedagogy.

This is a problem that occurs across states. Definitions are critically important. Many different programs are being lumped together as TBE. Members commented that good program definitions have been created by CAL and the state of Texas. Addressing this problem is important for doing valid longitudinal analyses and publishing meaningful information about effective programming.
The committee set the next meeting date for Friday, September 7, 2012.

The meeting then adjourned.

Attendees (in order of sign-in):
Barry Pedersen
Irma Snopek
John McNulty
Yesenia Sanchez
Maria Lozano
Eulalia Valdez
Margo Gottlieb
Sandy Anderson
David Barker
Judith Yturriago
Monica Jarvis
Harriette Herrera
Wilma Valero
Barbara SomagyI
Boon Lee