

# Office Hours: October 11, 2023 Q&A

## Resources

- Slides: <https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/October%202023%20Office%20Hours%20Slides.pdf>

## Maine Through Year

I am wondering about not-tested codes, or NTCs. It says in the manual we should not enter them. Who will do that?

For the 2023-24 academic year, the only not-tested codes that will be used for the Maine Through Year Assessment are the following:

- INV: score invalidations, for example due to academic fraud
- EMW: emergency medical waiver (i.e., special considerations exemption)
- RMV: removal, used only “in the background” by NWEA for resetting assessments when needed

These NTCs allow us to identify when a student’s results should be excluded from aggregated reports but an Individual Student Report (ISR) will need to be generated.

In Spring 2023, STR (student refusal) and PAR (parent refusal) were options, but due to misapplication to completed assessments and misunderstanding of these NTCs related to participation calculations, they have been removed.

Maine DOE will enter all INV and EMW not-tested codes.

We still have about 5 students (new to our district) who’ve been with us for well over a week or two now and who are not showing up in Acacia. Should I reach out with those student names/information to MDOE directly?

If you have students who are appearing in your assessment rosters in NEO but not in Acacia, please reach out to [Krista.Averill@maine.gov](mailto:Krista.Averill@maine.gov) and cc: [Jodi.Bossio-Smith@maine.gov](mailto:Jodi.Bossio-Smith@maine.gov) to have this resolved. It is almost certainly due to an inconsistency between the student’s name, birthdate, and/or gender in their spring 2023 and fall 2023 records in Synergy. Unfortunately, these errors in enrollment cannot be resolved by MEDMS Helpdesk or NWEA Maine Partner Support.

When providing information via email regarding rostering problems, please only send the students’ SSIDs to protect confidential student information. If clarification is needed regarding some student demographic information, Krista or Jodi will follow-up to ask for that specific information.

How the scores between 1400-1600 are arrived at? What computes this score?

The 1400-1600 scale range was recommended by our Technical Advisory Committee to reduce confusion between this Maine-specific scaled score and the RIT score. Considerations included having four digits rather than three digits and avoiding faulty comparisons such as interpreting the Maine-specific scaled score as the sum of the RIT score and another value, for example RIT + 1,000.

Every item, or question, on the Maine Through Year Assessment was written to be aligned to a standard and its achievement level descriptor. (A complete description of the achievement level descriptors for each assessed standard can be found in the Achievement Level Explorer tool: <https://ald-explorer.nwea.org/>) The pattern of a student's response determines their scaled score and achievement level. For example, if a student answers almost all of the Well Below questions correctly, most of the Below questions correctly, and more than half of the At questions correctly, they will have a score in the At State Expectations range.

[Will the Spring assessment have an overall RIT Score like the Fall assessment scores?](#)

Yes, every Through Year Assessment administration produces overall RIT scores in Reading and Math.

[With regards to the fall assessment administration, it does appear that the reports that are available follow the traditional 5 categories used in the NWEA MAP Growth. Will there be any effort to make a transition to the 4 category reports?](#)

RIT scores are reported according to percentiles (labeled Low, Low Average, Average, High Average, and High), which are the traditional five categories used in MAP Growth that schools are accustomed to. The Maine-specific scaled score is aligned with one of five achievement levels: Well Below, Below, At, and Above State Expectations. Whereas the RIT scores measure performance compared to other students, the Maine-specific scaled score measures performance in terms of grade-level state standards.

[How will growth be indicated moving forward? There is nothing to indicate growth on the ISR.](#)

SAUs are encouraged to roster their students in the MAP Growth platform to retain access to the MAP Growth reports they have grown accustomed to.

The information contained in the Individual Student Report is based on what is available for Spring 2023. ISR design is an iterative process, and we will look at new reporting options for Spring 2024 and 2025.

[Fall data is available in the MAP Growth platform and Spring data in Acacia, correct?](#)

All Maine Through Year Assessment data for fall, winter, and spring is available in the Acacia platform.

Maine Through Year Assessment RTI score data can be available in MAP Growth reports *if an SAU rosters their students in the MAP Growth platform before the end of the administration window.*

[People will not be able to view their students' historical data if they do not roster in MAP Growth, correct?](#)

Students' previous MAP Growth score results will remain in the MAP Growth platform for all SAUs, even those who do not roster in MAP Growth.

If SAUs would like to have their Maine Through Year Assessment RIT score data integrated into MAP Growth reports, they will need to roster their students in the MAP Growth platform during each administration window.

## NAEP & International

### How do you know if your school/students are taking NAEP?

Superintendents were notified in June and School Principals were notified in July. DACs were CC'd on all notifications. Assessment Details were provided to the Principals in September. Please contact Dr. Lewis if there has been a change in personnel at [regina.lewis@maine.gov](mailto:regina.lewis@maine.gov).

### How are school's selected to participate in NAEP?

NAEP sampling is a complex process. Schools are grouped into strata by size, location, and demographic composition. Within these strata, they are placed in ordered lists.

They are randomly sampled, but not using the simple random sampling method taught in an introductory statistics class. They are systematically randomly sampled with a probability proportional to size. This procedure ensures that the schools and students represent the demographic composition of the population of Maine's students.

Unfortunately, larger schools get selected more frequently. But, the students within those schools are randomly sampled. Smaller schools are selected less frequently. Many of Maine's schools don't have more than 50 students per grade. In those small schools, all the students in the grade are selected for NAEP. This year the sample goal for each state is approximately 4100-4200 students for each of grades 4 and 8. That's about 1/3 of the students in each of those grades.

Consolidation of schools and SAUs has also increased the likeliness of being selected for NAEP and the declining student population as well.