

# Questions & Answers: ESEA/Assessment Teams Joint Session, April 4, 2023

We roster with Clever into NWEA year-round. Can I be assured that will be appropriate to get the growth data in Map Growth reports for the spring 2023 MTYA?

The district will need to ensure that the roster input from Clever matches the assessment roster in NEO. NEO remains the source of truth for assessment rosters, so the district needs to ensure that student data in the Clever roster align to Synergy/NEO.

How do we use spring RIT scores? Aren't you saying that we won't have those until summer?

The Maine Through Year Assessment RIT scores will be available in preliminary student results data files in July 2023, in operational reporting in the Acacia Platform. Also, in MAP Growth reports in August 2023 once those are available.

SAU's may not have scores at the time they're working on their annual CNA update or FY24 ESEA Application, but they will be available at the time of completing the FY23 ESEA Performance Report.

Can you review slide 16? I am attempting to distinguish between the July and August publication dates...

The July 2023 file is a csv file which will be available to District Test Coordinator, via the Acacia Platform under operational reports.

If the district rosters its students in the MAP Growth Platform by 5/26/23, they will also have access to the MAP Growth reports in August 2023. Again, this would only be available if the SAU rosters its students in the MAP Growth Platform prior to 5/26/23.

If we roster our students for the MAP Growth results, will it add more questions to the state assessment, or will the number of questions be the same?

The spring administration of the Maine Through Year Assessment will remain the same length.

Have District Assessment Coordinators received the information on rostering students in the MAP growth platform by 5/26?

The information was delivered to the MEA listserv on March 30. The information was sent to DACs in the April Monthly Update on March 31. The information was previewed in earlier *Maine Through Year Assessment 101* webinars, but we did not have documentation from NWEA to share with the field regarding this change until the last week of March.

Will allowing students to take both the through assessment and MAP raise validity issues around practice effects?

The beginning of the Through Year Assessment administration window is aligned to 32 weeks of instruction (on average, based on SAU calendars). This is the default value in the MAP Growth platform,

but you can administer the spring MAP Growth assessment anywhere from 26 to 36 weeks of instruction. In order to make sure that your norm-referenced data is aligned to students with similar weeks of instruction nationally, you can modify instructional weeks within the MAP Growth platform as needed: [https://connection.nwea.org/s/article/How-to-modify-instructional-weeks?language=en\\_US](https://connection.nwea.org/s/article/How-to-modify-instructional-weeks?language=en_US)

In addition, NWEA has normed data regarding variability of student RIT scores across two MAP Growth assessment administrations within one assessment administration window (e.g., 26 to 36 weeks of instruction for the spring). One of the comparability studies to be completed before the July 2023 release of RIT score data is to ensure that the normal distribution for variability of score results with two MAP Growth administrations aligns with the variability of score results for a MAP Growth administration and Through Year administration. Studies during transitions between assessments and/or their frameworks are a part of the quality control for the transition. An SAU choosing to participate in both MAP Growth and the Maine Through Year Assessment gains the opportunity to more closely examine the experience of their students during this transition.

Lastly, it is highly unlikely that students will see the same questions on the spring 2023 MAP Growth and Maine Through Year Assessments. The diagnostic question bank used for the MAP Growth assessment and the diagnostic portion of the spring assessment contain thousands of questions across a wide range of grade levels. Two-thirds of the spring Maine Through Year Assessment consists of summative questions, which are not on MAP Growth assessments.

[I thought that one of the data points on the CNA had to be state assessment data?](#)

While state assessment data is ideal, if the district's updates to the Comprehensive Needs Assessment occurs prior to the results of the data, the MDOE will allow other assessment data points in lieu of state assessment data. Data entries for state assessments can also be left blank until results are available. For discussing and determining high needs, districts can use what data is available – from past years and from local assessments – to make plans for the upcoming FY ESEA application.

[Will it make a difference for school identification for the Model of School Support when they are identified? Meaning...will they have to change goals if they are identified using the NWEA Through Year?](#)

In relation to School Identification and Goal Creation, schools are encouraged to start conversations and data analysis around their updated Comprehensive Needs Assessment (CNA) to analyze strengths and growth areas; from there, conduct a root-cause analysis to determine targeted and specific areas of focus for continuous school improvement. Creating SMART Goals that are intentionally focused on how attention on the specific area(s) of need has the likelihood of improving academic achievement in math and/or literacy based on research- and evidence-based practices is key.

With all of the above said, if this is a re-identification, the goals should be based on the most recent data analysis. SMART Goals and action steps should be revisited regularly to ensure the appropriate movement towards intended outcomes and adjusted as needed.

Are we able to create revisions to our CNAs? For example we don't have access to demographic data for our communities. However, we may have other data we would like to add to the CNA.

Yes, your Comprehensive Needs Assessment (CNA) is intended to be a "living" document that is used to initiate and have on-going conversations around what the data is telling you. Use the data that is available to triangulate what it is telling you about the needs of your students, staff, school(s), and district. From there, create meaningful and intentional goals that have the likelihood (evidence- and research-based) of being achievable based on time, money, and human capacity. We encourage the use of the Continuous Improvement Cycle to plan (change in practice), do (implement), study (data), and act (make necessary adjustments along the way). We are working on revamping the CNA to strengthen its intentionality and usefulness.

We welcome any suggestions or feedback you would like to provide the ESEA Federal Programs Department in relation to changes that you think would make the CNA template more user friendly and useful.