

**MAINE HIGH SCHOOL ASSESSMENT (MHSA)  
OPERATIONAL PROCEDURES  
FOR 3<sup>RD</sup> YEAR HIGH SCHOOL STUDENTS  
SPRING 2010 ADMINISTRATION**

This document is intended for use in conjunction with “2009-10 Policies and Procedures for Accommodations and Alternate Assessment to the MHSA”, “MHSA Principal/Test Coordinator Manual”, “MHSA Test Administration Manual” and “SAT Test Administrator Manual”. These documents will be available prior to testing on the Maine Department of Education (MDOE) web page at <http://www.maine.gov/education/mhsa/testmaterial.html>.

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## **1. ENROLLMENT ISSUES**

All 100% publicly funded students enrolled in Maine public high schools or in a private school approved for tuition that enrolls at least 60% publically funded students are required to participate in the Maine High School Assessment (MHSA). The MHSA consists of the SAT in critical reading, mathematics, and writing and the MHSA science test. MHSA reports are based on student enrollments in Infinite Campus. Schools are responsible for regularly updating individual student enrollment information in Infinite Campus to ensure that MHSA and Adequate Yearly Progress (AYP) reports reflect accurate information.

The official student data of record, except for accommodations, will be supplied by Infinite Campus State Edition (ICSE) for all 2009-10 MHSA/PAAP assessment reports and AYP accountability determinations. **It is essential that schools keep their ICSE data current.** Schools must update and verify student enrollment by **April 30, 2010** by reviewing the “Attending Student Download” and “MHSA Label Roster” reports in ICSE. These can be found under “ME State Reporting” of the Index tab in ICSE. Please make sure the Year selected at the top is 09-10. After selecting a report, click “Generate Report” to view the spreadsheet. Clicking “Generate Report” will offer the option to “Open” or “Save” the resulting spreadsheet.

Students who move during the MHSA testing window must be exited from the enrollment of the former school on the last date of attendance and enrolled in Infinite Campus by the new attending school immediately. It is recommended that each school maintains either an optional Enrollment Update Report provided with the MHSA Principal/Test Coordinator Manual or other documentation on students who move in or out of the school during testing for school records.

### **1.1 Public High Schools**

Each student attending a public high school in Maine who is 100% publicly funded must be enrolled in ICSE with a “Primary Enrollment”.

- **Students who move** out of a school must be exited from the enrollment of the former school on the last date of attendance. This must occur regardless of whether or not a request for records has been received. Students who move into a school must be enrolled in ICSE by the new attending school immediately.
- **Expelled students** are no longer considered to be part of a school’s official enrollment. These students must be exited from ICSE, with expulsion as the exit type. Expelled students receiving special education services should be enrolled in ICSE as home schooled students receiving special education services only.
- **Suspended students** are considered to be part of a school’s official enrollment.
- **Habitually truant students** are those students who have completed grade 6 and have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year. These students remain enrolled at their school, and their truancy status on the Infinite Campus Truancy tab should be updated as the school follows the protocol for habitually truant students.

For assessment and accountability purposes only, a habitually truant student is considered one for whom the superintendent has completed an “Official Parent Notification” according to MRSA 20-A 5051-A (2) (C), and delivered the

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notification in hand or by registered mail to the parent(s)/guardian of the truant student and the student is coded on the Infinite Campus Truancy tab as “1C”.

- **Students** who have been adjudicated and are **committed to a Youth Development Center** are enrolled in the educational program provided at that site. These students must be exited from the enrollment of the former school and enrolled in ICSE by the new school immediately.
- **Students detained by law enforcement** during the MHSA testing window are enrolled at the public school they attended at the time of detention. They will be considered for Special Considerations (See section 2.19, below).

**1.2 Public Program in Resident SAU**

Students who are attending a program in their resident School Administrative Unit (SAU) that is located in a school other than their resident high school should be enrolled in their resident high school.

**1.3 Public Program in Non-Resident SAU**

Students who are attending a public program (e.g., regional special education day treatment, alternative education, etc.) in another SAU through financial arrangements other than tuition should be enrolled with a primary enrollment in their resident school in their resident SAU (where the IEP team made the out of district placement). The resident high school is responsible for providing academic grades for the student.

If there is no resident high school, the attending SAU is responsible for contacting the MEDMS Help Desk to request an Infinite Campus primary enrollment in the MDOE school.

**1.4 Private Special Purpose School (approved by MDOE)**

Each student enrolled in a public school who is tuitioned by an SAU to an MDOE-approved in-state private special purpose school will have a primary enrollment in the resident school in their resident SAU (where the IEP team made the out of district placement) in ICSE. The private special purpose school is responsible for enrolling students as partial enrollments.

**1.5 Residential Treatment Centers as defined in Title 20-A § 1 (24\_A) (D) (3)**

Students who live at a Residential Treatment Center 100% of the time and are State Agency Clients and receive 100% of their education at the same Residential Center where they live will be enrolled by the MDOE Special Services Team ([denise.towers@maine.gov](mailto:denise.towers@maine.gov)) in the MDOE School as primary enrollments. The Residential Treatment Center will then enroll the students as partial enrollments, completing the Resident Town and Resident SAU fields with “The Maine Department of Education”.

Students who live at a Residential Treatment Center who do not meet the three criteria above will be enrolled by the MEDMS Help Desk ([medms.helpdesk@maine.gov](mailto:medms.helpdesk@maine.gov)) in the MDOE School upon request from the Residential Treatment Center. The Residential Treatment Center will then enroll the students as partial enrollments, completing the Resident Town and Resident SAU fields with “The Maine Department of Education”.

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**1.6 Private Non-Special Education Schools (approved by MDOE)**

Students who are publicly tuitioned to a private non-special education school are enrolled in the private school in ICSE. This does not apply to private schools having student enrollments consisting of 60% or more publicly funded students.

**1.7 Out-of-State Schools/Programs**

Students who were enrolled in a Maine public school, but are receiving their educational program outside the state of Maine during the MHSA testing window, should be exited from the Maine school and enrolled in “Non-Maine SAU” for the period they are gone. Resident school units should contact the MEDMS Help Desk to enroll the student in the “Non-Maine SAU” and to reenroll the student in the Maine school when they return.

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## **2.0 MHSA PARTICIPATION ISSUES**

All students who are 100% publicly funded and enrolled in Maine public high schools (including those private schools whose enrollment consist of at least 60% publicly funded students) shall participate in the MHSA in their 3<sup>rd</sup> year after initially enrolling in high school, except for those who meet the criteria for Special Considerations (See section 2.19, below). This includes students designated as state wards, state agency clients, or homeless. Participation can be through standard administration of the MHSA, through administration with accommodations, and/or through alternate assessment (PAAP). Schools should ensure that all ICSE enrollment information is accurate for all students by reviewing the “Attending Student Download” report in the Infinite Campus State Edition (See Section 1, “Enrollment Issues” for instructions). They may want to maintain a separate list of students enrolled and their subgroup designations (e.g., ELL, SPED, etc.) during the MHSA administration for their files.

**NOTE: All references to “AYP Implications” below refer to student participation and performance in the reading and mathematics sections of the MHSA only. Although participation in the science portion of the MHSA is required, science scores are not used for AYP determinations.**

### **2.1 Students Attending Public High Schools**

Each publicly funded student enrolled in a Maine public high school must participate in the MHSA, except for those who meet the criteria for Special Considerations (section 2.19, below).

**AYP Implications:** A student enrolled continuously in a Maine public school from 10/1/09 through the testing window of the school year in which testing occurs is considered to be enrolled for a full academic teaching year. The test data for this student are counted for **participation** and for **performance** for AYP purposes.

A student not enrolled continuously from 10/1 through the testing window of the school year in which testing occurs does not meet the Full Academic Year (FAY) definition. The test data for this student are counted for **participation**, but not for **performance**.

### **2.2 Students Publicly Tuitioned to High Schools in Non-Resident SAU**

Students who are publicly tuitioned to a high school in a non-resident SAU, must participate in the MHSA through the appropriate avenue using testing materials provided by the attending school.

**AYP Implications:** The student’s scores will be counted as part of AYP data for the attending school and attending SAU **participation** rates. If the student meets the requirement for Full Academic Year, the student’s scores also count for **performance** in the attending school and SAU.

### **2.3 Students Attending a Public Program in Resident SAU**

Each student attending a program in the resident SAU that is not located in the resident school must participate in the MHSA through the appropriate avenue using testing materials provided by the resident school and returned to the resident school for mailing.

**AYP Implications:** The student’s scores will be counted as part of AYP data for the resident school and resident SAU **participation** rates. If the student meets the

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requirement for Full Academic Year, the student's scores also count for **performance** in the resident school and SAU.

**2.4 Students Attending Public Programs in Non-Resident SAU**

Students who are attending a public program (e.g., regional special education day treatment, alternative education, etc.) in another SAU through financial arrangements other than tuition must participate in the MHSA through the appropriate avenue using testing materials provided by the resident school and returned to the resident school for mailing.

**AYP Implications:** The student's scores will be counted as part of AYP data for the resident school and resident SAU **participation** rates. If the student meets the requirement for Full Academic Year, the student's scores also count for **performance** in the resident school and SAU.

**2.5 Students Attending Private Special Purpose Schools/Residential Treatment Centers (approved by MDOE)**

Students who are attending a private special purpose school must participate in the MHSA through the appropriate avenue in the school they are attending. Materials for the MHSA and Personalized Alternate Assessment Portfolios (PAAPs) are shipped directly to private special purpose schools.

**AYP Implications:** The student's scores are counted as part of the resident SAU AYP **participation** rate. If the student meets the requirement for Full Academic Year, the student's scores also count for **performance** in the resident SAU.

**2.6 Students Attending Private Non-Special Education Schools (approved by MDOE)**

Students who are publicly or privately tuitioned to private non-special education schools (excluding those private schools whose enrollments consist of at least 60% publicly funded students) are not required or allowed to participate in the MHSA.

**AYP Implications:** No impact

**2.7 Students Attending Out-of-State Schools/Programs**

Students receiving their educational program outside the state of Maine during the testing window should be correctly enrolled in ICSE and will not participate in the assessment.

**AYP Implications:** No impact.

**2.8 Students who Reside Out-of-State and are enrolled in Maine Public High Schools**

Out-of-state residents who are tuitioned to a Maine high public school are not required or allowed to participate in the MHSA program.

**AYP Implications:** No impact

**2.9 Students who have been Retained**

All students who are in the third year since first enrolling in high school must participate in the MHSA. Prior high school retention and /or lack of credits do not override this requirement.

**AYP Implications:** The student's scores will be counted for **participation and performance** in the current year.

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**2.10 Students Who Move During the MHSA Science Testing Window  
(Non-PAAP Participants)**

It is the school's responsibility to immediately update ICSE when a student moves. It is recommended that the school maintain either an optional Enrollment Update Report provided with the MHSA Test Coordinator Manual or other documentation on students who move in or out of the school during science testing for their own records. A student's score is based on the items s/he has answered/submitted and may reflect an inaccurate score if the student moved during the MHSA science test.

**2.10.1 From a Maine Public High School**

A student who moves out of a Maine public high school during the testing window must take any sessions of the MHSA that are administered in that school before the date of the move.

*AYP Implications:* The student's scores will not count for participation or performance at the high school where the student is no longer enrolled.

**2.10.2 Into a Maine Public High School**

A student who enrolls in a Maine public high school during the testing window must take any sessions of the MHSA that are scheduled to be administered in the new attending school on and after the date of enrollment.

*AYP Implications for an out-of-SAU move:* The student's scores will count for **participation only** at the new attending school and SAU since full academic year requirements were not met.

*AYP Implications for an in-SAU move:* The student's scores will count for **participation only** at the new attending school since full academic year requirements were not met. Student scores will count for both **participation** and **performance** at the SAU level.

**2.11 Students Who Move (PAAP Participants)**

Maine's alternate assessment is the Personalized Alternate Assessment Portfolio (PAAP), in which students may participate if they meet PAAP participation guidelines and assessment through the PAAP is specified in their IEP. While it serves as the avenue of participation in the MHSA for some students, the formats of the two assessments differ significantly. Because the PAAP is a portfolio compiled over five months of a school year, the program procedures for the MHSA and the PAAP must also differ.

**2.11.1 From a Public High School (PAAP) on or prior to March 1st**

When a student who is participating in the alternate assessment (PAAP) moves from one Maine public high school to another, **on or prior to** March 1, 2010, the PAAP work completed to date should be sent to the receiving school for final completion.

*AYP Implications:* The student's scores will count at the new attending school for **participation only** unless the schools are in the same SAU. In that case, student scores will count for both **participation** and **performance** at the SAU level.

**2.11.2 From a Public High School (PAAP) after March 1st**

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When a student who is participating in the alternate assessment (PAAP) moves from one Maine public high school to another **after** March 1, 2010, the PAAP work completed before the moving date shall be submitted on April 30, 2010 by the original school for scoring. The receiving school is not required to start a new PAAP or complete an existing one.

**AYP Implications:** The student's scores will count at the original school for **participation only** unless the schools are both in the same SAU. In that case, student scores will count for both **participation** and **performance** at the SAU level. There is no impact for the new attending school.

**2.11.3 From an Out-of-State High School (PAAP) on or prior to March 1st**

A student needing a PAAP who moves into a Maine public high school on or prior to March 1, 2010 from an out-of-state school must participate in the PAAP.

**AYP Implications:** The student's scores will count for **participation only** since full academic year requirements are not met.

**2.11.4 From an Out-of-State High School (PAAP) after March 1st**

A student needing a PAAP who moves into a Maine public school **after** March 1, 2010 from an out-of-state school will not be required to participate in the PAAP.

**AYP Implications:** No impact

**2.12 Students who are English Language Learners (ELLs)**

All ELL students who were enrolled in a United States school for the first time on or after January 1, 2009 and are in their 3<sup>rd</sup> year after initially enrolling in a high school must participate in all content areas of the MHSA through standard administration or through administration with accommodations. All test responses must be in English. Refer to "Policies and Procedures for Accommodations and Alternate Assessment to the MHSA" for allowable accommodations.

**AYP Implications:** The student's scores count for AYP **participation** and **performance** provided the student met Full Academic Year requirements for performance.

**2.12.1 Recently Arrived ELL Students**

A recently arrived ELL student is an ELL who was enrolled in a school in the United States for the first time on or after January 1, 2009, as indicated in the appropriate field in ICSE "Date Entered US School". School enrollment on or after this date is the criterion used to make the determination for the type of required participation in the 2010 MHSA administration as set forth below.

Recently arrived ELL students must participate in the mathematics and science tests of the MHSA.

**AYP Implications:** The student's scores in the mathematics content area tests will count for **participation**, not **performance**. Student scores in science will not be part of AYP determinations.

Recently arrived ELL students may, but are not required to, participate in the reading and/or writing content area tests of the MHSA.

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***AYP Implications:*** If the MHSA reading test is taken voluntarily, the student's scores in reading will not count for AYP performance. ELL students must be administered an English Language proficiency assessment to count for participation in reading for AYP purposes (See section 2.12.2, below).

**2.12.2 English Language Proficiency Testing**

All K-12 ELLs in Maine, including recently arrived ELLs, must be assessed for English language proficiency by participating in the WIDA ACCESS for ELLs® during the testing window of **December 1, 2009 to February 5, 2010**. Those students who arrive after the testing window has closed must be assessed with another English language proficiency assessment in order to count as participating in reading. In such cases, the Director of ESL/Bilingual Programs at MDOE should be contacted.

***AYP Implications:*** Participation in WIDA ACCESS for ELLs® counts as **participation** in reading.

**2.13 Students Not Present During Testing**

All students enrolled in their 3<sup>rd</sup> year of high school since initially beginning their high school experience must take part in the MHSA. Students not present for testing, including those on scheduled vacations, will be considered to be non-participants, except for those students described in sections 1.1 (detained by law enforcement), 1.8 (students enrolled in an out of state school/program) and 2.19 (students with Special Considerations approved by MDOE).

***AYP Implications:*** Students not present during any content area test count as **non-participants** (DNP-Did Not Participate) for AYP, except for the students described above.

**2.14 Expelled Students**

Expelled students are no longer considered to be part of a school's official enrollment. These students must be exited from ICSE, with expulsion as the exit type. Expelled students receiving special education services should be enrolled in ICSE as home schooled students receiving special education services only.

***AYP Implications:*** No Impact

**2.15 Suspended Students**

Suspended students are expected to participate in the MHSA through a combination of regularly scheduled administration and makeup sessions.

***AYP Implications:*** The student's scores count for AYP **participation** and **performance** provided the student met Full Academic Year requirements for performance.

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**2.16 Students who are Habitually Truant**

Habitually truant students who do not participate in the MHSA due to absences during the testing window will be considered non-participants in the MHSA. Any issues or questions related to habitually truant students should be addressed through the AYP appeals process. Please note: For AYP purposes, habitually truant students are those students for whom the “Official Parent Notification” criterion cited in section 1.1 has been met and coded on the ICSE truancy tab.

*AYP Implications:* Addressed through the AYP appeals process

**2.17 Students Detained at the Youth Development Centers**

Students detained by law enforcement during the MHSA testing window are enrolled at the public school they attended at the time of detention. They will be considered for Special Considerations (See section 2.16, below).

*AYP Implications:* No impact if Special Considerations are granted.

**2.18 Students Committed to the Youth Development Centers**

Students who have been adjudicated and are committed to a Youth Development Center take part in the MHSA through the educational program provided at that site.

*AYP Implications:* Students are not included in AYP data.

**2.19 Student Conditions Requiring Special Considerations**

Special Consideration may be available when a student’s long-term or emergency condition, physical or mental, prevents the student’s participation in the MHSA even with accommodations or through PAAP. Special Consideration based on a student’s physical or mental condition may be available for students suffering from terminal illnesses or injuries or receiving extraordinary medical treatment for either a physical or psychiatric condition. Emergencies are unforeseen events or situations which may include, but are not limited to, death in a student’s immediate family, childbirth, accidents, injuries, detention by law enforcement, and hospitalizations.

Requests for special considerations will be reviewed by a team at MDOE. Request forms and instructions are available at: <http://www.maine.gov/education/mhsa/testmaterial.html> and must be completed and faxed back to the MDOE no later than **June 11, 2010**. It is the school’s responsibility to keep documentation on these students.

*AYP Implications:* No impact. Data regarding students approved by MDOE for Special Considerations will be removed from enrollment data for purposes of MHSA and AYP reporting.

**2.20 Parent/Student Refusals**

Federal and Maine laws require that all publicly funded students attending publicly funded schools be tested.

*AYP Implications:* If a student does not take the MHSA, the student will be counted as **not participating**. It is the school’s responsibility to document efforts to inform parents in these cases.

**2.21 Home-Schooled Students**

Home-schooled students, including those enrolled in ICSE and taking some coursework in the public school, may take the test on an optional basis at the local high school, if the local school agrees. The students should register for the nearest official test center if there is a problem with

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the local high school option. These students are not considered to be part of the school's official enrollment for purposes of MHSA testing and Adequate Yearly Progress. Home-schooled students who take only the SAT Reasoning Test will not receive state-issued parent letters. Parent letters will be produced for home schooled students who take the entire MHSA test and will be returned to the local school for distribution, although the scores are not included in the scores for the school.

***AYP Implications:*** No impact. Home schooled student scores are not included in AYP data.

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### **3.0 ADMINISTRATION ISSUES**

The MHSA Science Test must be administered in accordance with the rules contained in the 2010 MHSA Principal/Test Coordinator and Test Administrator Manuals, and the SAT must be administered in accordance with the SAT Test Administration Manuals.

#### **3.1 Student Registration: MHSA Science Test**

Schools are **generally not** required to register students or provide information about the number of test materials needed. The testing contractor supplies materials based on ICSE enrollment data. The **only exception** is that schools must order large print versions of the test for visually impaired students. They are **not** required to order Braille versions, since this information is supplied by another source. The ordering information for large print tests has been supplied directly by the testing contractor to schools.

#### **3.2 Student Registration: SAT**

Complete information about registration for the SAT can be found at:  
<http://www.maine.gov/education/mhsa/registrationmaterial.html>.

#### **3.3 Student Registration: PAAPs**

Resident schools are required to register enrolled students who will participate in the MHSA through the PAAP, including those students in regional or private special purpose programs, between March 1 and 19, 2010. When students have partial enrollments in ICSE, both resident and attending schools will need to collaborate to complete online PAAP registration. Resident schools receive registration information directly from the testing contractor. Resident schools should notify attending schools when PAAP registration is complete.

#### **3.4 Students with Behavioral Issues**

Students who must be removed from MHSA Science testing for inappropriate behavior may be allowed to resume testing at the discretion of the principal after appropriate intervention. In the case of cheating, testing should be stopped and the Maine Department of Education should be contacted for further instructions. See the cover page of this document for contact information.

During the SAT administration, issues involving student behavioral issues must be handled in accordance with the SAT Test Administration Manuals.

***AYP Implications:*** Students are counted for **participation** and **performance**.  
Performance scores will be based on the work completed or allowed.

#### **3.5 Students Experiencing Emergency Situations**

If a student experiences an emergency situation during testing that prevents participation in the MHSA Science Test or the SAT, the principal should request a Special Consideration. (See section 2.19, above.)

***AYP Implications:*** Students approved for an emergency Special Consideration are not counted for **participation** or **performance** on the content areas not completed on the test.

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**3.6 Blank/Non-Scorable Student Responses**

If there is a blank student response booklet or there are no scorable items (e.g., contains expletives, unrelated drawings, but not answers) in the MHSA Science Test, the student will not receive a score.

If there is a blank student response booklet or there are no scorable items in the SAT, the student is considered to be a non-participant.

***AYP Implications:*** The student is counted as a **non-participant** (DNP-Did Not Participate).

**3.7 Incomplete Student Responses**

If the MHSA Science test is incomplete, the student will receive a score based on the items he or she has answered/submitted.

If the SAT test is incomplete, the student will receive a score based on the items he or she has answered/submitted.

***AYP Implications:*** The student's score is counted for both **participation** and **performance**.

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**GLOSSARY**

**Adequate Yearly Progress (AYP)** - Adequate yearly progress is a federal measure of school performance in reading and mathematics required by the *No Child Left Behind* Act. A school makes adequate yearly progress if the students in the tested grade(s) and all required subgroups meet the participation targets of 95%, meet or exceed the performance targets established for mathematics and reading in the grade(s) to which the test is administered, and meet high school graduation goals.

**Attending School or Attending SAU** – The school or school administrative unit that a student attends daily.

**English Language Learner (ELL)** – This designation refers to a **subset of students** whose English proficiency in *any* of the language modalities (reading, writing, listening or speaking) is significantly below that of their peers. A student is classified as an “English Language Learner” based on the student’s English language proficiency as measured by WIDA ACCESS for ELLs®.

**Full Academic Year (FAY)** - A student is counted for AYP performance in a school if the student has been present for a full academic year. In Maine, a full academic year is defined as being continuously enrolled in a school from October 1 in the academic year through the last date of testing.

**Individual Educational Program** – A program designed by a team of individuals, including parents, responsible for determining a student’s eligibility for special education and related services, including the student’s avenue of participation in the MHSA. (Maine Unified Special Education Regulations, Chapter 101, May 16, 2008)

**Limited English Proficient (LEP)** – An LEP designation refers to students who are English language learners (ELLs) and is a category in ICSE and assessment and accountability reports. Any student whose English Language Proficiency in ICSE is 03 (Limited English Proficiency) or 04 (Transitioned Back to LEP) would be considered LEP.

**Maine High School Assessment (MHSA)** – The testing program consisting of the SAT critical reading, mathematics and writing tests and a science test that Maine uses as a measure of student achievement for No Child Left Behind accountability purposes.

**Partial Enrollment** – A student who is tuitioned to a private special purpose school has a primary enrollment in ICSE at his/her resident school and a partial enrollment at the private special purpose school.

**Participation (for AYP purposes)** - A student is determined to have participated in a content area test of the MHSA if that student has submitted scorable work for that content test. The participation rate in a content area test is the ratio of the number of students who participate in the test to the number of students enrolled in the test population for the whole group and by

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subgroup. For a school or SAU to make AYP, at least 95% of students in each reportable group must participate.

**Performance (for AYP purposes)** - The student's score is determined by that student's performance on the MHSA. For purposes of AYP, a school is rated on the percentage of students who are proficient (scoring in the "proficient" or "proficient with distinction" range on the MHSA). For each group, the number of proficient students compared to the number of students participating is used to compute the percentage of proficient students. The percentage of proficient students is compared to the established target for that group to determine if the group has made AYP for performance.

**Personalized Alternate Assessment Portfolio (PAAP)** – Federal and State laws require that all students be included in the Maine High School Assessment. To that end, three avenues of participation are provided (Standard Administration, Administration with Accommodations, and/or Alternate Assessment). Maine's Alternate Assessment is the PAAP. The PAAP is designed for students needing a modified MHSA sure of performance in a content area because their exceptionality is so significant that it does not allow access to the standard assessment even with a combination of accommodations.

**Recently Arrived ELL** - A recently arrived ELL is an English Language Learner who was enrolled in a school in the United States for the first time on or after January 1, 2009 as indicated in the appropriate field in ICSE "Date Entered US School".

**Resident School or Resident SAU** - The school or school administrative unit where the student's parent/guardian resides.

**SAU (for AYP purposes)** – A school administrative unit "SAU" may be a school administrative district, municipal district, a community school district, or a regional school unit for the purposes of this document.

### **TESTING WINDOWS:**

**MHSA** – The MHSA is administered in two distinct parts: the MHSA Science Test and the SAT Reasoning Test. The Science Test is administered during the school day within a window that begins on Monday, March 29, 2010 and ends on Friday, April 9, 2010. Any make-up testing needed for this component of the MHSA must also be completed within this window. The SAT Reasoning Test is administered on Saturday, May 1, 2010. The Maine Purposes Only Testing option of the SAT continues through May 12, 2010, while the official makeup for traditional college reportable SAT scores is Saturday, June 5, 2010.

**PAAP** - The administration window for the PAAP is from December 1, 2009 through April 30, 2010.

**WIDA ACCESS for ELLs®** - The testing window for the WIDA ACCESS for ELLs® is December 1, 2009 to February 5, 2010.