

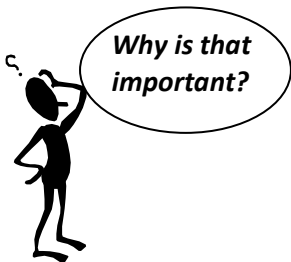
# PVAAS Key Communication Messages

## Introductory Concepts

- There is a key difference between achievement and growth.
- Achievement (PSSA) and growth (PVAAS) must be used together to get a complete picture of student learning
- Achievement is highly correlated with demographic variables such as socioeconomic status. Growth is **NOT** correlated with demographic factors.
- PVAAS captures even subtle changes in performance for both high and low achieving students (this allows schools to respond faster to students' needs in relation to progress).
- The PVAAS Average Growth Index is an appropriate value to consider when comparing the progress of schools.
- Low achieving schools can yield more than a year, a year, or less than a year of growth. High achieving schools can also yield more than a year, a year, or less than a year of growth.

Achievement	Progress
The final result of an academic experience	Is the concept underlying value-added analysis and reporting
Highly correlated with demographic factors, such as socioeconomic status	Not correlated with demographic factors
Affected by factors outside the school	Dependent upon what happens as a result of schooling
Measures students' performance at a single point in time	Measures students' progress across time/years
Compares student performance to a standard	Compares student performance to his/her own prior performance
Critical to students' post-secondary opportunities	Critical to ensuring students' future academic success

There is a key difference between 'achievement' and 'growth.' Achievement data provides insights to whether or not students have reached proficiency of the Pennsylvania academic standards. PVAAS, however, offers insights about whether or not *students as a group* made one year's worth of progress.



Achievement is location, progress is direction. We may know where we are with students at given point in time (achievement results), but do we know what direction we are headed in with them in terms of academic performance (growth)? If students do not make at least a year's worth of growth, achievement results may be impacted.

Achievement results (PSSA) and growth results (PVAAS) must be used together to get a complete picture of student learning. PVAAS is another tool that provides a more complete picture of student learning.



With achievement results schools do not always know if they have made growth with different groups of students. Sometimes students may not grow enough to make significant changes in their achievement results- such as going from non-proficient to proficient.

- The Power of Two: PVAAS and PSSA
- The Power of Two: Achievement AND Progress Data
- To view the achievement results of Pennsylvania's public districts/schools, go to: <http://paayp.emetric.net/>
- To view the progress results of Pennsylvania's public districts/schools, go to: <https://pvaas.sas.com>

PVAAS let's districts see if they are growing groups of students at ALL performance levels- low achieving and high achieving.



Growth results (PVAAS) let us see even very subtle changes that have occurred with student academic performance. Low performing students may not have yet reached proficiency, but the school may have been highly effective in making growth with those students--PVAAS will let the schools see those results. High performing students may still be at or above proficiency, but if they are not making a year's worth of growth their achievement levels may slip over time. PVAAS is a more sensitive indicator than we would see on the achievement results so schools can respond quickly.

PVAAS allows schools to compare growth of their students with similar schools across Pennsylvania.

- It is not appropriate to compare the gain and effect values from the District and School Value-Added Reports as they do not take into account the different standard errors of each school.
- The color-coding of all of the growth measures (gain values) does in fact take into account the Standard Error.
- The appropriate measure to compare the growth of schools is through the School Search feature which provides the Average Growth Index for each school.
  - The Average Growth Index is a value based on the average growth across grade levels and its relationship to the standard error so that comparison among schools is meaningful.
  - If the standard error is not accounted for, users might get a skewed picture of the relative effectiveness of different schools.
  - In general if the Average Growth Index is positive (greater than 0), this indicates that, on average, students in the school achieved a year's worth of academic growth in a year. A large, positive Average Growth Index provides more evidence that more than a year's worth of growth was experienced by the average student in the school.
  - If the Average Growth Index is negative (less than 0), this indicates that, on average, students in the school achieved less than a year's worth of academic growth in a year. A large, negative Average Growth Index provides more evidence that less than a year's worth of growth was experienced by the average student in the school.

Achievement is highly correlated with demographic variables such a socioeconomic status. Growth is NOT correlated with demographic variables.

- There are high achieving schools making high growth.
- There are high achieving schools making low growth.
- There are low achieving schools making high growth.
- There are low achieving schools making low growth.

Value-added can remove the effects of factors not under the control of the school (McCaffrey, Lockwood, Loretz & Hamilton, 2003; Ross, Wang, Sanders, Wright & Stringfield, 1999; Wright, Horn & Sanders, 1999).

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