

Oxford Area School District

What are the trends in growth and achievement?

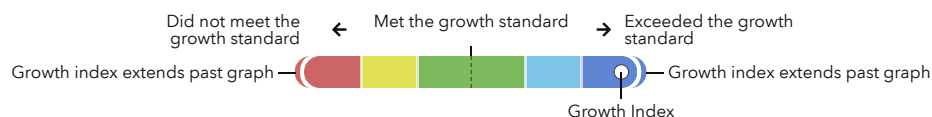
This report enables you to select data of interest, assess trends over time, and compare results. Use the filters on the left to explore growth and achievement data. Depending on the assessment, achievement is reported in Normal Curve Equivalents (NCEs) or scale scores and does not reflect proficiency level.

Subject	Year	Grade	Growth Color Indicator
PSSA Math – 4-8	2024	4	Well Above
		5	Well Above
		6	Well Above
		7	Well Below
		8	Meets
		Across Grades	Meets
PSSA English Language Arts – 4-8	2024	4	Meets
		5	Well Above
		6	Well Above
		7	Well Below
		8	Meets
		Across Grades	Well Above
PSSA Science – 4,8	2024	4	Well Above
		8	Well Below
Keystone Algebra I	2024	N/A	Well Above
Keystone Biology	2024	N/A	Well Above
Keystone Literature	2024	N/A	Well Above

Legend and Glossary

Growth Color Indicators

- Well Above** Significant evidence that the LEA/district exceeded the growth standard.
- Above** Moderate evidence that the LEA/district exceeded the growth standard.
- Meets** Evidence that the LEA/district met the growth standard.
- Below** Moderate evidence that the LEA/district did not meet the growth standard.
- Well Below** Significant evidence that the LEA/district did not meet the growth standard.



Growth Color Indicator

A category that describes the amount of evidence that a group of students met, exceeded, or fell short of the growth standard.

Growth Index

An indicator of the amount of evidence that the group of students met, exceeded, or fell short of the growth standard.

Effect Size

An indicator of magnitude and practical significance that the group of students met, exceeded, or fell short of the growth standard.

Growth Measure

A conservative estimate of the growth that students made, on average, in a grade and subject or course.

Standard Error

A measurement that establishes a level of certainty around the growth measure and describes the amount of evidence that the group of students met, exceeded, or fell short of the growth standard.

Achievement

Depending on the assessment, achievement is reported in Normal Curve Equivalents (NCEs) or scale scores.

- Entering achievement is either the average of the students' prior year NCEs or the average of the students' predicted scale scores.
- Exiting achievement is either the average of the students' current year NCEs or the average of the students' actual scale scores.

Student Count

The number of students included in the analysis.

Growth Standard Methodology

Growth is the relative change in achievement for a group of students from one point in time to the next.

First, the model converts student scores to normal curve equivalents, or NCEs, in each subject, grade, year, and (if applicable) semester based on a reference population. Then, the model estimates the average NCE change for a group of students. This process includes all subjects using the growth standard methodology as well as all current and prior grades for that group of students. This provides more reliable measures and mitigates concerns about missing test scores for students.

An NCE gain of zero means that students maintained their relative position in the reference population's distribution of student achievement. Positive growth measures suggest students increased their relative position, and negative growth measures suggest students decreased their relative position.

Predictive Methodology

Growth is the difference between expected achievement and actual achievement for a group of students.

First, the model calculates a predicted score for each student. This model includes the scores of all students in the reference group, along with their testing histories across years, grades, and subjects. The predicted score is based on each student's own prior test scores as well as considering how all other students performed on the assessment in relation to their testing histories. Then, the predicted scores for a group of students are averaged. Because this average predicted score is based on the students' prior test scores, it represents the entering achievement in this subject for the group of students. Next, the model compares the students' actual achievement on the assessment to their entering achievement.

Positive growth measures suggest that students performed higher than expected, and negative growth measures suggest that students performed lower than expected.

Concept of Growth

Value-Added Reports provide reliable measures of the academic progress a group of students has made. Achievement indicates where students performed academically at a single point in time. Growth indicates how much progress the students have made, as a group, over time. Because the growth measures are estimates, consider their associated standard errors as you interpret if the students met, exceeded, or fell short of the growth standard.

Achievement results and growth results must be used together to get a complete picture of student learning.

The growth index provides a standardized measure of evidence that students met, exceeded, or fell short of the growth standard. The effect size provides a standardized measure of magnitude and practical significance of growth.