

FAQ: Understanding the Growth Component of the VDOE School Performance and Support Framework

Q: How is a student's expected score determined?

A: Expected scores for each individual student are based on their own prior testing data. Expected scores are also based on the relationships between a specific assessment in the current year and the statewide population of students who took that assessment, coupled with all of their applicable testing history from prior years. Collectively, the information determines a student's expected score. In other words, the expected 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.

Q: Are students' expected scores individualized?

A: Yes, expected scores are based on each individual student's testing history.

Q: How is expected growth defined at the student-level?

For the purposes of accountability, this growth model provides each individual student with an expected score and the standard error of that expected score. Conceptually, growth is simply the difference between students' actual and expected achievement. In other words, a growth value of zero means that a student's actual score is the same as their expected score. The term "expected growth" indicates a growth value of zero.

Q: Is expected growth the same for all students?

A: Although "expected growth" for all students indicates a growth value of zero, growth is not the same magnitude for every student because it takes into account their individual prior testing history as well as that of all students in the state for a specific assessment. For each student, there is a range of possible scores based on their prior history and the statewide population of test takers, and their expected score is at the 50th percentile of that range.

Q: How does the accountability methodology differ from what I see in VVAAS?

A: Growth for divisions and schools in the VVAAS web application are calculated at the group level, whereas growth for accountability is calculated at the student level and then aggregated up. Furthermore, student-level metrics do not consider the magnitude in the same way as the student residual, do not incorporate shrinkage due to population size, and do not account for the standard error of a group-level measure. As such, the student-by-student level aggregation might not match the group-level measures reported in the VVAAS web application exactly.

Q: How is a range of possible expected scores determined?

A: In addition to an expected score, a standard error of that expected score is generated for each student. The standard error of the expected score describes a prediction interval, or the distribution of expectation within a likelihood of expecting various scores. Once the student takes the assessment, their actual score can be compared to their expected score, the range of possible expected scores, and the likelihood of scoring each of these expected scores.

Figure 1 below shows a sample student-level growth distribution.

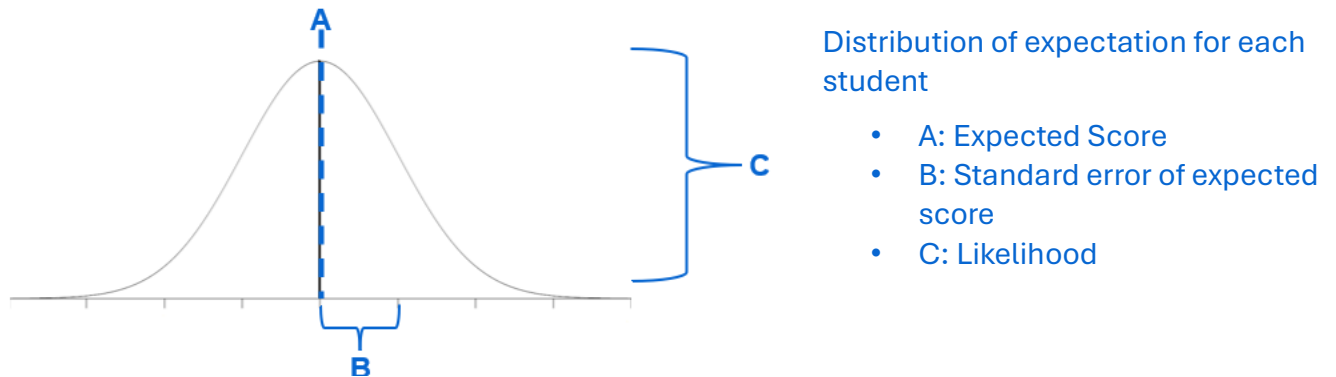


Figure 1: Student-Level Growth Measure Distribution

Figure 2 below displays a sample Student Report and the percentile of the actual score within the expected score distribution.

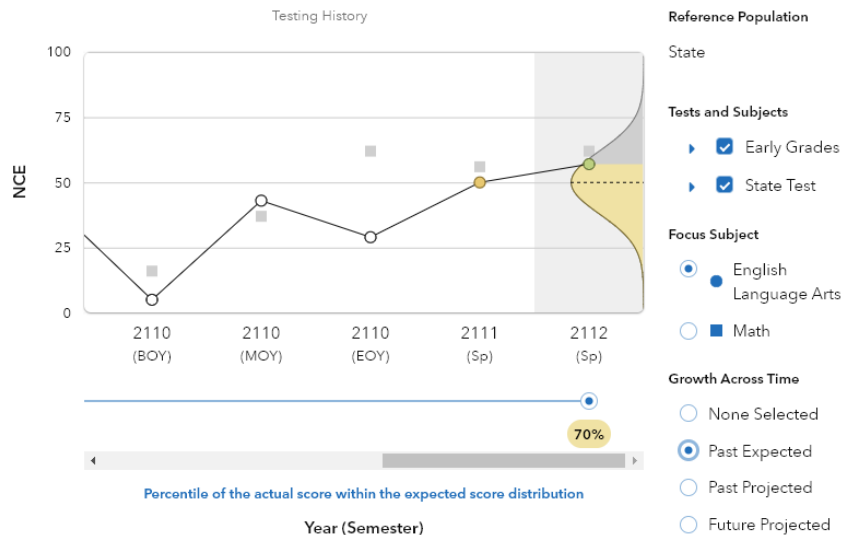


Figure 2: Sample Student Report Testing History Tile with Expected Score Distribution