

PDE DATA Value Added Assessment Data for Kutztown Alumni

The following is an analysis of PDE-provided Value Added Assessment Data from the PA's Department of Education's SAS data. These data include measures of academic growth based on state-assessed content areas received by Pennsylvania educators and administrators. The data is accessed through the Pennsylvania Value-Added Assessment System (PVAAS) and provided in a report from PDE. The measures used focus on the change in achievement from one year to the next for a group of students linked to a specific district, school or teacher, and they provide valuable feedback on student learning, curriculum, assessment, and instruction. These measures use student-teacher linkages verified by teachers and their administrators. Through a collaboration between the Pennsylvania Department of Education and PVAAS-provider EVAAS, certification preparation programs (CPPs) across the commonwealth are able to review aggregated teacher-specific growth measures based on their programs' recent completers. The following is a report on area strength's and weaknesses upon COE Assessment Committee and COE Dean review of the data provided to us for AY 2017-2018.

The data table below provides the P values for completers teaching content areas that are assessed annually by the department of education for 2017 and 2018. When interpreting the scores, it is important to note a positive value for growth (unadjusted for poverty or adjusted for poverty) suggests that, on average, recent completers in the assessed area have a higher teacher-specific growth index than the Standard for Pennsylvania Academic Growth, which is zero. A negative value for growth (unadjusted for poverty or adjusted for poverty) suggests that, on average, recent completers in the assessed area have a lower teacher-specific growth index than the Standard for Pennsylvania Academic Growth.

Growth at your institution by content area for all certification areas vs state wide scores 2017 & 2018 combined

Growth Adjusted for poverty	Algebra 1	Biology	ELA 4-8	Math 4-8	Science 4-8
Completers at KU	.62	.15	-0.67	-0.85	-0.43
Completers State Wide	0	-0.21	-0.16	-0.33	-0.28

Growth at your institution by content area for all certification areas vs state wide scores 2016

Growth Adjusted for poverty	Algebra 1	Biology	Literature	ELA 4-8	Math 4-8	Science 4-8
Completers at KU	.09	1.7	-1.73	-0.34	-1.45	-0.92
Completers State Wide	-.06	-0.16	-.25	-0.17	-0.28	-0.33

Note: One of the limitations of this data is that it is only available for completers who teach in a tested grade or subject such as: 4 through 8 Mathematics and English language arts teachers, Science teachers in grades 4 & 8 and the Keystone content area subjects including: Algebra I and Biology.

CONCLUSION

As you can see **the data indicates our secondary math and science programs develop completers that exceed the state average** in reference to increasing student learning growth. However, **we need to improve student learning outcomes for completers of our 4-8 program and our ELA programs.** KU Middle level completers appear to perform before the state average on improving student learning outcomes in all areas.