

SAS® EVAAS

Including Retesters' Keystone Scores in District and School Growth Calculations

The Pennsylvania Department of Education (PDE) is committed to supporting thoughtful and strategic retesting of students on Keystone exams. Because the goal is to help students perform well and to reach their academic potential, PDE changed the rules in SY2015-16 for including Keystone scores from students who have retested in calculating growth measures for districts and schools. The changes help ensure LEAs are not negatively impacted if students do not perform as expected when they retest with a Keystone assessment.

Beginning with the release of the 2015-16 PVAAS district and school reporting, a student's highest Keystone assessment score from the most recently completed school year is used to calculate district and school growth, *unless* that score is lower than a score from previous years. This allows the process of measuring growth for Keystone content areas to be in conceptual alignment with the approach used to determine the percentage of students who are Proficient or Advanced.

These rules apply to District and School Value-Added reports and building-level accountability scores since the 2015-16 reporting year. The growth data for years prior to 2015-16 were not recalculated using these rules.

These rules do *not* apply to teacher-specific reporting, which is intended to measure the academic growth of a teacher's group of students during the school year or semester in which the teacher provided instruction.

For district and school reporting, Keystone scores from the summer, winter, and spring test administrations are considered for use in annual value-added analyses. The summer administration is considered the first administration of the school year, followed by the winter and spring administrations. Only scores from a full administration of the exam (module 1 and 2) are considered for use in the analyses. The new rules for determining which Keystone scores to include in the PVAAS analyses are summarized as follows:

- If a student has previously tested in the Proficient or Advanced range in a Keystone subject, no subsequent scores in that same subject will be included in the analyses. In accordance with PDE policy, students who have already scored at least Proficient should not retest. If applicable, the business rules regarding which retested Keystone scores to include will be applied to these student scores.
- If a student tested in the most recently completed school year or in a previous year and retested in the most recently completed school year but scored lower on the retest, the score from the retest will not be included in the analyses. If applicable, the business rules regarding which retested Keystone scores to include will be applied to these student scores.
- If a student tested multiple times in the most recently completed school year, the highest score from that year will be used in the analyses, unless that score is lower than a score from a previous year. If applicable, the business rules regarding which retested Keystone scores to include will be applied to these student scores.

-
- If a student tested for the first time and was enrolled in a Keystone course in the 2019-20 school year (summer 2019, winter 2019, and spring 2020), then that student score will not be included in the 2020-21 school year's reporting.
 - If a student took a Keystone assessment in Fall 2020 as a "delayed" Summer Keystone assessment and was not making up spring 2020 assessments, then the student score will be included in the 2020-21 school year reporting.

All other rules for excluding students' scores from the analyses still apply. After determining the highest score for a student to be used in the model, additional scores will be removed for the following reasons:

- The student did not meet the full academic year (FAY) requirement.
- The student is first year English Learner.
- The student is a foreign exchange student.

Example 1: Student Tested Multiple Times in the Most Recently Completed School Year

This student took the Keystone Algebra I exam twice in the most recently completed school year. This student did not take the Keystone Algebra I exam in a previous school year. In the winter test administration, the student scored 1450. Because the student did not reach the Proficient range, he took the Algebra I course again in spring and retested. In that administration, the student scored 1433. Because the spring score was lower (1433), it will not be used in the analyses for school and district reporting. The student's score from the winter administration (1450) will be used instead.

It is important to note the rules described above apply only to the district and school reporting and not to teacher-specific reporting. In this example, scores for both the winter and spring administrations may be used in the teacher-level analyses. In generating teacher-specific reporting, the test administration for which the teacher verified instructional responsibility will determine which score(s) are used.

Example 2: Student Tested in a Previous Year and Retested in the Most Recently Completed School Year

This student took the Keystone Algebra I exam in the spring of a previous school year and scored 1490. The student retested in the spring of the most recently completed school year and scored 1485. Because the score from the most recently completed spring administration is lower than the student's score from a previous year, the score from the most recently completed school year will not be used. This student will not be included in the analyses that generate district and school reports.

Because the rules described above apply only to district and school reporting and not to teacher-specific reporting, the score may be used in the teacher-specific reporting for any teacher who included the student in their Keystone Algebra I rosters for the most recently completed school year.

Questions about the new rules for including students' Keystone scores in the PVAAS analyses can be directed to pdepvaas@iu13.org.