

Pennsylvania Value-Added Assessment System (PVAAS) Data Set

Act 13 Data Available Teachers for PA's Educator Effectiveness System

Collection 6

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Executive Summary

The Pennsylvania Department of Education (PDE) first introduced the Pennsylvania Information Management System (PIMS) Pennsylvania Value-Added Assessment System (PVAAS) collection in the 2013-14 school year. PDE created the Staff Student Subtest data set in response to the Act 82 of 2012 (Act of Jun. 30, 2012, P.L. 684, No. 82 Cl. 24) requirement that teacher-specific PVAAS/growth data be included as part of the Educator Effectiveness System for teaching professionals. The requirement was amended by Act 13 of 2020 (Act of Mar. 27, 2020, P.L. 62, No. 13 Cl. 24). This collection was custom designed in school year 2014-15 to meet the needs of Act 82 and Pennsylvania's Educator Effectiveness System and is informed by feedback from local education agencies (LEA). The Staff Student Subtest will continue as a collection for Act 13 with some additions for LEAs.

As part of the Educator Effectiveness System for teaching professionals, PVAAS teacher-specific reporting is provided to teachers (eligibility determined by the LEA) who have instructional responsibility in state assessed subjects/grades/Keystone Exam content areas. Providing PVAAS teacher-specific reporting requires a process to ensure that the right students are linked to the right teachers for the right state assessment and for the right proportion of instructional responsibility. In other words, a process is needed to ensure that teachers and administrators are provided the opportunity to verify the accuracy of the data used to yield PVAAS teacher-specific reporting. The process to verify the data is called PVAAS roster verification.

LEAs that understand the intention of PVAAS roster verification will more easily navigate this PIMS data set. This document will not discuss the PVAAS roster system itself in detail, but LEAs can find more information about that system and process on the [PDE PVAAS Roster Verification website](#).

PDE uses the PIMS PVAAS data set to implement PVAAS roster verification and provide access to PVAAS reporting. While some PIMS data elements serve both needs simultaneously, this manual describes each need independently for ease of understanding.

The first need addressed by this collection is PVAAS account management. SAS Education Visualization and Analytics Solutions (EVAAS), the PVAAS vendor, uses this data set to create new PVAAS School User accounts. The accounts, created in this way, allow users to have automatic access to verify and complete roster verification (when applicable) and access PVAAS web-based, password-protected reporting throughout the year.

The second need addressed by this data set is the creation of unverified, pre-populated teacher-student rosters for PVAAS roster verification. Roster data are collected in PIMS to give LEAs a head start in verifying rosters by removing as much of the teacher- and administrator-centric data entry work and time as possible. All roster data created in PIMS are sent to SAS® EVAAS so that the rosters can be pre-populated in the PVAAS

web-based roster system and then reviewed, edited, and finalized by teachers and administrators during roster verification.

The additions to the PIMS Staff Student Subtest collection include SAS EVAAS calculating the % Proficient and Advanced for the teacher-specific achievement measure. SAS EVAAS did not previously calculate this for LEAs under Act 82. SAS EVAAS now calculates the % Prof/Adv teacher-specific achievement measure for LEAs included in Act 13 for data-available teachers. LEAs can choose to use this % Prof/Adv for the teacher-specific achievement measure, OR locally calculate the % Prof/Adv for the teacher-specific achievement measure. This means LEAs can choose to include grade 3 teachers and students in the PIMS Staff Student Subtest collection and roster verification. LEAs can also choose to include teachers and students who take PASA in the PIMS Staff Student Subtest collection and roster verification. Grade 3 and PASA roster data would be used to calculate the % Prof/Adv teacher-specific achievement measure only.

LEAs should report data as completely and accurately as possible to PIMS but anticipate the need to update some data during roster verification.

Student Updates for PVAAS Reporting

Who Must Report

PDE submits updated enrollment data to the PVAAS vendor (SAS EVAAS) on a monthly basis on behalf of all LEAs. PDE queries the data from the PIMS *Student* and *School Enrollment* templates. LEAs should ensure they update their PIMS Student and School Enrollment templates on a regular basis to take advantage of this automatic update process.

How the Updates are Applied

The PVAAS vendor receives a file from PDE each month. The file looks much like an internal snapshot file. The PVAAS vendor uses the file to ensure that educators have access to PVAAS reporting for their students (and only the students in their LEA/school).

PIMS PVAAS Account Management

Who Must Report

The statutory and regulatory requirements pertaining to teacher-specific data apply to all LEAs responsible for implementing Act 13. All public LEAs, including those not mandated, are welcome to utilize PVAAS teacher-specific measures in their local improvement efforts and/or evaluation processes.

Reporting this data set is the responsibility of the employing LEA.

What Must Be Reported

The PVAAS system includes a series of reports that can help teachers and administrators make decisions about the effectiveness of educational programs for students, as well as individual student needs. The same system includes the Roster Verification process. A single login can provide personnel with access to both reports and rosters in PVAAS (when appropriate).

PIMS can be leveraged by LEAs to automate creating PVAAS accounts for their staff. LEAs report which of their employees should access PVAAS, and if that access should include student-level identifiable data. Each person's access is reflected in the Job Description code reported in their *Staff Template* record. The Job Description codes SWS and SNS will automatically create PVAAS School User accounts, with or without student-level data access. The Job Description code NCH signals that there should be no change to a user's existing PVAAS access/account. The code NLA signals that the staff should not have PVAAS access within the LEA: no access is given, and existing access is removed. More information can be found in Appendix AH of the PIMS Manual Vol. 2.

PDE created this PIMS data set to reduce the data entry needed to create PVAAS School User accounts (which make up the majority of an LEA's PVAAS accounts) and

save LEAs time. However, LEAs and schools still have the option to create, modify, and deactivate PVAAS accounts directly and manually in the PVAAS system. More information about how to manage accounts in PVAAS is available within the online help portion of the [PVAAS website](https://pvaas.sas.com/support/pa/s/main/managingAccounts1.html) (<https://pvaas.sas.com/support/pa/s/main/managingAccounts1.html>).

PIMS PVAAS Account Management Template

PVAAS account creation involves only one PIMS template.

Staff Template

The *Staff Template* contains a list of all professional-level positions and the people filling those positions in an LEA. The specification for this template is in the Staff domain of the *PIMS Manual Vol. 1*. The template captures one person per record.

Only the Staff ID, First Name, Last Name, Job Description, and Email Address fields in the *Staff Template* are relevant to PVAAS account creation. At certain times of the year, SAS EVAAS uses these data elements to create new School User accounts, deactivate School User accounts, move School User accounts *within* an LEA, or update email addresses for School User accounts.

PIMS PVAAS Roster Verification

Who Must Report

The statutory and regulatory requirements pertaining to teacher-specific data apply only to some LEA types. For that reason, this data set is required from school districts, intermediate units, cyber charters, and both comprehensive and occupational career and technical centers (CTC). (CTCs are required to report *only if* they offer PSSA or Keystone-designated courses.) This is the mechanism for PVAAS teacher-specific growth reporting. Other LEA types are welcome to utilize PVAAS teacher-specific measures in their local evaluation processes, so this data set is available for submission by all other public LEAs.

As of July 11, 2024, pursuant to 24 P.S. § 1749-A(b)(3.2), cyber charter schools are subject to 22 Pa Code §19 (relating to educator effectiveness) and should submit Staff Student Subtest data and receive PVAAS teacher-specific reporting. The cyber charter school should fully complete roster verification to ensure that the right students are linked to the right teachers for the right % of instructional responsibility.

Brick and Mortar Charters schools are not required to implement Act 13. However, if a charter chooses to submit Staff Student Subtest data and receive PVAAS teacher-specific reporting, the charter school needs to fully complete roster verification to ensure that the right students are linked to the right teachers for the right % of instructional responsibility. Students are often represented in more than one school and/or LEA within a school year. Hence, all LEAs participating in roster verification need to *complete* the process.

Reporting this data set is the responsibility of the employing LEA. This is because the result, a PVAAS teacher-specific measure, is part of the Educator Effectiveness system for teaching professionals, and evaluations are an employer's responsibility.

What Must Be Reported

The portion of Act 13 that addresses evaluations for teachers with PVAAS teacher-specific growth reporting is specific to professional employees with a valid PA teaching certificate who have full or partial responsibility for assessed standards on the state assessments. This may include but not be limited to the following: general and special education teachers, intervention specialists, content specialists, Title I, ESL, and gifted teachers. This is an LEA decision.

For the purpose of PIMS reporting, an instructional relationship is any association between a student and teacher in which the teacher has instructional responsibility for a student's learning of assessed standards on state assessments. LEAs must report all instructional relationships related to PSSAs in grades 4-8 and Keystone Exams for the group of teachers described in the paragraphs above.

Instructional relationships are comprised of three basic parts:

1. Staff – Teaching professionals with instructional responsibility in a state assessed subject/grade or Keystone-designated course. (A professional employee with a valid PA teaching certificate who has full or partial responsibility for assessed standards on the PSSA or Keystone exams.) LEAs may choose to include teachers of students in grade 3 taking the PSSA Math and ELA and/or teachers of students in grades 3 and higher who are taking PASA if they want to use this system for SAS EVAAS to calculate the % Proficient/Advanced for the teacher-specific achievement measure of Act 13.

Note on substitutes: Act 13 is required for professional employees and temporary professional employees. Substitutes – whether long or short term – do not fall under Act 13. Therefore, they would not need to participate or be included in roster verification. The evaluation of substitutes is a local determination; LEAs may choose to evaluate substitutes if they wish and should consult with their solicitor regarding how substitutes would be evaluated.

2. Students – Students for which a teacher has instructional responsibility in a state assessed subject/grade or Keystone-designated course. LEAs may choose to include students in grade 3 taking the PSSA Math and ELA and/or students in grades 3 and higher who are taking PASA if they want to use this system for SAS EVAAS to calculate the % Proficient/Advanced for the teacher-specific achievement measure of Act 13.
3. Subtests with percentages – The percent of total instructional responsibility a teacher has for an individual student in a state assessed subject/grade or Keystone-designated course. (This total instructional responsibility is comprised of %

Student+Teacher Enrollment and Full/Partial % of Instruction.) LEAs may choose to include the % of total instructional responsibility for students in grade 3 taking the PSSA Math and ELA and/or students in grades 3 and higher who are taking PASA if they want to use this system for SAS EVAAS to calculate the % Proficient/Advanced for the teacher-specific achievement measure of Act 13.

Because grade 3 serves as a baseline for subsequent years of PVAAS reporting, PDE does not require third grade teachers to perform roster verification. As such, LEAs are not required to submit grade 3 data as part of this collection. However, some LEAs might choose to submit grade 3 data and verify third grade rosters. SAS EVAAS will calculate the % Proficient/Advanced for the teacher-specific achievement measure of Act 13 for any rosters in the PVAAS roster system. This is an LEA decision.

Teacher-specific data in Act 13 is required of professional employees, not temporary professional employees. While an educator is a temporary professional employee, they may participate in roster verification and receive teacher-specific reporting for the purpose of professional learning. Teacher-specific data is not included in a temporary professional employee's Act 13 evaluation.

PIMS PVAAS Roster Verification Templates

The core of this data set comes from one PIMS template: *Staff Student Subtest*. The *Staff Student Subtest* template references several other PIMS templates for contextual and administrative data.

Staff Student Subtest

The *Staff Student Subtest* template contains a list of instructional relationships. The specification for this template is in the Student Domain of the [PIMS Manual Vol. 1](#). The template captures one instructional relationship per record.

The *Staff Student Subtest* template should contain one record per instructional relationship associated with any grade 4-8 state assessment or Keystone exam. As stated above, Grade 3 and PASA rosters are optional and can be included in the data for SAS EVAAS to calculate the % Proficient/Advanced for the teacher-specific achievement measure of Act 13.

PDE sends all of the fields in this template to SAS EVAAS. Each record in this data set becomes a roster record in PVAAS Roster Verification.

Staff Template

The *Staff Template* contains a list of all professional-level positions and the people filling those positions in an LEA. The specification for this template is in the Staff domain of the *PIMS Manual Vol. 1*. The template captures one person per record.

Only the Staff ID, First Name, Last Name, and Email Address fields in the Staff Template are relevant to roster verification. SAS EVAAS displays teacher names to make roster verification easier for teachers and administrators.

Student Template

The *Student Template* contains a list of students and their relevant demographic information. The specification for this template is in the Student Domain of the *PIMS Manual Vol. 1*. The template captures one person per record.

Only a few fields from the *Student Template* are relevant to roster verification. They are Student ID, First Name, Last Name, Date of Birth, and Current Grade Level. SAS EVAAS displays these data points, with the exception of birthdate, in the PVAAS roster system to make the process easier for teachers and administrators.

Percentages of Instructional Responsibility

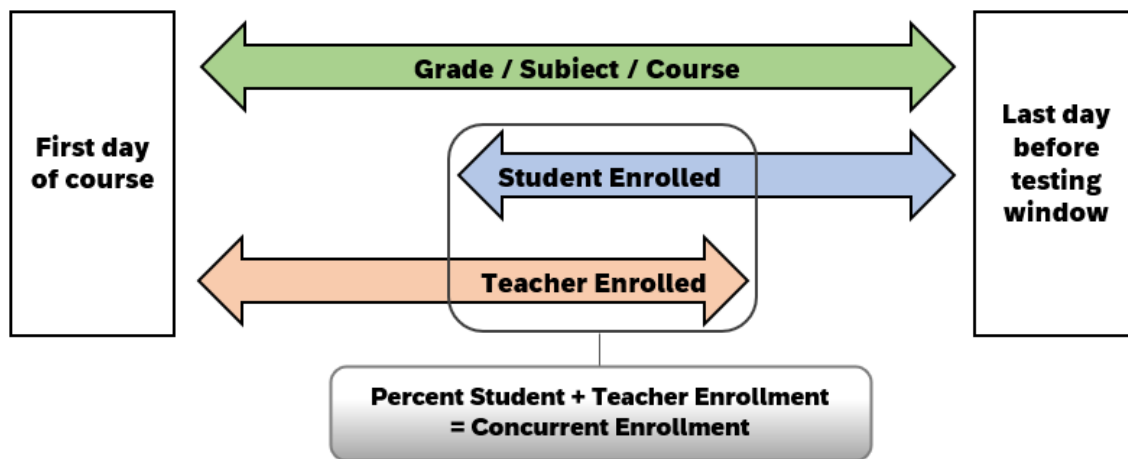
The following two data elements are the numbers that quantify instructional responsibility. Keep in mind that the two percentages combine to result in the overall percentage of instructional responsibility a teacher has for a student in a state assessed subject/grade or Keystone-designated course.

The product of the two percentages is what will ultimately be used in the weighting of students in PVAAS analyses and teacher-specific scores. The overall percentage of instructional responsibility accounts for the realities of an educational environment, where teachers and students are mobile and exclusive instruction is not always provided by a single teacher. The two percentages help teachers and administrators conceptualize those factors and quantify instructional responsibility.

1. Concurrent Enrollment / Instructional Relationship Weight

Teachers move and change schools and LEAs/districts. Likewise, students move and change teachers, schools, and LEAs/districts. The Instructional Relationship Weight field in the *Staff Student Subtest* template is intended to account for this. In PVAAS, this is called the Percent Student + Teacher Enrollment. It is called Instructional Relationship Weight in PIMS. For example, when one student enrolls for half of the applicable instructional time with a teacher, that student will carry less weight in the teacher's PVAAS measure as compared to a student who is enrolled for the entire applicable instructional time prior to the LEA's testing window.

Instructional Relationship Weight is defined as the percentage of instructional days, from day one of a course/grade/subject to the last instructional day before the applicable assessment window opens in the LEA (or the last day of the course, whichever is sooner), in which the teacher and student are concurrently enrolled.



2. Percent Full/Partial Instruction / Percentage of Shared Instruction (Instructional Responsibility Weight)

The range of approaches to differentiated instruction, multi-tiered systems of support (MTSS), co-teaching, and team-teaching introduce several opportunities for instruction in assessed content areas to be shared by multiple teachers. The Percentage of Shared Instruction (Instructional Responsibility Weight) is designed to address shared instruction of a student among teachers. LEAs may use this percentage to reflect shared responsibility for instruction between any number of applicable teachers.

- The Percentage of Shared Instruction (Instructional Responsibility Weight) is 100% if there is only one Pennsylvania certified teacher who is fully responsible for the instruction while the teacher is concurrently enrolled with the student.
- The Percentage of Shared Instruction (Instructional Responsibility Weight) will be less than 100% if there is more than one Pennsylvania certified teacher who is responsible for the instruction of a student, such as co-teaching and team teaching.

In PVAAS, this is called the Percent Full/Partial Instruction. In PIMS, it is called Percentage of Shared Instruction (Instructional Responsibility Weight).

Reporting Strategies

This section provides strategic ideas employed by LEAs in the past. While these strategies are worth consideration, there are likely numerous other ways that an LEA can set itself up for a successful collection cycle. Ultimately, the management of PVAAS roster verification is an LEA responsibility, and LEAs have the flexibility to manage that process as they see fit.

Start with the People

Manually building rosters is one of the more complex and time-consuming tasks in the roster system. This PIMS collection is designed to prevent the need to do this by allowing LEAs to upload roster data into PIMS to use as a starting point. Because adjusting the percentage of responsibility is relatively quick and easy, LEAs can work from the list created by their Staff Student Subtest PIMS data and prevent the costly impracticality of refining their reporting systems so that the files to PIMS are “perfect.”

PDE generally recommends that LEAs first determine how to connect the right teachers to the right students in the right state assessed subjects/grades/Keystone Exam content areas. Put another way, LEAs might start by making sure that they can create all of the *Staff Student Subtest* records, without immediate concern for the percentages which are updatable in PIMS and relatively easy to update in PVAAS Roster Verification. Some LEAs default all percentages to 100% during the PIMS collection and adjust them as necessary during the verification process. The approach is an LEA decision.

LEAs should work directly with their Student Information System (SIS) vendor and create reports that are accurate. Accurate record keeping related to students, teachers, and courses/grades/subjects is a fundamental SIS function. The ability to collect and connect relevant data and inform decision-makers is extremely important.

Default Percentages

Many LEAs choose to use default percentages in their PIMS reports for several reasons:

- The calculations related to the percentages require school staff input during the roster process.
- LEAs may need more time to make policy and Act 13 implementation decisions related to percentages.
- LEAs may choose to push much of the decision-making to conversations that take place during the roster verification process.
- LEAs may choose to use 0 value in the percentage fields to remove specific records from the Staff Student Subtest Template.

LEAs should create reports that are as accurate as possible in their SIS. While the use of default percentages can be a valuable strategy when time is limited or when specific circumstances warrant the use of less automated processes, wholesale use of default percentages may place an unnecessary burden on teachers and administrators during roster verification. This balance must be considered.

Prioritize Percentages

Ideally, LEAs will be able to generate *Staff Student Subtest* templates that contain all relevant records, with accurate percentages in every record. When this is impractical,

LEAs may be compelled to prioritize their work and choose which percentage will receive the most attention in the local reporting systems. PDE generally recommends that LEAs focus on the Percentage of Concurrent Enrollment (or Instructional Relationship Weight) first. Determining this value is conceptually straightforward and, given accurate and accessible data, this value can be derived from an LEA's Student Information System (SIS).

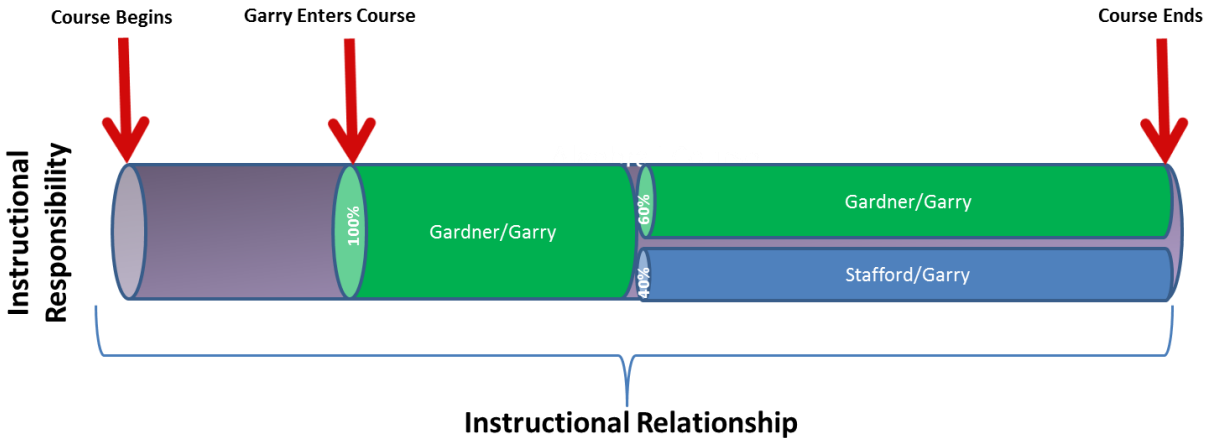
In many LEAs, the Percentage of Full/Partial Instruction (or Percentage of Shared Instruction (Instructional Responsibility Weight)) is determined through a series of conversations between teachers and administrators. Storing the quantified results of those conversations requires attention to detail. As discussed in Combining records: Granularity Issues, there are situations where the Percentage of Full/Partial Instruction is dependent on the Percentage of Concurrent Enrollment (Instructional Relationship Weight). This makes it necessary to have an accurate Percentage of Concurrent Enrollment (Instructional Relationship Weight) before moving on to the Percentage of Full/Partial Instruction.

Combining records: Granularity Issues

Granularity issues often surface when LEAs build their files to PIMS for this data set. The issues arise because of the challenges inherent in summarizing flexible instructional relationships. The PIMS *Staff Student Subtest* requires such a summary. *That is, only one record can exist per student/teacher/assessment combination.* However, many instructional relationships evolve over time: students are assigned support teachers part of the way through a course/grade/subject; Individualized Education Programs change; or co-teaching or team-teaching strategies can begin in the middle of a school year. When these things change, Percentage of Shared Instruction (Instructional Responsibility Weight) changes. Many local data systems capture these changes by creating multiple records per student/teacher/assessment. Ultimately, it will be necessary for your SIS to merge all similar data records into one single record for PIMS reporting. Work with your SIS vendor to determine how the SIS can leverage these calculations. This will save time for teachers, principals, and district administrators. Here is an example to demonstrate this point:

Mrs. Gardner teaches Algebra I to Garry. Garry is assigned to Mrs. Gardner 25% of the way into her Algebra I course. Garry receives an IEP at the course midpoint. From that point until the end of the course, Mrs. Stafford provides IEP support to Garry and assumes 40% of Instructional Responsibility.

This is one way to visualize this scenario:



Many local data systems will store this information in a series of records like this:

Staff District Code	Staff ID	Student ID	Subtest Identifier	Instructional Responsibility Weight	Instructional Relationship Weight
987987987	4567890 (Gardner)	3210987654 (Garry)	ALGI	100	25
987987987	5678901 (Stafford)	3210987654 (Garry)	ALGI	40	50
987987987	4567890 (Gardner)	3210987654 (Garry)	ALGI	60	50

The two records for Gardner must inform a single, summary record for PIMS reporting. For example:

Staff District Code	Staff ID	Student ID	Subtest Identifier	Instructional Responsibility Weight	Instructional Relationship Weight
987987987	4567890 (Gardner)	3210987654 (Garry)	ALGI	73	75
987987987	5678901 (Stafford)	3210987654 (Garry)	ALGI	40	50

An LEA must determine a methodology for summarizing granular data and reporting to PIMS. PDE chose one of the most common methods utilized by LEAs for this example, weighted averaging, which results in the 73% Percentage of Shared Instruction (Instructional Responsibility Weight). This is only an example. PDE does not prescribe a method for summarizing instructional responsibility. An LEA is not required to use a weighted averaging method.

Gap Period

There is a 6-8 week span of time between the end of the PVAAS Staff Student Subtest collection in PIMS and the beginning of PVAAS roster verification. LEAs must be careful to track changes occurring during this gap period, even though they cannot submit the changes to PIMS. LEAs instead need to make the appropriate updates in the roster system during the active verification process. LEAs should also consider how they will make gap period changes known to teachers and administrators.

Adding Previously Unreported Students to Rosters

PVAAS Roster Verification will only allow LEAs to include students who are reported to the PIMS *Student Template*. PDE regularly sends new student records to the PVAAS vendor so that LEAs can find all students during roster verification.

LEAs have two additional opportunities to add students through the PVAAS Student RV Gap Enrollment data pulls, which typically occur in May. If a student is not available in the Roster Verification search function, the LEA must report that missing student in the PIMS *Student Template and School Enrollment Template prior to the RV Gap Enrollment data pulls*. This can be accomplished by using the PIMS C6 Student Updates collection.

Reports

PIMSReportsV2

PIMSReportsV2 reports for the PVAAS data set can be found in the following folders:

PIMSReportsV2 > PVAAS

- **Staff Student Subtest Template Details Report:** List of all records submitted in the Staff Student Subtest Template. This report can be run after each successful PIMS upload.
- **Staff Student Subtest – PSSA and Keystone Summary:** Total number of records submitted for each subtest identifier by location. This report can be used to identify missing locations or possible missing subtest identifiers by location.
- **Staff Student Subtest – PSSA and Keystone Summary by Teacher:** Total number of records submitted for each subtest identifier by teacher and location. This report can be used to identify missing locations or possible missing teachers/rosters by location.

PIMSReportsV2 > PVAAS > Error

- **Staff Student Subtest – PSSA Grade Level Error Report:** Students who were reported with a PSSA subtest identifier that does not match their current grade level.
- **Staff Student Subtest – Students Missing PSSA Subtest Records:** Students who are missing a PSSA subtest record for their current grade level.
- **Staff Student Subtest – Over-Claimed Students:** Students who were reported with a total instructional responsibility >100.5% for a subtest identifier. All within-LEA overclaiming will need to be resolved either in the Staff Student Subtest Template in PIMS or manually during the Roster Verification process.

PIMSReportsV2 > PVAAS > Validation

- **Staff Student Subtest – Staff with NPA Job Description:** Staff members who were reported in the Staff Student Subtest Template with a job description code of No PVAAS Access (NPA) in the Staff Template. The NPA job description code excludes a staff member from the PVAAS account creation/update process.
- **Staff Student Subtest – Count of Students by Assessment Type:** Total number of records uploaded for each assessment.
- **Staff Student Subtest – Under-Claimed Students:** Students who were reported with a total instructional responsibility <99.5 for a subtest identifier. *This is not an error report – underclaiming is okay, if it is accurate and appropriate.*

PIMSReportsV2_Sandbox

Validation reports related to this data set are in one PIMSReportsV2_Sandbox folder: PVAAS.

Appendices

Appendix A – [PIMS Manuals and Calendar](#)

- **Elementary/Secondary Data Collection Calendar**
Due dates for collection windows and Accuracy Certification Statements are available in the PIMS Elementary/Secondary Data Collection Calendar.
- **PIMS Manuals**
Please reference these manuals for detailed information on the templates used to upload PVAAS data to PIMS.

Appendix B – Reference

- Training materials and informational documents related to PVAAS and the PVAAS Roster Verification system are located on the [PDE PVAAS Roster Verification webpage](#).

Appendix C – Contact

- PIMS Application Support (Questions related to PIMS uploads): 1-800-661-2423.
- PVAAS Support Team (Questions related to PVAAS policy):
pdepvaas@iu13.org.
- PIMS Data Collection Team (Other questions or concerns):
RA-DDQDataCollection@pa.gov.