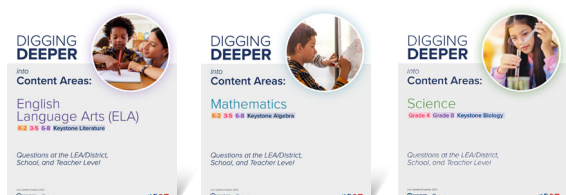


The DIGGING DEEPER Guides

*From data patterns
to **actionable root causes***

Developed in 2015, the *Digging Deeper Guides* support LEAs/districts during root cause and professional learning to pinpoint opportunities and identify action steps. With five focus areas, the guides offer content-specific guiding questions across the areas of Curriculum, Instruction, Assessment, and Organization, and can fuel effective professional learning and expand teachers' repertoire of effective practices!

Content Area Guides: ELA, Math, Science



History of Achievement



Content-specific questions at the:

- ✓ **System level**
(District/School)
- ✓ **Teacher level**
(School/Classroom)

INSTRUCTION SYSTEM LEVEL ELA K-2

- I-1. Do all students receive instruction on grade-level PA Core Standards? *EP Condition 1*
- I-2. Is there an observable alignment between the written, taught, and assessed curriculum? *EP Condition 1*
- I-3. Are unit and lesson objectives/essential questions/learning intentions clearly aligned to the written curriculum and the core literacy program? Is the lesson communicated to students? *EP Condition 1*

- ✓ Alignment to the **PA Essential Practices** for all school-level questions
- ✓ Mapping to the **Observation and Practice Framework** for all teacher-level questions

Organized in grade bands of:

- ✓ **K-2**
- ✓ **3-5**
- ✓ **6-8**
- ✓ **Keystone**

Download now at pa.gov/education/pvaas

> Using PVAAS > Root Cause & Digging Deeper

Jump-start your root-cause analysis and professional learning with structured questions like:

ORGANIZATION

TEACHER LEVEL

MATH

KEYSTONE ALGEBRA I

- O-1. Based on assessment data, am I following the established procedures and protocols to identify students for supplemental/tiered support? PP CE I
- O-2. Am I collaborating with other Algebra teachers to plan instruction and analyze student outcomes? PP PR
- O-3. Am I attending professional development opportunities to enhance my content knowledge and pedagogical skills, as well as my knowledge about the CRA approach (concrete, representational, abstract)? PP CE PR
- O-4. Am I using the allocated time for instruction effectively and efficiently? PP CE I
- a. Am I starting the class on time?
- b. Am I using
- c. Am I using

ASSESSMENT

SYSTEM LEVEL

Students with a History of Higher Achievement

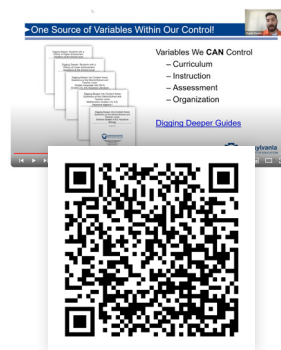
- A-1. Are pre-assessments used to plan instruction for students with a history of higher achievement? EP Condition 1
- A-2. Are task-appropriate rubrics used to encourage stretch for students with a history of higher achievement? EP Condition 1 EP Condition 3
- A-3. A-3. Do assessments match the level of complexity of the assigned task? EP Condition 1
- A-4. Are PVAAS projections used to identify individual student's projections to an Advanced level of performance on upcoming PSSA/Keystone? EP Condition 1
- A-5. Are PVAAS projections used in conferencing with students and families relative to course

More from the Digging Deeper Series:



Resource Guide (PDF)

Ideas for effectively using the *Digging Deeper Guides* to inform your professional learning opportunities and to support both new and veteran teachers and staff



VIDEO Root Cause: Variables Within the Control of Educators

Methods to support data teams in expanding their knowledge of factors that contribute to student growth and achievement, and variables within their control

The
DIGGING
DEEPER
Guides

Download the guides and much more at
pa.gov/education/pvaas
> Using PVAAS
> Root Cause & Digging Deeper