

# Teacher Leaders: Connect PVAAS Reports to Your Purpose(s)

*PVAAS reports help you with the work you are already doing.*

Purpose	PVAAS Reports	Questions
<b>Enhance and Support Professional Practice: Teachers</b>	<ul style="list-style-type: none"> <li>• Projection Summary for School</li> <li>• Custom Student Report</li> <li>• Teacher Summary for School (<i>if available</i>)</li> <li>• Value-Added for Teacher (<i>if available</i>)</li> <li>• Diagnostic for Teacher (<i>if available</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• What are the projection probabilities of the current students in a specific grade level (e.g., who are those students with low probabilities of reaching proficiency, moderate probabilities, or high probabilities)?</li> <li>• How can the data inform the work of each teacher in action planning and/or identification of highest priorities for goal setting?</li> <li>• Is there data that can guide the teacher in identification of specific student challenges and needs relative to Act 13 SPM?</li> <li>• What are the projection probabilities of the current students in a specific teacher's classroom or section (e.g., who are those students with low probabilities of reaching proficiency, moderate probabilities, or high probabilities)?</li> <li>• What are areas of strength, as well as areas of student challenge and need, for a specific teacher?</li> <li>• What supports and resources can be provided to the teacher(s) to enhance student outcomes? Is there a particular cohort of students in need of additional support?</li> </ul>
<b>Inform Continuous Improvement: School</b>	<ul style="list-style-type: none"> <li>• Scatterplots</li> <li>• Value-Added for School</li> <li>• Diagnostic for School</li> <li>• Growth of Student Groups for School</li> <li>• Projection Summary for School</li> <li>• Teacher Summary for School (<i>if access available</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• What goals and priorities are informed through the data?</li> <li>• Are the curriculum, instruction, and assessment practices in our school working for all students in [subject] at each grade level? What growth patterns are evident? How are those patterns similar or different than prior years?</li> <li>• Are the curriculum, instruction, and assessment practices in our school working in each grade for students with varying achievement histories and for all student groups? What growth patterns are evident?</li> <li>• What growth patterns of gaining, maintaining, and falling behind exist in the PVAAS growth measures (Value-Added, Diagnostics, and Growth of Student Groups) that indicate high-priority focus and planning needs?</li> <li>• Are there specific cohorts of students in need of additional support?</li> </ul>



Purpose	PVAAS Reports	Questions
<b>Plan and Evaluate Programs &amp; Student Supports: School</b>	<ul style="list-style-type: none"> <li>Value-Added for School</li> <li>Growth of Student Groups for School</li> <li>Diagnostic for School</li> <li>Projection for School</li> <li>Child Success Summary</li> <li>Student Reports (Projections)</li> </ul>	<ul style="list-style-type: none"> <li>Are specific programs working for targeted groups of students? (e.g., students receiving tiered support services)</li> <li>Are students in [student group] in [grade/subject] falling behind, maintaining, or gaining in terms of growth?</li> <li>What is the proportion of students with lower, middle, and higher probabilities for reaching proficiency and/or specific benchmarks on upcoming PSSA, Keystone, AP, PSAT, SAT, and ACT exams?</li> <li>Who are the students falling in the greater than 70% range, 40-70% range, and less than 40% range of reaching proficiency on a future PSSA or Keystone exam?</li> <li>Who are the students falling in the greater than 70% range, 40-70% range, and less than 40% range of reaching a 3 or higher on future AP exams?</li> <li>What is the history of state assessment performance (i.e., PSSA and Keystones) for individual student(s)?</li> <li>How likely is an individual student to score Proficient or Advanced on a future PSSA or Keystone exam?</li> <li>How likely is an individual student to score a 3 or higher on an upcoming AP exam?</li> </ul>
<b>Plan Professional Learning: School and Teachers</b>	<ul style="list-style-type: none"> <li>Scatterplots</li> <li>Value-Added for School</li> <li>Growth of Student Groups for School</li> <li>Diagnostic for School</li> <li>Projection Summary for School</li> </ul>	<ul style="list-style-type: none"> <li>What do the student growth patterns indicate as a primary need for professional learning opportunities?</li> <li>What are the patterns of growth by subject across grades? Are those patterns similar or different than prior years?</li> <li>What are the patterns of growth across grades by subject? Are they similar or different than prior years?</li> <li>What are the patterns of growth across demographic student groups? Are they similar or different than prior years?</li> <li>In what area(s) does a high-priority need for professional learning exist, given the proportion of students with low projection probabilities of reaching proficiency on future state assessments (i.e., PSSA and/or Keystones)?</li> <li>In what area(s) does a high-priority need for professional learning exist, given the proportion of students likely to reach an advanced level of performance on future state assessments (i.e., PSSA and/or Keystones)?</li> </ul>
<b>Communicate with Stakeholders</b>	<ul style="list-style-type: none"> <li>Scatterplots</li> <li>Value-Added for LEA/District and School</li> <li>Diagnostic for LEA/District and School</li> <li>Growth of Student Groups for LEA/District and School</li> <li>Projection Summary for LEA/District and School</li> </ul>	<ul style="list-style-type: none"> <li>How does our LEA/district compare to other LEAs/districts in Pennsylvania? In our county and/or IU region?</li> <li>Are the curriculum, instruction, and assessment practices in our LEA/district working for all students in all grades and all tested subjects?</li> <li>What patterns of growth are evident across subjects and grades, and across schools?</li> <li>What is the pattern of growth for groups of students as they move through our system?</li> <li>What proportion of students are on a trajectory for success on upcoming AP, PSAT, SAT, and ACT exams? What proportion of students may need support related to upcoming AP, PSAT, SAT, and ACT exams? Who needs to be aware of the students' needs?</li> </ul>