PVAAS Learning Path
Foundations of PVAAS Growth and Student Projection Data

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COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Introduction

The following professional learning path has been developed to support educators in the following areas:

- Understanding the foundations of PVAAS growth and student projection data
- Apply understanding of foundational knowledge to analyzing two PVAAS reports

LEA/district and school leaders can provide this learning path to professional staff to earn Act 48 hours. This path can be facilitated by a school leader or completed independently.

Each LEA/district is responsible for determining how to collect and monitor the responses that are suggested throughout the learning path.

LEAs/district are responsible for submitting Act 48 hours for their employees.

The PVAAS Statewide Team for PDE will NOT be collecting submissions or documenting professional learning hours.

If using My Learning Plan, this learning path can be categorized as the following:

    PDE Category: Standards Area Curriculum and Assessment
    Act 48 Sub-category: Data Analysis

LEAs/districts may consider expanding the number of hours earned by a member of their staff by offering the following options *AFTER* the learning path is completed:

- Staff member meets with the principal to share an action plan developed because of new knowledge. The plan may include ways in which the impact of the actions will be measured.
- Staff member meets with principal again after a designated time to share the results of the plan and arranges for adjustments that may be needed.
- Staff member plans for sharing this work with others or for teaching/leading others in the process. Before implementing the plan, it should be reviewed and approved by the principal.

Developing Foundational Knowledge (3 1/2 hours)

Objective: Individuals who complete this path will have a foundational understanding of PVAAS growth and student projection data. They will be prepared to continue analysis to identify trends in strengths and challenges from past data and to understand the needs of current and future students.

Targeted Audience: Teachers (with and without PVAAS teacher-specific data), Teacher Leaders, School Counselors, School Leaders, LEA/District Leaders

Step 1: Develop Your Foundational Knowledge of PVAAS Growth Data (1 hour)

- View ["Understanding PVAAS to Round the Bases and Head to Home" video](#) (10 minutes)
- View ["Foundations of PVAAS Growth Reporting" video](#) (35 minutes)
- **Respond in Writing:**
  - Describe the difference between achievement and growth, in your own words.
  - Create or find a visual that represents achievement and one that represents growth.
  - Explain a situation where you would want to analyze and use achievement data, and another situation where you would want to analyze and use growth data – explain why for each situation.

Step 2: Understand the PVAAS Launchpad (1 hour)

- Complete ["Launchpad" e-Learning Module](#) (35 minutes)
- Log in to PVAAS – https://pvaas.sas.com – and go to the Launchpad for your school (or select one school to which you have access)
- **Respond in Writing:**
  - Is your school's instructional programming working for grade level or specific subject/content areas? What patterns are evident?
  - Is your school's instructional programming working for students with all types of achievement histories?
  - What grade levels and subject/content areas would benefit from increased evidence of growth?
  - What groups of students would benefit from increased evidence of growth?

Step 3: Understanding Projections (1 hour)

- View ["Foundations of PVAAS Student Projections" video](#) (35 minutes)
- **Respond in Writing:**
  - Explain the type of data that is used to determine student PVAAS projections.
  - Share two or three examples of how projections are used in our daily lives and how projections can be used in education.

Step 4: Understand the PVAAS Projection Summary (30 minutes)

- Log in to PVAAS – https://pvaas.sas.com – and review the [Online Help for Understanding the Projection Summary](#) report (10 minutes)

- View and analyze School Projection Summary reports for at least two different groups of students (10 minutes)
- **Respond in Writing:**
    - What proportion of students are "on track" to reaching proficiency? What is your plan for supporting students to stay on this path and monitor their progress throughout the year?
    - What proportion of students have a low likelihood for reaching proficiency? What is your plan to ensure these students receive appropriate support to increase their rate of progress (and monitor that progress)?
    - How does your analysis of this data inform (1) scheduling recommendations, (2) plans for enrichment and intervention, and (3) differentiated instruction?