

# Complete Guide to Using PVAAS to Set Growth Goals & Priorities

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**COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION**

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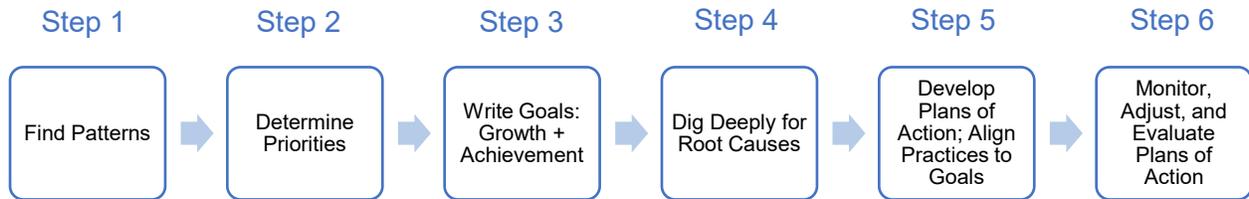
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# Complete Guide to Using PVAAS to Set Growth Goals & Priorities

How can PVAAS help me in my work as a school leader to guide staff in setting goals and establishing priorities at the school and grade/subject levels?



Setting school level goals and priorities on an annual basis to address both grade level and subject level needs is a critical aspect of ongoing school improvement work. Engaging staff in a systematic, structured process of using achievement *and* growth data to determine, agree, and remain focused on *what matters most* is a highly effective practice, directly related to enhancing student performance for all students!

Identifying growth goals and priorities, together with achievement goals and priorities, allows schools to target their efforts, at both the subject and grade levels, to address what matters most in the work to improve student outcomes. Some LEAs require or encourage each of their schools to engage in a formal process of establishing annual goals at the subject and grade level, often written in results-oriented, quantitative terms, and used for local accountability purposes.

*“If you’re not sure where you’re going, you’re liable to end up someplace else!”*

*- Robert F. Mager*

In other cases, an LEA may not have a system-wide requirement to set formal goals annually. However, there is typically an expectation for a collaborative and deliberate process to be in place to annually identify and communicate the highest priorities at the school level in a specific grade and/or subject level. Without formal goal setting or setting priority focus areas, schools may not be clear on where they are headed!

## Achievement AND Growth in Setting Goals and Priorities

In establishing goals and priorities, it is critical to consider both achievement and growth. Achievement alone will not provide educators with the full picture! PVAAS provides growth reports for educators to analyze growth over time, across grades and subjects. Combining PVAAS growth reporting with information gleaned from additional achievement sources providing summative, benchmark, diagnostic and progress monitoring data (e.g., PSSA, Keystone, AimsWEB, Classroom Diagnostic Tools), rounds out the full picture to effectively set goals and priorities.

## Benefits of Setting Goals & Priorities

Setting goals and priorities, at EACH grade level and for EACH subject:

1. Requires the identification of targets, and focuses on meeting those targets
2. Connects initiatives and minimizes competing priorities
3. Facilitates shared ownership and responsibility for student results by all teachers and staff
4. Requires staff to strive for continual improvement and success by evaluating the performance of the system (grade level/subject level) over time
5. Provides the first step in developing action plans for current groups of students at a grade level/subject level within a school, linking reflective practice to goal-oriented actions

## Key PVAAS Reports to Set Growth Goals and Priorities

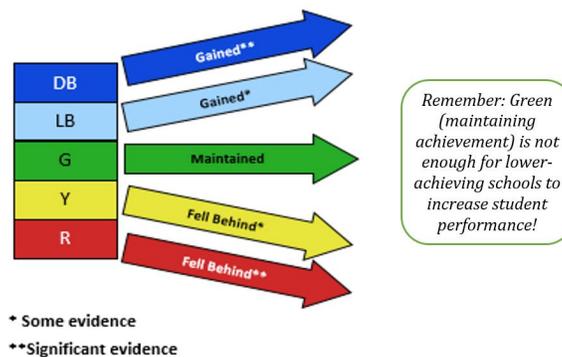
1. School Launchpad
  - a. Value-Added, for most recent year
  - b. Value-Added, 3-year average
2. Growth of Student Groups

The School Launchpad provides an overview of two different reports: Value-Added and Diagnostic. The value-added row provides data for the most recent year and the 3-year average (which includes the most recent year.) This guide will focus on the value-added row only, using both the most recent year and the 3-year average. Although the School Launchpad shows both reports, you may choose to focus on the value-added row only and not use the diagnostic row. This may be easier for some teams.

The Growth of Student Groups report provides growth data for specific student groups, and may be useful for some LEAs/schools in drilling even further into value-added growth data to find patterns representing highest priorities.

*Note: The use of PVAAS in the development of goals and priorities is one source of growth data to be used in this process. Other data sources should also be considered to identify areas of strength and need in both achievement and growth.*

### Prerequisite Knowledge: Interpreting the PVAAS Colors

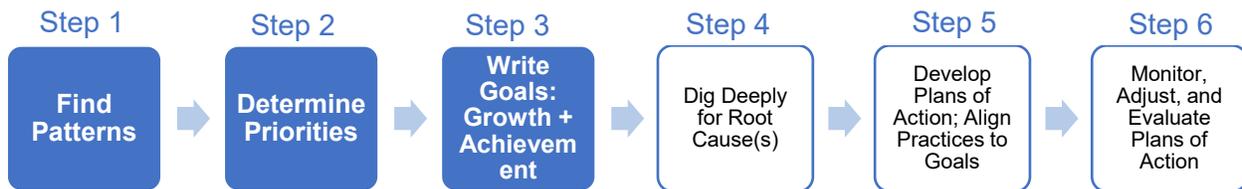


## **Use of This Guide**

This guide provides a structured, systematic process to guide the development of growth goals and priorities across grades and subjects, using the key PVAAS reports that are most beneficial for this work.

After close examination and analysis of the key PVAAS reports, the guide walks the user through the process of determining highest priorities, developing written goal and priority statements relative to growth, and sets the stage for developing plans of action based on growth and achievement goals.

## Steps to Set Growth Goals and Priorities at Grade and Subject Levels



**NOTE:** These six steps represent a process to be used in setting goals and priorities and implementing the process to reach those goals. **The intent of this guide is to explore the first three steps in detail, with brief information on steps 4, 5, and 6.**

### Step 1: Find Patterns

1. Observe and document growth patterns at each grade level for most recent year and 3-year average in all relevant subjects at that grade level. (Use the value-added row of the PVAAS School Launchpad.)
2. Observe and document growth patterns for each Keystone content area for most recent year and 3-year average. (Use the value-added row of the PVAAS School Launchpad.)
3. *Optional Step:* Observe and document growth patterns at a grade level for specific student groups for most recent year, in all relevant subjects at that grade level. Use the PVAAS Growth of Student Groups report for examining specific student group information.

### Step 2: Determine Priorities

1. Determine highest priorities based on the patterns.

### Step 3: Write Goals – Growth and Achievement

1. Write specific growth goals relative to highest priorities (school + subject/grade/content-specific)
2. Add those growth goals to (existing) achievement goals to create school-wide priorities as well as grade level priorities that are focused on both growth and achievement.

### Step 4: Dig Deeply for Root Cause(s)

1. Use *Digging Deeper* guides to determine likely root cause(s).

### Step 5: Develop Plans of Action; Align Practices to Goals

1. Using collaborative data teams, develop plans of action that address the identified root cause(s).

### Step 6: Monitor, Adjust, and Evaluate Plans of Action

1. Monitor and adjust action plans throughout the year.
2. Evaluate success of achieving targeted goals and priorities.



## Get Started!

Read through each step in this guide, completing the information in the “Your Growth Goals Work Area,” using your own PVAAS data.

## Step 1: Find Patterns

The charts in this guide provide a “user-friendly” way to document patterns in the PVAAS Value-Added reports, including the most recent year and the 3-year average. A full-size template, for your use, is available on page 16, in [Your Growth Goals Work Area](#). A smaller copy is included below for your reference.

*Read through each step in this guide, completing the information in the “Your Growth Goals Work Area” using your own data.*

1. Read each category in the rows of the chart (see [Your Growth Goals Work Area](#) for a full-size template). These categories represent the variety of patterns that exist as you examine the value-added row of the School Launchpad. Each of these categories requires you to look at the color associated with the most recent year, compared to the color representing the 3-year average. Indicate in each space the subject that follows the defined pattern in the chart. You may hide the diagnostic row (pie charts) to easily view only the value-added row. To hide the diagnostic row, select “School Value-Added” from the *Show Reports* drop down menu, below the Launchpad.
2. Additionally, note that each of the rows has a priority indicated for your consideration. The rows are ordered by priority, from higher growth priority at the top to lower growth priority on the bottom.
3. Look at each grade level one at a time (each column on the School Launchpad). Write the name of the subject in the category that represents the combination of growth results defined in the category.
  - a. Note: If you are choosing to also analyze and include student group data, use the Growth of Student Groups report and add that information as well (ex: Math IEP; Math ED, Math GIEP)
4. For Keystone content area(s), do the same, placing a mark (x) under the appropriate category. Do this for each Keystone content area assessed in your school.

## Growth Findings Chart

School Name:

Priority	Observations <i>(Use the Value Added row of the School Launchpad)</i>	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Keystone Algebra I	Keystone Literature	Keystone Biology
HIGHER	Recent Year: Fell Behind (YELLOW, RED) <b>Y R</b> AND 3 Year Average: Fell Behind (YELLOW, RED) <b>Y R</b>								
	Recent Year: Fell Behind (YELLOW, RED) <b>Y R</b> AND 3 Year Average: Gained or Maintained (DARK BLUE, LIGHT BLUE, GREEN) <b>DB LB G</b>								
MEDIUM	Recent Year: Maintained (GREEN) <b>G</b> AND 3 Year Average: Fell Behind (YELLOW, RED) <b>Y R</b>								
	Recent Year: Maintained (GREEN) <b>G</b> AND 3 Year Average: Maintained (GREEN) <b>G</b>								
	Recent Year: Maintained (GREEN) <b>G</b> AND 3 Year Average: Gained (DARK BLUE, LIGHT BLUE) <b>DB LB</b>								
	Recent Year: Gained (DARK BLUE, LIGHT BLUE) <b>DB LB</b> AND 3 Year Average: Maintained or Fell Behind (GREEN, YELLOW, RED) <b>G Y R</b>								
	Recent Year: Gained (DARK BLUE, LIGHT BLUE) <b>DB LB</b> AND 3 Year Average: Gained (DARK BLUE, LIGHT BLUE) <b>DB LB</b>								
LOWER									

## Step 2: Determine Growth Priorities

### Which subjects/grades/content areas warrant written growth goals?

Each of the rows has a priority indicated for your consideration, the highest priority in the first row down to the lowest priority at the bottom row. However, depending on your school's strengths and needs, your school's achievement levels, and even the number of areas of concern you have, your highest priorities may start in the middle or even the bottom of the chart.

#### **Start: School Level View**

Get the "bigger picture" of school level strengths and areas for improvement, based on achievement and growth. Are there one or more subjects that stand out as a higher priority because that subject(s) appears at more than one grade level as higher priority?

#### **Next: Grade Level View (by Subject)**

Look at each grade level separately on the PVAAS Growth Findings chart. Keep the School Launchpad handy to refer to achievement levels in the diagnostic row. Review in this order: higher priority rows, medium priority rows, and lower priority rows.

#### **Next: Keystone Content View (by Content Area)**

Look at each Keystone content area on the PVAAS Growth Findings Chart. Keep the School Launchpad handy to refer to achievement levels in the diagnostic row. Review in this order: higher priority rows, medium priority rows, and lower priority rows.

#### **Considerations for Determining Priorities**

1. Achievement levels in each grade/subject
  - a. Low growth and low achievement – HIGHER priority; possibly HIGHEST!
  - b. Relationship of growth and achievement is important consideration in goal development
2. Number of growth needs in each grade/subject
  - a. Consideration of teachers who teach multiple subjects vs. content area teachers – realistic focus
3. Degree of rigor for accountability purposes and school improvement goals
4. District/school established subject specific initiative focus
5. Remember! Your highest priorities may start in the middle or the bottom of the chart.

### Step 3: Write Growth Goals (Add to Achievement Goals)

#### Sample Growth Goals Template Based on Patterns

If-Then: If this is the pattern, then the following is a sample growth goal...

<i>School Name:</i>		
Priority	Pattern	Growth Goal
HIGHER	<b>Recent Year:</b> Fell Behind <b>AND</b> <b>3 Year Average:</b> Fell Behind	Students in _____ (grade & subject, or Keystone Algebra I, Literature, or Biology) will _____ (maintain or gain). **
	<b>Recent Year:</b> Fell Behind <b>AND</b> <b>3 Year Average:</b> Maintained or Gained	Students in _____ (grade & subject, or Keystone Algebra I, Literature, or Biology) will _____ (maintain or gain). **
MEDIUM TO HIGHER	<b>Recent Year:</b> Maintained <b>AND</b> <b>3 Year Average:</b> Fell Behind	Students in _____ (grade & subject, or Keystone Algebra I, Literature, or Biology) will _____ (maintain or gain). **
	<b>Recent Year:</b> Maintained <b>AND</b> <b>3 Year Average:</b> Maintained	Students in _____ (grade & subject, or Keystone Algebra I, Literature, or Biology) will _____ (maintain or gain). **
MEDIUM	<b>Recent Year:</b> Maintained <b>AND</b> <b>3 Year Average:</b> Gained	Students in _____ (grade & subject, or Keystone Algebra I, Literature, or Biology) will _____ (maintain or gain). **
	<b>Recent Year:</b> Gained <b>AND</b> <b>3 Year Average:</b> Maintained or Fell Behind	Students in _____ (grade & subject, or Keystone Algebra I, Literature, or Biology) will _____ (maintain or gain). **
LOWER	<b>Recent Year:</b> Gained <b>AND</b> <b>3 Year Average:</b> Gained	Students in _____ (grade & subject, or Keystone Algebra I, Literature, or Biology) will _____ (maintain or gain). **

\*\* District/school determines the level of growth (maintain or gain) for each growth goal.

**NOTE: If drilling down to specific student groups using the Growth of Student Groups report, the same statements may be used, with specificity as to student group. For example, “Students with IEPS in \_\_\_\_\_ (grade & subject) will \_\_\_\_\_ (gain or maintain).”**

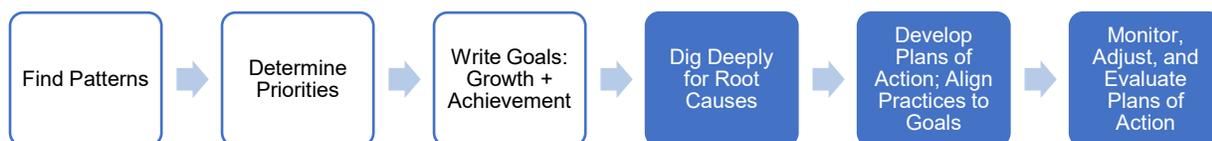
### **Adding Growth Goals to Achievement Goals**

Given the timing of the release of various data sources, some LEAs develop achievement goals prior to the release of new growth information from PVAAS. Therefore, if your school has already developed achievement goals, the process needs to include a “revisit” to those achievement goals and priorities to add growth goals. If achievement goals have not been developed before the annual PVAAS release, a school data team would consider both achievement and growth together in the initial development of written grade level/subject level goals and priorities. Sample language for writing achievement goals is included in [Appendix 2](#) (step 3 of each example).

There are many options for the wording and/or language to use in documentation and sharing of written achievement and growth goals. The sample above includes one option. [Appendix 3](#) provides additional growth goal language options, which may be preferable for use with various audiences.

### **Brief Overview of Steps 4, 5, and 6**

*What follows is a brief explanation of the remaining three steps. It is not the intent of this document to provide details on the remaining steps, as the focus is on finding the patterns, identifying priorities, and writing growth goals.*



#### **Step 4: Dig Deeply for Root Causes**

Once goals and priorities are established, the next step is to determine how to achieve those goals. This requires engaging collaborative data teams of educators to dig deeply for root causes. The PVAAS Statewide Team for PDE recommends the use of the Digging Deeper guides to provide data teams with a structured process to examine and ultimately choose the most likely variables in Curriculum, Instruction, Assessment, and Organization (CIAO) to be addressed in the work to achieve the grade/subject level goals and priorities.

See *Digging Deeper* guides for more information on this work. Access these guides by clicking on the Digging Deeper link located on the [PVAAS login page](#).



#### **Step 5: Develop Plans of Action; Align Practices to Goals**

The work cannot stop at the development of written goals and priorities, nor can it stop at determining root causes. The next step is the development of very specific action plans (at the school, grade, and subject level) which guide the work of teachers and staff throughout the year. These actions include aligning current practices such as PLC and walk-through focus, coaching and classroom observation focus, and SLO development to the identified goals!

### **Step 6: Monitor, Adjust, and Evaluate Plans of Action**

The setting of goals and priorities is an essential step in the overall process of school improvement. The final step in the process is to monitor the action plan and adjust as necessary throughout the year in order to maximize the likelihood of achieving the established goals and priorities.

1. A thoroughly developed plan of action guides teams of teachers to systematically monitor the progress towards identified goals and priorities, adjusting as indicated through data analysis and monitoring of student progress.
2. The final step is to evaluate the action plan at the conclusion of the goal cycle. Explore the questions such as, “Did we meet our targets? Why or why not? What can we learn from our efforts this past year to apply to this new school year?”

## Appendix 1: Your Growth Goals Work Area

### Get Started

Log in to PVAAS at [pvaas.sas.com](https://pvaas.sas.com), and examine your School Launchpad.



A screenshot of the PVAAS web application interface. At the top, there is a dark blue navigation bar with a home icon and three menu items: "Reports", "Districts", and "Tests/Subjects". Below this bar, a light blue breadcrumb trail shows "School Valu...", "Metro Area ...", and "PSSA / Mat...". The main content area is divided into two columns. The left column is titled "School Reports" and contains three items: "Launchpad" (highlighted in yellow with a mouse cursor), "Growth of Student Groups", and "Value-Added". The right column is titled "LEA/District Reports" and contains three items: "Launchpad", "Value-Added", and "Diagnostics".

### Step 1: Find Patterns

Look at the value-added row of the School Launchpad **only**. Remember, you may hide the diagnostic row for easier view, if helpful. Optional: Use the Growth of Student Groups report as well to add specific student group information.

### Growth Findings Chart

**School Name:**

Priority	Observations <i>(Use the value-added row of the School Launchpad)</i>	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Keystones
HIGHER	<b>Recent Year:</b> Fell Behind (YELLOW, RED) Y R AND <b>3 Year Average:</b> Fell Behind (YELLOW, RED) Y R						
	<b>Recent Year:</b> Fell Behind (YELLOW, RED) Y R AND <b>3 Year Average:</b> Gained or Maintained (DB, LB, G) (DARK BLUE, LIGHT BLUE, GREEN)						
	<b>Recent Year:</b> Maintained (GREEN) G AND <b>3 Year Average:</b> Fell Behind (YELLOW, RED) Y R						
MEDIUM	<b>Recent Year:</b> Maintained (GREEN) G AND <b>3 Year Average:</b> Maintained (GREEN) G						
	<b>Recent Year:</b> Maintained (GREEN) G AND <b>3 Year Average:</b> Gained (DARK BLUE, LIGHT BLUE) (DB, LB)						
	<b>Recent Year:</b> Gained (DARK BLUE, LIGHT BLUE) (DB, LB) AND <b>3 Year Average:</b> Maintained or Fell Behind (GREEN, YELLOW, RED) G Y R						
LOWER	<b>Recent Year:</b> Gained (DARK BLUE, LIGHT BLUE) (DB, LB) AND <b>3 Year Average:</b> Gained (DARK BLUE, LIGHT BLUE) (DB, LB)						

## Step 2: Determine Growth Priorities

**School Name:**

<b>School View</b>	
<b>Grade/Course View</b>	

**Step 3: Write Growth Goals; Add Achievement Goals**

**School Name:**

	Growth Goals	Achievement Goals
School Level		
Grade/Course Level	<b>Grade 4</b>	
	<b>Grade 5</b>	
	<b>Grade 6</b>	
	<b>Grade 7</b>	
	<b>Grade 8</b>	

*Districts/schools determine the level of growth (maintain or gain) for each growth goal.*

**School Name:**

		<b>Growth Goals</b>	<b>Achievement Goals</b>
<b>Course Level</b>		<b><i>Keystone Algebra I</i></b>	
		<b><i>Keystone Literature</i></b>	
		<b><i>Keystone Biology</i></b>	

*Districts/schools determine the level of growth (maintain or gain) for each growth goal.*

## District/LEA-Wide Planning: Growth Findings Chart

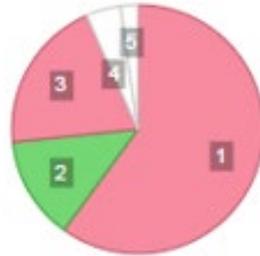
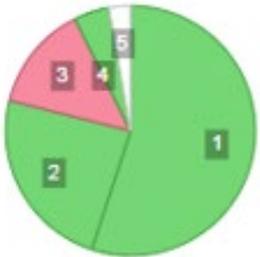
*District/LEA Name:*

Priority	Observations <i>(Use the value-added rows of the District Launchpad)</i>	Math					English Language Arts					Science				
		Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Keystone Algebra I	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Keystone Literature	Grade 4	Grade 8	Keystone Biology
HIGHER	<b>Recent Year:</b> Fell Behind (YELLOW, RED) <span style="background-color: yellow;">Y</span> <span style="background-color: red;">R</span> <b>AND</b> <b>3 Year Average:</b> Fell Behind (YELLOW, RED) <span style="background-color: yellow;">Y</span> <span style="background-color: red;">R</span>															
	<b>Recent Year:</b> Fell Behind (YELLOW, RED) <span style="background-color: yellow;">Y</span> <span style="background-color: red;">R</span> <b>AND</b> <b>3 Year Average:</b> Gained or Maintained (DARK BLUE, LIGHT BLUE, GREEN) <span style="background-color: lightblue;">LB</span> <span style="background-color: blue;">DB</span> <span style="background-color: green;">G</span>															
	<b>Recent Year:</b> Maintained (GREEN) <span style="background-color: green;">G</span> <b>AND</b> <b>3 Year Average:</b> Fell Behind (YELLOW, RED) <span style="background-color: yellow;">Y</span> <span style="background-color: red;">R</span>															
	<b>Recent Year:</b> Maintained (GREEN) <span style="background-color: green;">G</span> <b>AND</b> <b>3 Year Average:</b> Maintained (GREEN) <span style="background-color: green;">G</span>															
MEDIUM	<b>Recent Year:</b> Maintained (GREEN) <span style="background-color: green;">G</span> <b>AND</b> <b>3 Year Average:</b> Gained (DARK BLUE, LIGHT BLUE) <span style="background-color: blue;">DB</span> <span style="background-color: lightblue;">LB</span>															
	<b>Recent Year:</b> Gained (DARK BLUE, LIGHT BLUE) <span style="background-color: blue;">DB</span> <span style="background-color: lightblue;">LB</span> <b>AND</b> <b>3 Year Average:</b> Maintained or Fell Behind (GREEN, YELLOW, RED) <span style="background-color: green;">G</span> <span style="background-color: yellow;">Y</span> <span style="background-color: red;">R</span>															
	<b>Recent Year:</b> Gained (DARK BLUE, LIGHT BLUE) <span style="background-color: blue;">DB</span> <span style="background-color: lightblue;">LB</span> <b>AND</b> <b>3 Year Average:</b> Gained (DARK BLUE, LIGHT BLUE) <span style="background-color: blue;">DB</span> <span style="background-color: lightblue;">LB</span>															
	<b>Recent Year:</b> Gained (DARK BLUE, LIGHT BLUE) <span style="background-color: blue;">DB</span> <span style="background-color: lightblue;">LB</span> <b>AND</b> <b>3 Year Average:</b> Gained (DARK BLUE, LIGHT BLUE) <span style="background-color: blue;">DB</span> <span style="background-color: lightblue;">LB</span>															
LOWER																

## Appendix 2: Examples

### Example 1: Elementary School - Lower Achieving

#### PVAAS School Launchpad

	Math	ELA	Science
<b>PSSA, Grade 4</b>			
Value Added	<b>2016</b> <b>3Yr A</b>	<b>2016</b> <b>3Yr A</b>	<b>2016</b> <b>3Yr A</b>
Diagnostic			
<b>PSSA, Grade 5</b>			
Value Added	<b>2016</b> <b>3Yr A</b>	<b>2016</b> <b>3Yr A</b>	
Diagnostic			

**Step 1: Find Patterns**

Complete *Growth Findings Chart* using the value-added rows of the School Launchpad.

	Math	ELA	Science
<b>PSSA, Grade 4</b>			
Value Added	2016 3Yr A	2016 3Yr A	2016 3Yr A
<b>PSSA, Grade 5</b>			
Value Added	2016 3Yr A	2016 3Yr A	

**School Name:** Example 1 Elementary School – Lower Achieving

Priority	Observations <i>(Use the value-added row of the School Launchpad)</i>	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Keystones
HIGHER	<b>Recent Year:</b> Fell Behind (YELLOW, RED) Y R AND <b>3 Year Average:</b> Fell Behind (YELLOW, RED) Y R	ELA SCI					
	<b>Recent Year:</b> Fell Behind (YELLOW, RED) Y R AND <b>3 Year Average:</b> Gained or Maintained DB LB G (DARK BLUE, LIGHT BLUE, GREEN)		ELA				
MEDIUM	<b>Recent Year:</b> Maintained (GREEN) G AND <b>3 Year Average:</b> Fell Behind (YELLOW, RED) Y R	MATH					
	<b>Recent Year:</b> Maintained (GREEN) G AND <b>3 Year Average:</b> Maintained (GREEN) G						
	<b>Recent Year:</b> Maintained (GREEN) G AND <b>3 Year Average:</b> Gained (DARK BLUE, LIGHT BLUE) DB LB						
	<b>Recent Year:</b> Gained (DARK BLUE, LIGHT BLUE) DB LB AND <b>3 Year Average:</b> Maintained or Fell Behind G Y R (GREEN, YELLOW, RED)		MATH				
LOWER	<b>Recent Year:</b> Gained (DARK BLUE, LIGHT BLUE) DB LB AND <b>3 Year Average:</b> Gained (DARK BLUE, LIGHT BLUE) DB LB						

**Step 2: Determine Growth Priorities**

**School Name:** Example 1 Elementary School – Lower Achieving

<b>School View</b>	<p><b>For the school level view, we’re going to start by looking to see if there is one subject that is high priority in both grades.</b> ANSWER: Yes, ELA. We’re definitely going to want a growth goal for ELA in both Grades 4 and 5.</p> <p><b>Both Grade 4 and Grade 5 students fell behind last year.</b> We can also see on the diagnostic row of the Launchpad that the majority of students are in lower achievement levels (see pie charts, groups 1 &amp; 2). Low achievement and low growth are significant concerns for our school!</p>
<b>Grade View</b>	<p><b>Now, we are going to look at each grade level separately.</b></p> <p><b>We have already determined that Grade 4 ELA is high priority, given the previous year and the 3-year average of falling behind. We have determined we need a growth goal for Grade 4 ELA.</b></p> <p><b>Next, we’re going to look at Math in Grade 4. Math is also a high priority, although not quite as high as ELA because in the previous year we at least maintained in Math (green). Do we want a growth goal here?</b> ANSWER: Yes, we need to keep that going and actually move to gaining (blue), given the lower achievement histories of the majority of our students.</p> <p><b>Science in Grade 4 is definitely high priority. Do we want a growth goal here?</b> ANSWER: Possibly. While this is definitely a high priority area, Math and ELA present as significant priorities as well. We must pay attention to Science, but we may decide that written goals should first focus on ELA and Math. The level of action we take on ELA and Math may be more than on Science at this point. This is a district/school decision. This decision is also highly dependent on whether a grade level is self-contained, or whether the grade level is departmentalized. For example, if Science is taught by teacher(s) who teach Science, but not also ELA and Math, it is likely that a growth goal is important since those teachers have a more singular content focus.</p> <p><b>Now for Grade 5, we already have identified ELA as a high priority.</b> ELA growth goal for Grade 5 is warranted.</p> <p><b>What about Math in Grade 5?</b> ANSWER: Possibly. Math is certainly stronger in terms of growth than ELA; however, we want to continue with the positive trend of “gaining.” A growth goal may be warranted here too, although it is of less priority.</p> <p>So, we will write a growth goal in Grade 5 ELA. We will also possibly write a growth goal for Grade 5 Math because while growth shows gaining (blue), achievement is low. We continue to need “gains” to increase the numbers of students reaching proficiency or higher!</p>

**Step 3: Write Growth Goals; Add Achievement Goals**

Write school-level growth goals and grade-level growth goals. Then, add achievement goals. Sample language is included in the chart below for writing achievement goals. See [Appendix 3](#) for alternate growth goal language, which you may customize for use with various audiences and stakeholders. Choose the language stems that work best for you in your setting and with the audience with whom you are sharing the goals.

*Note: The achievement target numbers/percentages are provided as examples only. Each school/district/LEA defines their levels of improvement based on factors specific to their situation. District/school determines the level of growth (maintain or gain) for each growth goal.*

**School Name:** Example 1 Elementary School – Lower Achieving

	Growth Goals	Achievement Goals
<b>School Level</b>	Students in Grades 4 and 5 ELA will gain.	The percent of students reaching proficiency or above in ELA will increase by 15% (23 students), from _____ to _____% proficient/advanced.
<b>Grade Level</b>	<b>Grade 4</b>	
	Students in Grade 4 will gain in ELA.	The percent of students reaching proficiency or above will increase by 15% (11 students), from _____ to _____% proficient/advanced.
	Students in Grade 4 will maintain/gain in Science.	The percent of students reaching proficiency or above will increase by 10% (7 students), from _____ to _____% proficient/advanced.
	Students in Grade 4 will gain in Math.	The percent of students reaching proficiency or above will increase by 15% (11 students), from _____ to _____% proficient/advanced.
<b>Grade Level</b>	<b>Grade 5</b>	
	Students in Grade 5 will gain in ELA.	The percent of students reaching proficiency or above will increase by 15% (12 students), from _____ to _____% proficient/advanced.
	Students in Grade 5 will continue to gain in Math.	The percent of students reaching proficiency or above will increase by 15% (12 students), from _____ to _____% proficient/advanced.

## Align Practice to Goals

The purpose of developing growth and achievement goals is to focus all educators within the school on the identified and highest priority targets for continuous improvement.

Writing growth and achievement goals is not enough! The next step is to align the work to the goals, i.e., to form a tight connection with the goals to practice. A tight alignment increases the probability of achieving the established goals. Connecting the work to the goals brings a shared commitment to achieving the goals.

### What Does It Mean to Align Practice to Goals?

Existing within every school are a variety of opportunities to create a tight alignment to the identified goals. For example, teachers engage in collaborative discussions through PLC work and teachers set SLOs. Additionally, schools may be implementing school-wide or subject/grade walkthrough processes, collaborative coaching, data team meetings, and offering a variety of professional learning opportunities. Classroom observations and related feedback are also an integral part of the operation of a school.

We are much more likely to improve student outcomes, i.e., reach those targeted goals, if the work is tied to the identified goals!



### How is Practice Aligned to Goals?

Steps for the School Leader:

1. Review the school, grade, and/or subject area goals that have been written/established. Ensure that the final steps have occurred (root cause analysis and development of action plans).
2. Communicate goals (achievement and growth) with all stakeholders. Make the goals visible, transparent, and accessible as appropriate to various stakeholders.
3. Communicate and demonstrate to staff that the likelihood of achieving the established goals requires aligning practices to the goals. That requires a planned process of aligning the various activities and initiatives that occur within the school setting to the goals.
4. Communicate that an end-of-year process will evaluate the degree to which the established goals were achieved.
5. Next, ask, “What avenues, forums, and activities in our school will need to be aligned to our goals?” For example, “How should our SLO process, walk-through focus, supervision (observation) and coaching efforts, PLC meetings, professional learning opportunities, etc., be aligned to the written/established goals?”

## An Illustration Using Example 1 Elementary School – Lower Achieving

Using the [Example 1 Elementary School - Lower Achieving](#) (above), what follows is a brief illustration of aligning the work to the established school and grade level/subject specific goals!

	Math		ELA		Science	
<b>PSSA, Grade 4</b>						
Value Added	2016	3Yr A	2016	3Yr A	2016	3Yr A
<b>PSSA, Grade 5</b>						
Value Added	2016	3Yr A	2016	3Yr A		

### Goals for Example 1 Elementary School – Lower Achieving

- Students in Grades 4 & 5 ELA will gain. The percent of students reaching proficiency or above in ELA will increase by 15% (23 students), from \_\_\_\_\_ to \_\_\_\_\_% proficient/advanced.
- Students in Grade 4 will gain in ELA. The percent of students reaching proficiency or above will increase by 15% (11 students), from \_\_\_\_\_ to \_\_\_\_\_% proficient/advanced.
- Students in Grade 4 will maintain/gain in Science. The percent of students reaching proficiency or above will increase by 10% (7 students), from \_\_\_\_\_ to \_\_\_\_\_% proficient/advanced.
- Students in Grade 4 will gain in Math. The percent of students reaching proficiency or above will increase by 15% (11 students), from \_\_\_\_\_ to \_\_\_\_\_% proficient/advanced.
- Students in Grade 5 will gain in ELA. The percent of students reaching proficiency or above will increase by 15% (12 students), from \_\_\_\_\_ to \_\_\_\_\_% proficient/advanced.
- Students in Grade 5 will continue to gain in Math. The percent of students reaching proficiency or above will increase by 15% (12 students), from \_\_\_\_\_ to \_\_\_\_\_% proficient/advanced.

### Making Connections: Aligning Practices to the Goals Example 1 Elementary School – Lower Achieving

**Grades 4 & 5  
ELA**  
(higher priority,  
pattern of  
“slipping/maintaining”)

- ➔ The school-wide **walk-through** focus is on ELA, with the focus for data collection and feedback based on the variables identified through the digging deeper/root cause analysis process. (ELA skills are used in all grades/subjects/classes - hence the need for an ELA school-wide focus across all grade levels and subject levels.)
- ➔ **Year-long professional learning opportunities** are mostly focused on specific ELA topics, with targeted instructional strategies for lower achieving students an important identified area.
- ➔ **SLOs** in Grades 4 and 5 are focused on improving ELA outcomes for targeted groups of students in ELA.
- ➔ **Classroom observations** for Grades 4 and 5 ELA teachers are focused on planning, preparation, and delivery of ELA instruction, individualized to each teacher’s needs.
- ➔ **Instructional coaching**, where available, focuses support on ELA with all teachers in Grades 4 and 5.

**Grades 4 & 5 Math**  
*(lower priority, pattern  
of  
“maintaining/exceeding”)*



**PLC focus** in Grades 4 & 5 Math provides a means to attend to Math, in addition to ELA, with a focus on identifying/studying “what’s working” in their grade level to continue that trend in the future.



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Note: If teachers are departmentalized, the math teacher’s **SLO** might focus on a specific student group, based on their data.



**Science (Grade 4)**  
*(May be higher or  
lower priority,  
depending on if school  
is departmentalized)*



*If the school is departmentalized, Science may be an area of **high priority focus**:*

**SLO, PLCs, and classroom observations** are all focused on various and specific aspects of curriculum, instruction, assessment, and organizational strategies relative to Science, identified through a process of digging deeper into the data.



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*If 4th grade Science is not departmentalized, and is taught by a homeroom teacher who also teaches ELA and Math, and therefore, a **lower priority goal** as compared to ELA, then:*

**Professional learning opportunities** might include resources and supports to assist in the teaching of Science more effectively, given that the highest priority focus for Grade 4 is ELA, which will also impact Science.

**Example 2: Middle School - Lower Achieving**

**PVAAS School Launchpad**

	Math	Reading/ELA	Science
<b>PSSA, Grade 5</b>			
Value Added	2016 3Yr A	2016 3Yr A	
Diagnostic			
<b>PSSA, Grade 6</b>			
Value Added	2016 3Yr A	2016 3Yr A	
Diagnostic			
<b>PSSA, Grade 7</b>			
Value Added	2016 3Yr A	2016 3Yr A	
Diagnostic			
<b>PSSA, Grade 8</b>			
Value Added	2016 3Yr A	2016 3Yr A	2016 3Yr A
Diagnostic			

**Step 1: Find Patterns**

Complete *Growth Findings Chart* using the value-added rows of the School Launchpad.

	Math	Reading/ELA	Science
PSSA, Grade 5			
Value Added	2016 3Yr A	2016 3Yr A	
PSSA, Grade 6			
Value Added	2016 3Yr A	2016 3Yr A	
PSSA, Grade 7			
Value Added	2016 3Yr A	2016 3Yr A	
PSSA, Grade 8			
Value Added	2016 3Yr A	2016 3Yr A	2016 3Yr A

**School Name:** Example 2 Middle School – Lower Achieving

Priority	Observations <i>(Use the value-added row of the School Launchpad)</i>	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Keystones
HIGHER	<b>Recent Year:</b> Fell Behind (YELLOW, RED) Y R AND <b>3 Year Average:</b> Fell Behind (YELLOW, RED) Y R				ELA	MATH ELA SCI	
	<b>Recent Year:</b> Fell Behind (YELLOW, RED) Y R AND <b>3 Year Average:</b> Gained or Maintained (DB, LB, G)				MATH		
MEDIUM	<b>Recent Year:</b> Maintained (GREEN) G AND <b>3 Year Average:</b> Fell Behind (YELLOW, RED) Y R		MATH				
	<b>Recent Year:</b> Maintained (GREEN) G AND <b>3 Year Average:</b> Maintained (GREEN) G		ELA				
	<b>Recent Year:</b> Maintained (GREEN) G AND <b>3 Year Average:</b> Gained (DB, LB)						
	<b>Recent Year:</b> Gained (DB, LB) (DARK BLUE, LIGHT BLUE) AND <b>3 Year Average:</b> Maintained or Fell Behind (G, Y, R)				MATH		
LOWER	<b>Recent Year:</b> Gained (DB, LB) (DARK BLUE, LIGHT BLUE) AND <b>3 Year Average:</b> Gained (DB, LB) (DARK BLUE, LIGHT BLUE)				ELA		

**Step 2: Determine Growth Priorities**

**School Name:** Example 2 Middle School – Lower Achieving

<b>School View</b>	<p>First, it seems very easy and quick to find our highest priorities by looking at the PVAAS Growth Findings chart. We note that the highest priorities across subjects are in Grades 7 and 8. ELA, Math, and Science all “fell behind” in both Grades 7 and 8. We don’t see that same pattern in Grades 5 and 6. That tells us, at the school level, there are two grades that warrant heightened focus and supports.</p>
<b>Grade View</b>	<p><b>Now, we are going to look at each grade level separately. Let’s start with Grades 7 and 8. Grades 7 and 8 indicate significant areas for focus in all subjects:</b></p> <p><b>Grade 7</b>  <b>Is a growth goal warranted in ELA, Grade 7?</b>                  Yes, highest area of concern for growth, also noting majority of students are lower achieving.</p> <p><b>Is a growth goal warranted in Math, Grade 7?</b>                  Yes, it is very important because of the downward trend from 3 year average to last year’s “fell behind” (red). Root causes for “falling behind” need to be identified in order to reverse this downward trend.</p> <p><b>Grade 8:</b>                  While Grade 8 shows achievement levels at slightly higher relative to Grade 7, all subjects are showing “fell behind” in 3 year averages and previous year. <b>Significant concerns in Grade 8 are indicated.</b></p> <p><b>Is a growth goal warranted in ELA, Grade 8?</b>                  Yes, growth goal in Grade 8 ELA is needed.</p> <p><b>Is a growth goal warranted in Math, Grade 8?</b>                  Yes, growth goal in Grade 8 Math is needed.</p> <p><b>Is a growth goal warranted in Science, Grade 8?</b>                  Yes. Given that the typical Middle School operates in a team structure, a growth goal for the Grade 8 Science teachers is warranted. (Middle school team structures typically allow for subject teams to focus separately on each subject within a grade level).</p> <p><b>Next, let’s look at Grades 5 and 6:</b></p> <p><b>Grade 5: Medium level priorities in both ELA and Math, given “maintained” status.</b> However, given lower achievement levels of students, maintaining is not good enough to increase the number of students achieving proficiency or higher!</p> <p><b>Is a growth goal warranted in Grade 5 ELA?</b>                  Yes, a growth goal is needed in Grade 5 ELA.</p> <p><b>Is a growth goal warranted in Grade 5 Math?</b>                  Yes. A growth goal is needed in Grade 5 Math.</p> <p><b>Grade 6: Both ELA and Math are showing evidence of gaining (blues).</b>  <b>Is a growth goal warranted in Grade 6 ELA?</b>                  Possibly. Grade 6 ELA has history of gaining, with previous year getting dark blue. We want to continue to get dark blue, to increase the number of students reaching proficiency or higher! While some schools may not choose to write a formal goal addressing the need to continue to earn a dark blue, attention to the root causes that contributed to this will ensure the likelihood of continuing that trend, and therefore, lead to improved achievement levels of students.</p> <p><b>Is a growth goal warranted in Grade 6 Math?</b>                  Possibly. Grade 6 Math showed gaining in previous year, with 3-year average of maintained. It’s important to uncover the root causes for this gaining in order to ensure continuation of gaining status, even with a stretch goal to achieve a dark blue. Also, the majority of students are lower achieving, with the lowest achieving students maintaining. In order to increase the numbers of students reaching proficiency or higher, a growth goal is likely warranted in most situations.</p>

**Step 3: Write Growth Goals; Add Achievement Goals**

Write school level growth goals and grade level growth goals. Then, add achievement goals.

*Note: The achievement target numbers/percentages are provided as examples only. Each school/district/LEA defines their levels of improvement based on factors specific to their situation. Departmentalization/content specific teaching may also influence if there are goals for EACH subject area for EACH grade. District/school determines the level of growth (maintain or gain) for each growth goal.*

**School Name:** Example 2 Middle School – Lower Achieving

Growth Goals		Achievement Goals
<b>School Level</b>	Students will gain in ELA.	The percent of students reaching proficiency or above in ELA will increase by 25% (50 students), from _____ to _____ % proficient/advanced.
	Students will gain in Math.	The percent of students reaching proficiency or above in Math will increase by 25% (50 students), from _____ to _____ % proficient/advanced.
<b>Grade Level</b>	<b>Grade 5</b>	
	Students in Grade 5 will gain in ELA.	The percent of students reaching proficiency or above will increase by 15% (30 students), from _____ to _____ % proficient/advanced.
	Students in Grade 5 will gain in Math.	The percent of students reaching proficiency or above will increase by 15% (30 students), from _____ to _____ % proficient/advanced.
	<b>Grade 6</b>	
	Students in Grade 6 will gain in Math.	The percent of students reaching proficiency or above will increase by 15% (30 students), from _____ to _____ % proficient/advanced.
	<b>Grade 7</b>	
	Students in Grade 7 will gain in ELA.	The percent of students reaching proficiency or above will increase by 15% (30 students), from _____ to _____ % proficient/advanced.
	Students in Grade 7 will gain in Math.	The percent of students reaching proficiency or above will increase by 15% (30 students), from _____ to _____ % proficient/advanced.
	<b>Grade 8</b>	
	Students in Grade 8 will gain in ELA.	The percent of students reaching proficiency or above will increase by 10% (20 students), from _____ to _____ % proficient/advanced.
	Students in Grade 8 will gain in Math.	The percent of students reaching proficiency or above will increase by 10% (20 students), from _____ to _____ % proficient/advanced.
	Students in Grade 8 will gain in Science.	The percent of students reaching proficiency or above will increase by 10% (20 students), from _____ to _____ % proficient/advanced.

## Align Practice to Goals

The purpose of developing growth and achievement goals is to focus all educators within the school on the identified and highest priority targets for continuous improvement.

Writing growth and achievement goals is not enough! The next step is to align the work to the goals, i.e., to form a tight connection with the goals to practice. A tight alignment increases the probability of achieving the established goals. Connecting the work to the goals brings a shared commitment to achieving the goals.



### What Does It Mean to Align Practice to Goals?

Existing within every school are a variety of opportunities to create a tight alignment to the identified goals. For example, teachers engage in collaborative discussions through PLC work and teachers set SLOs. Additionally, schools may be implementing school-wide or subject/grade walkthrough processes, collaborative coaching, data team meetings, and offering a variety of professional learning opportunities. Classroom observations and related feedback are also an integral part of the operation of a school.

We are much more likely to improve student outcomes, i.e., reach those targeted goals, if the work is tied to the identified goals!

### How is Practice Aligned to Goals?

Steps for the School Leader:

1. Review the school, grade, and/or subject area goals that have been written/established. Ensure that the final steps have occurred (root cause analysis and development of action plans).
2. Communicate goals (achievement and growth) with all stakeholders. Make the goals visible, transparent, and accessible as appropriate to various stakeholders.
3. Communicate and demonstrate to staff that the likelihood of achieving the established goals requires aligning practices to the goals. That requires a planned process of aligning the various activities and initiatives that occur within the school setting to the goals.
4. Communicate that an end-of-year process will evaluate the degree to which the established goals were achieved.
5. Next, ask, “What avenues, forums, and activities in our school will need to be aligned to our goals?” For example, “How should our SLO process, walk-through focus, supervision (observation) and coaching efforts, PLC meetings, professional learning opportunities, etc., be aligned to the written/established goals?”

### An Illustration Using Example 2 Middle School – Lower Achieving

Using the [Example 2 Middle School - Lower Achieving](#) (above) what follows is a brief illustration of aligning the established school and grade level subject specific goals with the work!

Note: Allowances have been made in the selection of goals and the priority of focus areas to allow for various MS organizational structures. If teachers are departmentalized, then an intense focus on one subject area is appropriate. If in the lower grades (5 and 6) teachers are self-contained, then there will most likely be a need to vary the degree of priority and intensity of focus as teachers teach multiple subjects.

By bringing the focus of walkthroughs, professional learning opportunities, PLCs and SLO targets, and classroom observations to all teachers in a middle school setting, the principal is creating a tight alignment for all teachers regardless of their grade or subject level responsibilities. Many middle schools operate with a “team” focus and having all teachers aware of and focused on targeted needs, will increase the likelihood of goals being achieved.

	Math	Reading/ELA	Science
<b>PSSA, Grade 5</b>			
Value Added	2016 3Yr A	2016 3Yr A	
<b>PSSA, Grade 6</b>			
Value Added	2016 3Yr A	2016 3Yr A	
<b>PSSA, Grade 7</b>			
Value Added	2016 3Yr A	2016 3Yr A	
<b>PSSA, Grade 8</b>			
Value Added	2016 3Yr A	2016 3Yr A	2016 3Yr A

### Goals for Example 2 Middle School – Lower Achieving

- Students will gain in ELA. The percent of students reaching proficiency or above in ELA will increase by 25% (50 students), from \_\_\_\_\_ to \_\_\_\_\_ % proficient/advanced.
- Students will gain in Math. The percent of students reaching proficiency or above in Math will increase by 25% (50 students), from \_\_\_\_\_ to \_\_\_\_\_ % proficient/advanced.
- Students in Grade 5 will gain in ELA. The percent of students reaching proficiency or higher above will increase by 15% (30 students), from \_\_\_\_\_ to \_\_\_\_\_ % proficient/advanced.
- Students in Grade 5 will gain in Math. The percent of students reaching proficiency or higher above will increase by 15% (30 students), from \_\_\_\_\_ to \_\_\_\_\_ % proficient/advanced.
- Students in Grade 6 will gain in Math. The percent of students reaching proficiency or higher above will increase by 15% (30 students), from \_\_\_\_\_ to \_\_\_\_\_ % proficient/advanced.
- Students in Grade 7 will gain in ELA. The percent of students reaching proficiency or higher above will increase by 15% (30 students), from \_\_\_\_\_ to \_\_\_\_\_ % proficient/advanced.
- Students in Grade 7 will gain in Math. The percent of students reaching proficiency or higher above will increase by 15% (30 students), from \_\_\_\_\_ to \_\_\_\_\_ % proficient/advanced.
- Students in Grade 8 will gain in ELA. The percent of students reaching proficiency or higher above will increase by 10% (20 students), from \_\_\_\_\_ to \_\_\_\_\_ % proficient/advanced.
- Students in Grade 8 will gain in Math. The percent of students reaching proficiency or higher above will increase by 10% (20 students), from \_\_\_\_\_ to \_\_\_\_\_ % proficient/advanced.
- Students in Grade 8 will gain in Science. The percent of students reaching proficiency or higher above will increase by 10% (20 students), from \_\_\_\_\_ to \_\_\_\_\_ % proficient/advanced.

## Making Connections: Aligning Practices to the Goals

### Example 2 Middle School – Lower Achieving

<p style="text-align: center;"><b>Grades 7 &amp; 8 ELA</b> <i>(high priority, pattern of “slipping”)</i></p>	<p>➔ School-wide <b>walk-through</b> focus is on ELA, with differing focus based on digging deeper/root cause analysis. Focus will vary depending if the walk-through is for ELA content teacher, a related arts teacher, or a teacher of another core subject. ELA skills are used in all grades/subjects/classes –hence the need for a school-wide focus.</p>
	<p>➔ Grade level <b>professional learning</b> opportunities for Grade 7 and 8 ELA teachers are focused on specific ELA topics.</p> <ul style="list-style-type: none"> <li>▪ Targeted peer observations in Grade 6 ELA classes by Grade 7 and 8 ELA teachers might be helpful based on the pattern of blue growth data for ELA in Grade 6, especially with students with the lowest achievement history.</li> </ul>
	<p>➔ <b>PLCs</b> for Grade 7 and 8 ELA teachers are focused on ELA.</p> <ul style="list-style-type: none"> <li>▪ Examine offerings for <i>tiered supports</i>, including selection criteria for support services, materials and resources used, progress and monitoring of supports, etc.</li> </ul>
	<p>➔ Grade 7 and 8 ELA teachers focus their <b>SLOs</b> on specific needs as identified through their PVAAS teacher specific reports.</p>
	<p>➔ <b>Classroom observations</b> for Grade 7 and 8 ELA content teachers are focused on planning, preparation and delivery of ELA instruction with focus individualized to each teacher’s needs.</p>
	<p>➔ <b>Instructional coaching</b>, where available, with all Grade 7 and 8 ELA teachers.</p>
<p style="text-align: center;"><b>Grade 6 ELA</b> <i>(lower priority, pattern of “exceeding”)</i></p>	<p>➔ <b>PLC</b> focus might focus on “what’s working” in their grade and subject so they can continue the pattern of exceeding the growth standard each year.</p>
	<p>➔ <b>SLOs</b> might focus on a specific student group or cohort of students, based on their data.</p>

**Grade 5 ELA**  
(medium priority, pattern of “maintaining”)

- ➔ Grade-level **walk-through** focus is on ELA, with differing focus based on digging deeper/root cause analysis.
  - *Digging Deeper for Students with a History of Lower Achievement* may be a useful resource, as “green” growth (maintaining) with low achieving students is not enough to close the achievement gap.
  - Focus and intensity will vary depending on the organization of Grade 5 (self-contained or departmentalized as Grade 5 Math will be a priority for Grade 5 Math teachers).

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- ➔ **Professional learning** opportunities are focused on specific ELA topics.

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- ➔ **SLOs and PLC** focus on ELA (focus and intensity will vary based on organizational structure as Grade 5 Math will be a priority for Grade 5 math teachers).

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- ➔ **Classroom observations** for Grade 5 ELA content teachers will focus on planning, preparation and delivery of ELA instruction with focus individualized to each teacher’s needs.



**Grades 7 & 8 Math**  
(high priority, pattern of “slipping”)

- ➔ **Department level walk-through** focus for Grades 7 and 8 is on Math, with differing focus based on digging deeper/root cause analysis. One area of focus will be on the slipping in growth in both Grades 7 and 8.
  - Focus of walk-throughs will vary depending if it is a Math content teacher, or a related arts teacher since basic Math skills are used in many related arts classes.

---

- ➔ Grade level **professional learning opportunities** for Grades 7 and 8 math teachers are focused on specific Math topics.
  - Review alignment of programs and services for Grades 5-8 Math, taking note of vertical articulation, alignment with standards, consistency of language, use of assessments, allocated instructional time, integrity of instructional delivery, etc.

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- ➔ **SLOs and PLCs** are focused on Math for Grades 7 and 8 Math content teachers.

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- ➔ **Classroom observations** for Grades 7 and 8 Math content teachers focuses on planning, preparation and delivery of Math instruction with focus individualized to each teacher’s needs.

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- ➔ **Instructional coaching**, where available, with all Grades 7 and 8 Math teachers.

**Grades 5 & 6  
Math**  
*(medium priority)*

- ➔ Department level **walk-through** focus for Grades 5 and 6 Math teachers, with differing focus and intensity based on digging deeper/root case analysis as well as departmentalized math teachers vs. multi subject math teachers.
  - Root cause analysis will explore reasons for “gaining” in both grades to ensure continuation of growth. This is especially important due to the large number of students in these two grades with low achievement histories who need to reach proficiency level.

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- ➔ **Professional learning** opportunities are focused on specific math topics.

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- ➔ **SLOs and PLCs** are focused on math for Grades 5 and 6 Math content teachers (depending on being self-contained or departmentalized).

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- ➔ **Classroom observations** for Grades 5 and 6 Math content teachers will focus on planning, preparation and delivery of Math instruction with focus individualized to each teacher’s needs.



**Grade 8 Science**  
*(high priority, pattern of “slipping”)*

- ➔ Department level **walk-through** focus for Grades 5-8 science teachers, with differing focus and intensity based on digging deeper/root case analysis as well as allowances made for departmentalized science teachers vs. multi-subject science teachers.

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- ➔ **Professional learning** opportunities are focused on specific Science topics with differing priorities/intensity as noted above.

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- ➔ **SLO and PLC** focus for each grade level in science with differing priorities/intensity as noted above.

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- ➔ **Classroom observation** for Grades 5-8 Science content teachers will focus on planning, preparation and delivery of Science instruction with focus individualized to each teacher’s needs.

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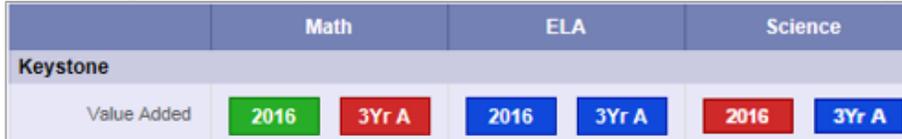
- ➔ Review **alignment of programs and services** for Grades 5-8 Science, taking note of vertical articulation, alignment with standards, consistency of language, use of assessments, allocated instructional time, integrity of instructional delivery, etc.

### Example 3: High School - Lower Achieving PVAAS School Launchpad



#### Step 1: Find Patterns

Complete *Growth Findings Chart* using the value-added rows of the School Launchpad.



**School Name:** Example 3 High School – Lower Achieving

Priority	Observations <i>(Use the value-added row of the School Launchpad)</i>	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Keystones
HIGHER	<b>Recent Year:</b> Fell Behind (YELLOW, RED) Y R <b>AND</b> <b>3 Year Average:</b> Fell Behind (YELLOW, RED) Y R						
	<b>Recent Year:</b> Fell Behind (YELLOW, RED) Y R <b>AND</b> <b>3 Year Average:</b> Gained or Maintained (DB, LB, G) (DARK BLUE, LIGHT BLUE, GREEN)						BIO
MEDIUM	<b>Recent Year:</b> Maintained (GREEN) G <b>AND</b> <b>3 Year Average:</b> Fell Behind (YELLOW, RED) Y R						ALG I
	<b>Recent Year:</b> Maintained (GREEN) G <b>AND</b> <b>3 Year Average:</b> Maintained (GREEN) G						
	<b>Recent Year:</b> Maintained (GREEN) G <b>AND</b> <b>3 Year Average:</b> Gained (DB, LB) (DARK BLUE, LIGHT BLUE)						
	<b>Recent Year:</b> Gained (DB, LB) (DARK BLUE, LIGHT BLUE) <b>AND</b> <b>3 Year Average:</b> Maintained or Fell Behind (G, Y, R) (GREEN, YELLOW, RED)						
LOWER	<b>Recent Year:</b> Gained (DB, LB) (DARK BLUE, LIGHT BLUE) <b>AND</b> <b>3 Year Average:</b> Gained (DB, LB) (DARK BLUE, LIGHT BLUE)						LIT

**Step 2: Determine Growth Priorities**

<b>School Name:</b> Example 3 High School – Lower Achieving	
<b>Course View</b>	<p><b>First, I look for the Keystone content areas that fall in the highest priority categories.</b> ANSWER: Keystone Algebra and Keystone Biology. Note however, there are different patterns of growth in Algebra vs. Biology.</p>
	<p><b>Is a growth goal warranted in Keystone Algebra?</b> ANSWER: Yes, a growth goal is needed in Keystone Algebra. While students maintained in previous year, with 3-year average of falling behind, it is important to identify likely root causes that resulted in maintaining status in order to continue an upward trend to gaining. Approximately 50% of students have histories of lower achieving, and all quintile groups maintained. In order to increase numbers of students reaching proficiency or higher, gained (blues) are the goal.</p>
	<p><b>Is a growth goal warranted in Keystone Biology?</b> ANSWER: Yes, a growth goal is needed in Keystone Biology. In Biology, we see fell behind in previous year, but a 3-year average of gained (dark blue). A growth goal is warranted to bring focus to what variables may have contributed to the “fell behind” status in order to make corrections for the current year.</p>
	<p><b>Is a growth goal warranted in Keystone Literature?</b> ANSWER: Possibly. Given the positive growth noted in both previous year and 3-year average, and the growth shown across most quintiles in the Diagnostic report, this group may want to dig more deeply. For example, the next step may be to look at the growth of different student groups to determine growth needs in one or more of the specific student groups. To do that, use the Growth of Student Groups report to find priority patterns in specific student groups as compared to all students.</p>

**Step 3: Write Growth Goals; Add Achievement Goals**

Write school level growth goals and grade level growth goals. Then, add achievement goals.

*Note: The achievement target numbers/percentages are provided as examples only. Each school/district/LEA defines their levels of improvement based on factors specific to their situation. District/school determines the level of growth (maintain or gain) for each growth goal.*

**School Name:** Example 3 High School – Lower Achieving

	Growth Goals	Achievement Goals
<b>Course View</b>	Students in Keystone Algebra will gain.	The percent of students reaching proficiency or above will increase by 15% (45 students), from _____ to _____ % proficient/advanced.
	Students in Keystone Biology will gain.	The percent of students reaching proficiency or above will increase by 15% (45 students), from _____ to _____ % proficient/advanced.
	Possible growth goal related to Keystone Literature: Students with IEPs will gain in Keystone Literature.	Possible achievement goal in Keystone Literature: The percent of students reaching proficiency or above will increase by 10% (30 students), from _____ to _____ % proficient/advanced.

## Align Practice to Goals

The purpose of developing growth and achievement goals is to focus all educators within the school on the identified and highest priority targets for continuous improvement.

Writing growth and achievement goals is not enough! The next step is to align the work to the goals, i.e., to form a tight connection with the goals to practice. A tight alignment increases the probability of achieving the established goals. Connecting the work to the goals brings a shared commitment to achieving the goals.

### What Does It Mean to Align Practice to Goals?

Existing within every school are a variety of opportunities to create a tight alignment to the identified goals. For example, teachers engage in collaborative discussions through PLC work and teachers set SLOs. Additionally, schools may be implementing school-wide or subject/grade walkthrough processes, collaborative coaching, data team meetings, and offering a variety of professional learning opportunities. Classroom observations and related feedback are also an integral part of the operation of a school.

We are much more likely to improve student outcomes, i.e., reach those targeted goals, if the work is tied to the identified goals!



### How is Practice Aligned to Goals?

Steps for the School Leader:

1. Review the school, grade, and/or subject area goals that have been written/established. Ensure that the final steps have occurred (root cause analysis and development of action plans).
2. Communicate goals (achievement and growth) with all stakeholders. Make the goals visible, transparent, and accessible as appropriate to various stakeholders.
3. Communicate and demonstrate to staff that the likelihood of achieving the established goals requires aligning practices to the goals. That requires a planned process of aligning the various activities and initiatives that occur within the school setting to the goals.
4. Communicate that an end-of-year process will evaluate the degree to which the established goals were achieved.
5. Next, ask, “What avenues, forums, and activities in our school will need to be aligned to our goals?” For example, “How should our SLO process, walk-through focus, supervision (observation) and coaching efforts, PLC meetings, professional learning opportunities, etc., be aligned to the written/established goals?”

### An Illustration Using Example 3 High School – Lower Achieving

Using the [Example 3 High School – Lower Achieving](#) (above), what follows is a brief illustration of aligning the established school and grade level subject specific goals with the work!

	Math		ELA		Science	
Keystone						
Value Added	2016	3Yr A	2016	3Yr A	2016	3Yr A

#### Goals for Example 3 High School – Lower Achieving

- Students in Keystone Algebra will gain. The percent of students reaching proficiency or above will increase by 15% (45 students), from \_\_\_\_ to \_\_\_\_ % proficient/advanced.
- Students in Keystone Biology will gain. The percent of students reaching proficiency or above will increase by 15% (45 students), from \_\_\_\_ to \_\_\_\_ % proficient/advanced.
- Possible growth goal related to Keystone Literature: Students with IEPs will gain in Keystone Literature. Possible achievement goal in Keystone Literature: The percent of students reaching proficiency or above will increase by 10% (30 students), from \_\_\_\_ to \_\_\_\_ % proficient/advanced.

### Making Connections: Aligning Practice to the Goals Example 3 High School – Lower Achieving

#### Raise Achievement Level in All Three Subjects

*(50% of students are lower achieving, as indicated by quintiles 1 & 2 on the pie charts)*



Focus **professional learning** opportunities on instructional strategies known to improve student outcomes.



Connect school-wide **walk-throughs** to professional development on identified instructional strategies known to promote student achievement.



Focus **walk-throughs** for Math Department on specific topics and variables as identified through digging deeper into data sources.



Form **PLC** for Algebra teachers on topics identified through digging deeper/root cause analysis.

- PLC focus might be on effective intervention supports for students in mathematics



Focus **SLO development** for Algebra teachers/Math teachers on lower achieving students.

- This is important as while “maintaining” is better than the previous pattern of “slipping,” it is not enough growth for low achieving students to reach targeted levels of proficiency.



Conduct **classroom observations** focusing on identified variables through digging deeper/root cause analysis with focus individualized to each teacher’s needs.



Provide **professional learning opportunities** specific to math content, pedagogy, and instructional strategies.

#### Keystone Algebra I *(high priority, pattern of “maintaining/slipping”)*

**Keystone Biology**  
*(high priority, pattern of “slipping” with lowest & highest achieving students)*

➔ Focus **PLC** work for Biology/Science department on topics identified through digging deeper/root cause analysis. Give special focus on the one developed for low achieving students since half of the students enrolled in Biology have a history of low achievement. The lowest achieving students in #1 and 2 are either falling behind or just maintaining – neither of which will enable them to reach targeted levels of proficiency. Also, focused discussion on “what worked” in the past to yield blue growth or “gaining” is beneficial for current students to “gain” as well.

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➔ **SLO development** for Biology/Science teachers focus is on targeted students in lowest and highest achievement levels.

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➔ Conduct **classroom observations** focusing on identified variables through digging deeper/root cause analysis with focus individualized to each teacher’s needs.

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**Keystone Literature**  
*(growth gains, yet achievement history is lower)*

➔ Provide customized **professional learning** opportunities on effective instructional strategies for students with history of lower achievement.

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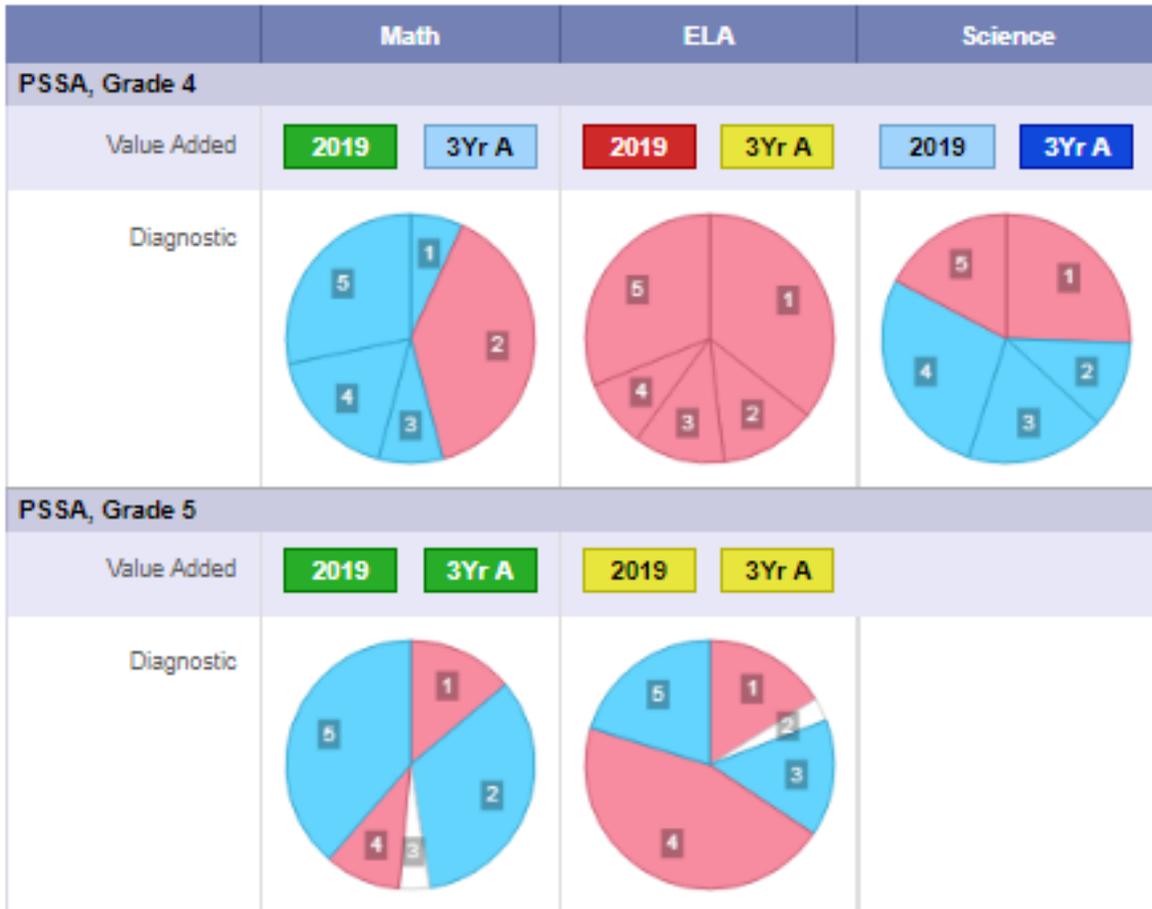
➔ **PLC** meeting topics are focused on variables related to effective instruction for lower achieving students.

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➔ **Classroom observations** focused on variables identified as “what works” in order to maintain the blue “gaining” growth patterns.

### Example 4: Elementary School - Average Achieving

#### PVAAS School Launchpad



**Step 1: Find Patterns**

Complete *Growth Findings Chart* using the value-added rows of the School Launchpad.

	Math	ELA	Science
PSSA, Grade 4			
Value Added	2019 3Yr A	2019 3Yr A	2019 3Yr A
PSSA, Grade 5			
Value Added	2019 3Yr A	2019 3Yr A	

**School Name:** Example 4 Elementary School – Average Achieving

Priority	Observations <i>(Use the value-added row of the School Launchpad)</i>	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Keystones
HIGHER	<b>Recent Year:</b> Fell Behind (YELLOW, RED) Y R AND <b>3 Year Average:</b> Fell Behind (YELLOW, RED) Y R	ELA	ELA				
	<b>Recent Year:</b> Fell Behind (YELLOW, RED) Y R AND <b>3 Year Average:</b> Gained or Maintained DB LB G (DARK BLUE, LIGHT BLUE, GREEN)						
MEDIUM	<b>Recent Year:</b> Maintained (GREEN) G AND <b>3 Year Average:</b> Fell Behind (YELLOW, RED) Y R						
	<b>Recent Year:</b> Maintained (GREEN) G AND <b>3 Year Average:</b> Maintained (GREEN) G		MATH				
	<b>Recent Year:</b> Maintained (GREEN) G AND <b>3 Year Average:</b> Gained DB LB (DARK BLUE, LIGHT BLUE)	MATH					
	<b>Recent Year:</b> Gained DB LB (DARK BLUE, LIGHT BLUE) AND <b>3 Year Average:</b> Maintained or Fell Behind G Y R (GREEN, YELLOW, RED)						
LOWER	<b>Recent Year:</b> Gained (DARK BLUE, LIGHT BLUE) DB LB AND <b>3 Year Average:</b> Gained DB LB (DARK BLUE, LIGHT BLUE)	SCI					

**Step 2: Determine Growth Priorities**

**School Name:** Example 4 Elementary School – Average Achieving

<b>School View</b>	<p><b>For the school level view, we’re going to start by looking to see if there is one subject that is high priority in both grades.</b> ANSWER: Yes, ELA. We’re going to write a growth goal for ELA in both Grades 4 and 5. ELA shows a high priority need for a school level growth goal.</p>
<b>Grade View</b>	<p><b>Now, we are going to look at each grade level separately.</b></p> <p><b>We have already determined that Grade 4 ELA is high priority. We have determined a growth goal is needed for Grade 4 ELA.</b></p> <p><b>Next, we’re going to look at Math in Grade 4. Math is less a priority, with students in grade 4 maintaining in the previous year and gaining in the 3-year average. Do we want a growth goal here?</b> ANSWER: Possibly. While the students show maintaining (green), we see that the 3-year average shows gaining. Exploring the 3-year history by looking at the Value-Added report itself (a different report) will show the value-added color for each of the three years. Additionally, when we look at the diagnostic row of the School Launchpad, we see that there is a large group of students in quintile 2, and they fell behind. A growth goal for 4<sup>th</sup> grade Math may be warranted, targeting the low average group of students (quintile 2).</p> <p><b>Science in Grade 4 is a lower priority. Do we want a growth goal here?</b> ANSWER: Possibly. While this is a low priority area, the diagnostic row shows that students in the lowest and highest quintiles fell behind. Attention must be paid to current students with a history of high and low achievement, but we may decide that formal/written growth goals should first focus on ELA and Math. The level of action we take on ELA and Math may be more than on Science at this point. This is a district/school decision! This decision is also highly dependent on whether a grade level is self-contained, or whether the grade level is departmentalized. For example, if Science is taught by teacher(s) who teach Science, but not also ELA and Math, it is likely that a growth goal is important since those teachers have a more singular content focus.</p> <p><b>Now for Grade 5, we already have identified ELA as a high priority.</b> ELA growth goal for Grade 5 is warranted.</p> <p><b>What about Math in Grade 5?</b> ANSWER: Possibly. Math is maintaining; however, we may want to think about whether there are some areas for focusing on growth. First, we might think about a growth goal that moves from maintaining to gaining. Or, another approach might be to look at the diagnostic row of the School Launchpad to see if there are specific groups of students who are not even maintaining. As we look at that, we see that students with a history of achievement in the bottom and 4<sup>th</sup> quintile fell behind. We therefore might develop a growth goal for grade 5 Math, addressing either the grade level as a whole, or addressing improvements from falling behind to at least maintaining for students in those quintiles.</p> <p>So, we will write a growth goal in Grade 5 ELA and we will also possibly write a growth goal for Grade 5 Math for either a value-added growth of blue (gaining) – or – maintaining/gaining for students in lowest and above average quintiles.</p>

**Step 3: Write Growth Goals; Add Achievement Goals**

Write school level growth goals and grade level growth goals. Then, add achievement goals. Sample language is included below for writing achievement goals.

*Note: The achievement target numbers/percentages are provided as examples only. Each school/district/LEA defines their levels of improvement based on factors specific to their situation. District/school determines the level of growth (maintain or gain) for each growth goal.*

**School Name:** Example 4 Elementary School – Average Achieving

	Growth Goals	Achievement Goals
<b>School Level</b>	Students in Grades 4 and 5 ELA will maintain/gain.	The percent of students reaching proficiency or above will increase by 15% (23 students), from _____ to _____% proficient/advanced.
<b>Grade Level</b>	<b>Grade 4</b>	
	Students in Grade 4 will maintain/gain in ELA.	The percent of students reaching proficiency or above will increase by 15% (11 students), from _____ to _____% proficient/advanced.
	Students in Grade 4 Science will continue to gain.  OR Students in Grade 4 lowest and highest quintiles in Science will maintain/gain.	The percent of students reaching proficiency or above will increase by 10% (7 students), from _____ to _____% proficient/advanced.
	Students in Grade 4 will gain in Math.	The percent of students reaching proficiency or above will increase by 15% (11 students), from _____ to _____% proficient/advanced.
	<b>Grade 5</b>	
	Students in Grade 5 will maintain/gain in ELA.	The percent of students reaching proficiency or above will increase by 15% (12 students), from _____ to _____% proficient/advanced.
Students in Grade 5 will gain in Math.  OR Students in Grade 5 Math in the lowest and 4 <sup>th</sup> quintiles will maintain/gain.	The percent of students reaching proficiency or above will increase by 15% (12 students), from _____ to _____% proficient/advanced.	

## Align Practice to Goals

The purpose of developing growth and achievement goals is to focus all educators within the school on the identified and highest priority targets for continuous improvement.

Writing growth and achievement goals is not enough! The next step is to align the work to the goals, i.e., to form a tight connection with the goals to practice. A tight alignment increases the probability of achieving the established goals. Connecting the work to the goals brings a shared commitment to achieving the goals.

### What Does It Mean to Align Practice to Goals?

Existing within every school are a variety of opportunities to create a tight alignment to the identified goals. For example, teachers engage in collaborative discussions through PLC work and teachers set SLOs. Additionally, schools may be implementing school-wide or subject/grade walkthrough processes, collaborative coaching, data team meetings, and offering a variety of professional learning opportunities. Classroom observations and related feedback are also an integral part of the operation of a school.

We are much more likely to improve student outcomes, i.e., reach those targeted goals, if the work is tied to the identified goals!



### How is Practice Aligned to Goals?

Steps for the School Leader:

1. Review the school, grade, and/or subject area goals that have been written/established. Ensure that the final steps have occurred (root cause analysis and development of action plans).
2. Communicate goals (achievement and growth) with all stakeholders. Make the goals visible, transparent, and accessible as appropriate to various stakeholders.
3. Communicate and demonstrate to staff that the likelihood of achieving the established goals requires aligning practices to the goals. That requires a planned process of aligning the various activities and initiatives that occur within the school setting to the goals.
4. Communicate that an end-of-year process will evaluate the degree to which the established goals were achieved.
5. Next, ask, “What avenues, forums, and activities in our school will need to be aligned to our goals?” For example, “How should our SLO process, walk-through focus, supervision (observation) and coaching efforts, PLC meetings, professional learning opportunities, etc., be aligned to the written/established goals?”

### An Illustration Using Example 4 Elementary School – Average Achieving

Using the [Example 4 Elementary School - Average Achieving](#) (above), what follows is a brief illustration of aligning the work to the established school and grade level/subject specific goals!

	Math	ELA	Science
<b>PSSA, Grade 4</b>			
Value Added	2019 3Yr A	2019 3Yr A	2019 3Yr A
<b>PSSA, Grade 5</b>			
Value Added	2019 3Yr A	2019 3Yr A	

#### Goals for Example 4 Elementary School – Average Achieving

- Students in Grades 4 and 5 ELA will maintain/gain. The percent of students reaching proficiency or above will increase by 15% (23 students), from \_\_\_\_ to \_\_\_\_% proficient/advanced.
- Students in Grade 4 will maintain/gain in ELA. The percent of students reaching proficiency or above will increase by 15% (11 students), from \_\_\_\_ to \_\_\_\_% proficient/advanced.
- Students in Grade 4 Science will continue to gain. OR, students in Grade 4 Science lowest and highest quintiles will maintain/gain. The percent of students reaching proficiency or above will increase by 10% (7 students), from \_\_\_\_ to \_\_\_\_% proficient/advanced.
- Students in Grade 4 will gain in Math. The percent of students reaching proficiency or above will increase by 15% (11 students), from \_\_\_\_ to \_\_\_\_% proficient/advanced.
- Students in Grade 5 will maintain gain in ELA. The percent of students reaching proficiency or above will increase by 15% (12 students), from \_\_\_\_ to \_\_\_\_% proficient/advanced.
- Students in Grade 5 will gain in Math. OR, students in Grade 5 Math in the lowest and 4th quintiles will maintain/gain. The percent of students reaching proficiency or above will increase by 15% (12 students), from \_\_\_\_ to \_\_\_\_% proficient/advanced.

#### Making Connections: Aligning Practices to the Goals Example 4 Elementary School – Average Achieving

**Grades 4 & 5  
ELA**  
*(higher priority,  
pattern of “slipping”)*

- ➔ School-wide **walk-through** focus is on ELA, with the focus for data collection and feedback based on digging deeper/root cause analysis. ELA skills are used in all grades/subjects/classes - hence the need for a school-wide focus across all grade levels and subject levels.
- ➔ **Year-long professional learning** opportunities are mostly focused on specific ELA topics, as identified through “digging deeper” for root causes.
- ➔ **SLOs** in Grades 4 and 5 are focused on improving ELA outcomes for targeted groups of students in ELA, informed for each teacher through analysis of PVAAS teacher specific reports.
- ➔ **Classroom observations** for Grades 4 and 5 ELA teachers focuses on planning, preparation and delivery of ELA instruction, individualized to each teacher’s needs.
- ➔ **Instructional coaching**, where available, with all Grades 4 and 5 ELA teachers.

**Grades 4 & 5 Math**  
(lower priority, pattern  
of  
“maintaining/exceeding”)

➔ **PLC** might be in Math area, to identify “what’s working” in their grade level so they can continue improving growth for all students. Using PLCs for addressing continuing, yet lower priority goals in Math, provides attention to the Math area in addition to ELA.

➔ If teachers are departmentalized, the math teacher’s **SLO** might focus on a specific student group, based on their data.



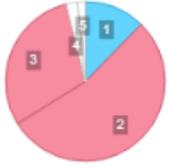
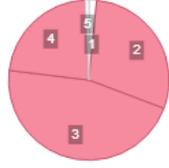
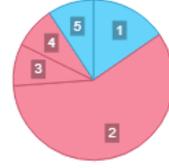
**Science (Grade 4)**  
(May be higher or  
lower priority,  
depending on if school  
is departmentalized)

➔ *If the school is departmentalized, may be an area of high priority focus:*  
**SLO, PLCs, and classroom observations** may all be focused on various aspects of Science, curriculum, instruction, assessment and organizational strategies, identified through a process of digging deeper into the data.

➔ *If 4th grade Science is not departmentalized, and is taught by homeroom teacher who also teaches ELA and Math, and therefore, a lower priority as compared to ELA, then:*  
**Professional learning opportunities** might include resources and supports to assist in the teaching of Science more effectively, given that the highest priority focus for Grade 4 is ELA, which will also impact Science. Specifically, supports might include strategies for scaffolding Science content to support lowest achievers, while at same time, supports for differentiating instruction (perhaps compacting) for students with highest achievement history.

## Example 5: K-8 School - Average Achieving

### PVAAS School Launchpad

	Math	ELA	Science
<b>PSSA, Grade 4</b>			
Value Added	2019 3Yr A	2019 3Yr A	2019 3Yr A
Diagnostic			
<b>PSSA, Grade 5</b>			
Value Added	2019 3Yr A	2019 3Yr A	
Diagnostic			
<b>PSSA, Grade 6</b>			
Value Added	2019 3Yr A	2019 3Yr A	
Diagnostic			
<b>PSSA, Grade 7</b>			
Value Added	2019 3Yr A	2019 3Yr A	
Diagnostic			
<b>PSSA, Grade 8</b>			
Value Added	2019 3Yr A	2019 3Yr A	2019 3Yr A
Diagnostic			
<b>Keystone</b>			
Value Added	2019 3Yr A		
Diagnostic	Algebra I 		

**Step 1: Find Patterns**

Complete *Growth Findings Chart* using the value-added rows of the School Launchpad

	Math	ELA	Science
PSSA, Grade 4			
Value Added	2019 3Yr A	2019 3Yr A	2019 3Yr A
PSSA, Grade 5			
Value Added	2019 3Yr A	2019 3Yr A	
PSSA, Grade 6			
Value Added	2019 3Yr A	2019 3Yr A	
PSSA, Grade 7			
Value Added	2019 3Yr A	2019 3Yr A	
PSSA, Grade 8			
Value Added	2019 3Yr A	2019 3Yr A	2019 3Yr A
Keystone			
Value Added	2019 3Yr A		
	Algebra I		

**School Name:** Example 5 K-8 School – Average Achieving

Priority	Observations <i>(Use the value-added row of the School Launchpad)</i>	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Keystones
HIGHER	<b>Recent Year:</b> Fell Behind (YELLOW, RED) <b>Y R</b> AND <b>3 Year Average:</b> Fell Behind (YELLOW, RED) <b>Y R</b>				MATH	ELA SCI	
	<b>Recent Year:</b> Fell Behind (YELLOW, RED) <b>Y R</b> AND <b>3 Year Average:</b> Gained or Maintained (DARK BLUE, LIGHT BLUE, GREEN) <b>DB LB G</b>	MATH	ELA	MATH		MATH	
MEDIUM	<b>Recent Year:</b> Maintained (GREEN) <b>G</b> AND <b>3 Year Average:</b> Fell Behind (YELLOW, RED) <b>Y R</b>	ELA					
	<b>Recent Year:</b> Maintained (GREEN) <b>G</b> AND <b>3 Year Average:</b> Maintained (GREEN) <b>G</b>		MATH	ELA			ALG I
	<b>Recent Year:</b> Maintained (GREEN) <b>G</b> AND <b>3 Year Average:</b> Gained (DARK BLUE, LIGHT BLUE) <b>DB LB</b>				ELA		
	<b>Recent Year:</b> Gained (DARK BLUE, LIGHT BLUE) <b>DB LB</b> AND <b>3 Year Average:</b> Maintained or Fell Behind (GREEN, YELLOW, RED) <b>G Y R</b>						
LOWER	<b>Recent Year:</b> Gained (DARK BLUE, LIGHT BLUE) <b>DB LB</b> AND <b>3 Year Average:</b> Gained (DARK BLUE, LIGHT BLUE) <b>DB LB</b>	SCI					

**Step 2: Determine Growth Priorities**

**School Name:** Example 5 K-8 School – Average Achieving

<b>School View</b>	<p>First, we want to find our highest priorities by looking at the PVAAS Growth Findings chart. In looking at Math across the grade levels (including Algebra), we see that in most grades, students are falling behind. This is true in many grades for the previous year, and for some grades in the 3-year average. That leads us to say that Math may be a subject of high priority at this school. Another pattern that we can also see is that Grade 8 is falling behind in three subjects: ELA, Math, Science, indicating a school-wide priority focus at Grade 8.</p>
<b>Grade View</b>	<p><b>Let’s start by looking at each grade level separately. In our example here, let’s assume that Grades 6, 7, and 8 teachers are departmentalized, so it makes sense for EACH subject at EACH grade level to establish growth goals along with achievement goals. This is in contrast with what you will see below for Grades 4 and 5, where teachers are responsible for all core subjects in their self-contained classroom.</b></p> <p><b>Since we noted a pattern across subjects in Grade 8, let’s start there.</b></p> <p><b>Grade 8</b>  <b>Is a growth goal warranted in Math?</b>                  Yes, we have already identified Math as an area of concern across multiple grades in this school. We can see that Grade 8 Math students fell behind in the most recent year, with a 3-year average of maintaining. A growth goal is warranted to reverse this trend, with the goal being that students either maintain or gain in the current year.</p> <p><b>Is a growth goal warranted in ELA?</b>                  Yes, Grade 8 ELA is falling behind in the most recent year, with a 3-year average of falling behind. A growth goal is warranted for Grade 8 ELA to address the curriculum, instructional, assessment and organization practices most likely at the root of students slipping.</p> <p><b>Is a growth goal warranted in Science?</b>                  Yes, students here have fallen behind in the most recent year, with the 3-year average also showing falling behind. A growth goal is warranted to address the curriculum, instructional, assessment and organization practices most likely at the root of students slipping.</p> <p><b>Next, let’s look at Algebra I</b>  <b>Is a growth goal warranted in Algebra I?</b>                  Yes! Even though students maintained in Algebra I in the most recent year as well as the 3-year average, the teachers and leadership may wish to increase proficiency levels by increasing growth to blues or gaining! Also, when looking at the Diagnostic report(s), we can see that students in the highest two quintiles (Q4, and Q5), representing well over half the number of students, are only maintaining. A growth goal to increase to “gaining” may be warranted.</p> <p><b>Grade 7</b>  <b>Is a growth goal warranted in ELA, Grade 7?</b>                  Yes, while the students in the previous year did maintain, the 3-year average for Grade 7 ELA shows gaining. That indicates a need for digging more deeply to determine root cause(s), with the goal of increasing from maintaining to gaining with the current group of students. Further analysis of the diagnostic row shows that quintile 2 fell behind in the most recent year, warranting a deeper look at possible root causes and corrective actions for the current group of students with that similar type of achievement history.</p> <p><b>Is a growth goal warranted in Math, Grade 7?</b>                  Yes, it is very important because of the consistent pattern of students falling behind. Math Grade 7 growth history warrants an intense focus on root causes to identify actions for current students.</p>

**School Name:** Example 5 K-8 School – Average Achieving

Example 5 K-8 School – Average Achieving  
Grade View, continued

**Grade 6**

**Is a growth goal warranted in Grade 6 ELA?**

Yes, due to departmentalization. While Grade 6 ELA has a history of maintaining, with previous year also maintaining, we want to continue if not improve this trend. Attention to the root causes that contributed to this will ensure the likelihood of continuing that trend, and therefore, lead to improved achievement levels of students. Analyzing further by discussing the diagnostic row and history also highlights that students in the “middle” (quintiles 2, 3, and 4) are falling behind. Since that group comprised over half of the student group, attention is warranted to move current students in those quintiles to at least maintaining their achievement history.

**Is a growth goal warranted in Grade 6 Math?**

Yes, Grade 6 Math fell behind in previous year, with 3-year average of maintained. It’s important to uncover the root causes for the previous year’s students falling behind in order to identify needed changes in curriculum, instruction, assessment and/or organization.

**Now to Grades 4 and 5.**

Now, we are going to take a different approach with these two grade levels. This is warranted because in this example, each teacher in grades 4 and 5 is responsible for all 3 core subjects: ELA, Math and Science. What is necessary now is to identify the highest priority subjects in each of these 2 grade levels for formal growth goals, as well as other subjects that warrant attention as well, but perhaps not with a formally written growth goal. This is a local decision and is highly dependent on the other factors within the system, including but not limited to the realistic amount of supports that can be provided for staff to obtain the written goals. Remember: if everything is a priority, nothing is a priority!

**Let’s start with Grade 5:**

**Is a growth goal warranted in Grade 5 ELA?**

Yes, in the most recent year, students in grade 5 ELA fell behind. The 3-year average is light blue, which is cause for determining root causes responsible for last year’s students falling behind, so as not to have that repeated with the current students.

**Is a growth goal warranted in Grade 5 Math?**

Possibly. The most recent year’s students maintained their achievement, as did students over a 3-year period, i.e., the 3-year average. This indicates that some further digging might be beneficial, specifically to look at the Diagnostic report to see which types of students are either gaining, maintaining, or falling behind. In this example, we can see that students in quintiles 4 and 5 (highest quintiles) slipped/fell behind, indicating a possible need for focus with above average and highest students in the current year to avoid that group also falling behind.

Again, since Grade 5 teachers are responsible for teaching ELA AND Math, the school must decide if a growth goal is warranted in both subjects, or if the growth goal should focus on ELA, with other supports applied to the Math area needs.

**Now, let’s look at Grade 4:**

**Is a growth goal warranted in Grade 4 ELA?**

Possibly. The most recent year showed students maintained, with the 3-year average showing falling behind. This warrants some attention to determining root causes for the improvement of maintaining. This is important so that grade 4 continues to apply practices that worked to the current year’s students. However, this is a school decision that must be examined considering the findings for Math.

**School Name:** Example 5 K-8 School – Average Achieving

Example 5 K-8 School – Average Achieving  
Grade View, continued

**Is a growth goal warranted in Grade 4 Math?**

Yes. Math is showing the opposite of ELA. Students in the previous year fell behind, with the 3-year average showing maintaining. A growth goal is warranted here so that causes likely attributed to the “falling behind” of last year’s students are addressed in the current year so that there is not a repeat year of falling behind.

**Is a growth goal warranted in Grade 4 Science?**

No. Given that students in the previous year gained, and the 3-year average is gaining, this is not as high priority as Math and ELA.

*Note: If the 4<sup>th</sup> grade teachers are departmentalized, then a Science growth goal is warranted. In that case, analyzing the data in the Diagnostic report(s) shows that students in the highest and lowest quintiles may be the student group of focus for improvement in growth.*

**Step 3: Write Growth Goals; Add Achievement Goals**

Write school level growth goals and grade level growth goals. Then, add achievement goals.

*Note: The achievement target numbers/percentages are provided as examples only. Each school/district/LEA defines their levels of improvement based on factors specific to their situation. Departmentalization/content specific teaching may also influence if there are goals for EACH subject area for EACH grade. District/school determines the level of growth (maintain or gain) for each growth goal.*

**School Name:** Example 5 K-8 School – Average Achieving

	Growth Goals	Achievement Goals
School Level	Students will gain in Math.	The percent of students reaching proficiency or above in Math will increase by 25% (50 students), from _____ to _____ % proficient/advanced.
Grade and/or Keystone Level	<b>Grade 4</b>	
	Students in Grade 4 will maintain/gain in Math.	The percent of students reaching proficiency or above in ELA will increase by 25% (50 students), from _____ to _____ % proficient/advanced
	<b>Grade 5</b>	
	Students in Grade 5 will gain in ELA.	The percent of students reaching proficiency or above will increase by 15% (30 students), from _____ to _____ % proficient/advanced.
	<b>Grade 6</b>	
	Students in Grade 6 will gain/maintain in Math.	The percent of students reaching proficiency or above will increase by 15% (30 students), from _____ to _____ % proficient/advanced.
	Students in Grade 6 will gain in ELA.	The percent of students reaching proficiency or above will increase by 15% (30 students), from _____ to _____ % proficient/advanced.
	<b>Grade 7</b>	
	Students in Grade 7 will gain in ELA.	The percent of students reaching proficiency or above will increase by 15% (30 students), from _____ to _____ % proficient/advanced.
	Students in Grade 7 will maintain/gain in Math.	The percent of students reaching proficiency or above will increase by 15% (30 students), from _____ to _____ % proficient/advanced.
	<b>Grade 8</b>	
	Students in Grade 8 will gain/maintain in ELA.	The percent of students reaching proficiency or above will increase by 10% (20 students), from _____ to _____ % proficient/advanced.
	Students in Grade 8 will gain/maintain in Math.	The percent of students reaching proficiency or above will increase by 10% (20 students), from _____ to _____ % proficient/advanced.
	Students in Grade 8 will gain/maintain in Science.	The percent of students reaching proficiency or above will increase by 10% (20 students), from _____ to _____ % proficient/advanced.
	<b>Keystone Algebra I</b>	
Students will gain in Algebra I.	The percent of students reaching proficiency or above will increase by 10% (20 students), from _____ to _____ % proficient/advanced.  OR The percent of students reaching advanced will increase by 10% (20 students), from _____ to _____ % proficient/advanced.	

## Align Practices to Goals

The purpose of developing growth and achievement goals is to focus all educators within the school on the identified and highest priority targets for continuous improvement.

Writing growth and achievement goals is not enough! The next step is to align the work to the goals, i.e., to form a tight connection with the goals to practice. A tight alignment increases the probability of achieving the established goals. Connecting the work to the goals brings a shared commitment to achieving the goals.

### What Does It Mean to Align Practice to Goals?

Existing within every school are a variety of opportunities to create a tight alignment to the identified goals. For example, teachers engage in collaborative discussions through PLC work and teachers set SLOs. Additionally, schools may be implementing school-wide or subject/grade walkthrough processes, collaborative coaching, data team meetings, and offering a variety of professional learning opportunities. Classroom observations and related feedback are also an integral part of the operation of a school.

We are much more likely to improve student outcomes, i.e., reach those targeted goals, if the work is tied to the identified goals!



### How is Practice Aligned to Goals?

Steps for the School Leader:

1. Review the school, grade, and/or subject area goals that have been written/established. Ensure that the final steps have occurred (root cause analysis and development of action plans).
2. Communicate goals (achievement and growth) with all stakeholders. Make the goals visible, transparent, and accessible as appropriate to various stakeholders.
3. Communicate and demonstrate to staff that the likelihood of achieving the established goals requires aligning practices to the goals. That requires a planned process of aligning the various activities and initiatives that occur within the school setting to the goals.
4. Communicate that an end-of-year process will evaluate the degree to which the established goals were achieved.
5. Next, ask, "What avenues, forums, and activities in our school will need to be aligned to our goals?" For example, "How should our SLO process, walk-through focus, supervision (observation) and coaching efforts, PLC meetings, professional learning opportunities, etc., be aligned to the written/established goals?"

### An Illustration Using Example 5 K-8 School – Average Achieving

Using the [Example 5 K-8 School – Average Achieving](#) (above), what follows is a brief illustration of aligning the established school and grade level subject specific goals with the work!

Note: Allowances were made in the selection of goals and the priority of focus areas to allow for various school organizational structures. If teachers are departmentalized at Grades 6-8, then an intense focus on one subject area is appropriate. If in the lower grades (4 and 5) teachers are self-contained, then there will most likely be a need to vary the degree of priority and intensity of focus as teachers teach multiple subjects.

By bringing the focus of walkthroughs, professional learning opportunities, PLCs and SLO targets, and classroom observations to all teachers in a school setting, the principal is creating a tight alignment for all teachers regardless of their grade or subject level responsibilities. Many K-8 schools operate with a “team” focus; having all teachers aware of and focused on targeted needs will increase the likelihood of achieving the goals.

	Math	ELA	Science
<b>PSSA, Grade 4</b>			
Value Added	2019 3Yr A	2019 3Yr A	2019 3Yr A
<b>PSSA, Grade 5</b>			
Value Added	2019 3Yr A	2019 3Yr A	
<b>PSSA, Grade 6</b>			
Value Added	2019 3Yr A	2019 3Yr A	
<b>PSSA, Grade 7</b>			
Value Added	2019 3Yr A	2019 3Yr A	
<b>PSSA, Grade 8</b>			
Value Added	2019 3Yr A	2019 3Yr A	2019 3Yr A
<b>Keystone</b>			
Value Added	2019 3Yr A		
	Algebra I		

### Goals for Example 5 K-8 School – Average Achieving

- Students will gain in Math. The percent of students reaching proficiency or above in Math will increase by 25% (50 students), from \_\_\_\_ to \_\_\_\_ % proficient/advanced.
- Students in Grade 4 will maintain/gain in Math. The percent of students reaching proficiency or above in ELA will increase by 25% (50 students), from \_\_\_\_ to \_\_\_\_ % proficient/advanced
- Students in Grade 5 will gain in ELA. The percent of students reaching proficiency or above will increase by 15% (30 students), from \_\_\_\_ to \_\_\_\_ % proficient/advanced.
- Students in Grade 6 will gain/maintain in Math. The percent of students reaching proficiency or above will increase by 15% (30 students), from \_\_\_\_ to \_\_\_\_ % proficient/advanced.
- Students in Grade 6 will gain in ELA. The percent of students reaching proficiency or above will increase by 15% (30 students), from \_\_\_\_ to \_\_\_\_ % proficient/advanced.
- Students in Grade 7 will gain in ELA. The percent of students reaching proficiency or above will increase by 15% (30 students), from \_\_\_\_ to \_\_\_\_ % proficient/advanced.
- Students in Grade 7 will maintain/gain in Math. The percent of students reaching proficiency or above will increase by 15% (30 students), from \_\_\_\_ to \_\_\_\_ % proficient/advanced.
- Students in Grade 8 will gain/maintain in ELA. The percent of students reaching proficiency or above will increase by 10% (20 students), from \_\_\_\_ to \_\_\_\_ % proficient/advanced.
- Students in Grade 8 will gain/maintain in Math. The percent of students reaching proficiency or above will increase by 10% (20 students), from \_\_\_\_ to \_\_\_\_ % proficient/advanced.
- Students in Grade 8 will gain/maintain in Science. The percent of students reaching proficiency or above will increase by 10% (20 students), from \_\_\_\_ to \_\_\_\_ % proficient/advanced.
- Students will gain in Algebra I. The percent of students reaching proficiency or above will increase by 10% (20 students), from \_\_\_\_ to \_\_\_\_ % proficient/advanced. *OR*, the percent of students reaching advanced will increase by 10% (20 students), from \_\_\_\_ to \_\_\_\_ % proficient/advanced.

**Making Connections: Aligning Practices to the Goals**  
**Example 5 K-8 School – Average Achieving**

**School:  
 Math**  
*(high priority, pattern  
 of “slipping” in most  
 grade levels)*

- ➔ School-wide **walk-throughs** may choose to focus on math instruction, with differing focus at each grade level based on digging deeper/root cause analysis.  
 (This does not preclude a walk-through focus in Grades 6-8 in the other core subjects (ELA/Science) as well as other non-core subjects, with a clearly identified purpose for the walk-through.)
- ➔ Grade level **professional learning** opportunities for math teachers across all grades are focused on specific topics, skills, strategies relative to math curriculum, instruction, assessment and organization.
  - Alignment of programs and services for Grades 4-8 Math, taking note of vertical articulation, alignment with standards, consistency of language, use of assessments, allocated instructional time, integrity of instructional delivery, etc.
- ➔ **Instructional coaching**, where available, in all Math classes, Grades 4-8 and Algebra I.



**Algebra I**

- ➔ **Walk-throughs** and **classroom observations** focus on areas identified through digging deeper for root causes. Focusing the feedback during these two practices provides support to teachers as they implement the changes/strategies determined the most likely to improve student growth and achievement, meeting the established and written goals.
- ➔ **SLOs** focus on specific information gleaned from both the PVAAS Launchpad as well as each teacher’s individual Value-Added and Diagnostic reports.
- ➔ **PLC** focus is specific to the identified changes in curriculum, instruction, assessment, and organization. Teachers are supported with appropriate resources to enhance their skills and knowledge base in specific areas of need.



**Grades 6, 7, and 8**

- ➔ Each subject team within each grade has achievement and growth goals developed. Hence, the supports and alignment to practices such as **classroom observation** feedback, **SLOs**, **walkthroughs** and **PLC** topics are focused on different and specific needs. Examples below.
- ➔ **SLOs**: Each teacher aligns his/her SLOs with needs of current students, based on analysis of his/her own Value-Added and Diagnostic teacher-specific reports.
- ➔ **Walkthroughs**: These are differentiated in ELA, Math, Algebra, and Science. The walkthrough focus is determined and **ALIGNED** with the actions needed through the digging deeper process for root cause(s).

## Grade 5 ELA

- ➔ *Given the priority focus on Grade 5 ELA:*  
**Professional learning** for Grade 5 is focused on ELA, aligned to the root cause determination.

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- ➔ **PLCs** for Grade 5 are focused on specific topics relative to the determined actions.

---

- ➔ **Classroom observation** feedback occurs during the ELA time block.



## Grade 5 Math

- ➔ *Given that Math is also a priority, but perhaps not as significant as ELA:*  
Some **PLC** time may also be devoted to identifying practices that can be implemented to increase achievement and move growth from maintaining to gaining for Grade 5 Math.

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- ➔ **Walkthroughs** in Grade 5 occur during both ELA and Math time, with a focus specific to each subject.



## Grade 4 Math

- ➔ *Since Math is the highest priority growth goal for Grade 4:*  
**PLCs** and **classroom observation** feedback are aligned to the identified needs for improving growth and achievement in Math.

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- ➔ **Professional learning** is also directed to Math.

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- ➔ **Walkthroughs** occur during Math block.



## Grade 4 ELA

- ➔ Some **PLC** time is also devoted to ELA, to continue identifying and enhancing those practices deemed to have worked, i.e., resulting in the “green” status for the previous year.

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- ➔ **SLOs** for individual teachers are based on each teacher’s own Value-Added and Diagnostic reports, allowing a very tight alignment in enhancing each teacher’s professional growth in a customized manner.

### Example 6: Elementary School - Higher Achieving

#### PVAAS School Launchpad

	Math	ELA	Science
<b>PSSA, Grade 4</b>			
Value Added	<b>2016</b> <b>3Yr A</b>	<b>2016</b> <b>3Yr A</b>	<b>2016</b> <b>3Yr A</b>
Diagnostic			
<b>PSSA, Grade 5</b>			
Value Added	<b>2016</b> <b>3Yr A</b>	<b>2016</b> <b>3Yr A</b>	
Diagnostic			

**Step 1: Find Patterns**

Complete *Growth Findings Chart* using the value-added rows of the School Launchpad.

	Math		ELA		Science	
<b>PSSA, Grade 4</b>						
Value Added	2016	3Yr A	2016	3Yr A	2016	3Yr A
<b>PSSA, Grade 5</b>						
Value Added	2016	3Yr A	2016	3Yr A		

**School Name:** Example 6 Elementary School – Higher Achieving

Priority	Observations <i>(Use the value-added row of the School Launchpad)</i>	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Keystones
HIGHER	<b>Recent Year:</b> Fell Behind (YELLOW, RED) Y R AND <b>3 Year Average:</b> Fell Behind (YELLOW, RED) Y R						
	<b>Recent Year:</b> Fell Behind (YELLOW, RED) Y R AND <b>3 Year Average:</b> Gained or Maintained DB LB G (DARK BLUE, LIGHT BLUE, GREEN)		MATH				
MEDIUM	<b>Recent Year:</b> Maintained (GREEN) G AND <b>3 Year Average:</b> Fell Behind (YELLOW, RED) Y R						
	<b>Recent Year:</b> Maintained (GREEN) G AND <b>3 Year Average:</b> Maintained (GREEN) G						
	<b>Recent Year:</b> Maintained (GREEN) G AND <b>3 Year Average:</b> Gained DB LB (DARK BLUE, LIGHT BLUE)	MATH SCI					
	<b>Recent Year:</b> Gained (DARK BLUE, LIGHT BLUE) DB LB AND <b>3 Year Average:</b> Maintained or Fell Behind G Y R (GREEN, YELLOW, RED)						
	<b>Recent Year:</b> Gained (DARK BLUE, LIGHT BLUE) DB LB AND <b>3 Year Average:</b> Gained DB LB (DARK BLUE, LIGHT BLUE)	ELA	ELA				
LOWER							

**Step 2: Determine Growth Priorities**

**School Name:** Example 6 Elementary School – Higher Achieving

<b>School View</b>	<p>In this example, we can see that Math is a higher priority than ELA overall. In a simple glance, we can see (in the diagnostic pie charts on the School Launchpad) that the only “pinks” (falling behind) are in the subject of Math. While there are areas of maintaining (vs. gaining) in both ELA and Science, the needs may not be as high priority as we see in Math.</p>
<b>Grade View</b>	<p><b>Now, we are going to look at each grade level separately.</b></p> <p><b>Let’s start with Grade 5:</b></p> <p><b>Is a growth goal warranted in Grade 5 ELA?</b>          No. In this example, where teachers are NOT departmentalized, the focus for grade 5 is Math. However, given the high growth in ELA there should be an effort to dig into “what’s working” so that staff know what worked, can repeat it and ensure that it becomes an intentional “recipe” in instructional practice. This would be especially true if the teachers were departmentalized.</p> <p><b>Is a growth goal warranted in Grade 5 Math?</b>          Yes. The most recent year’s students fell behind; the 3-year average however was gaining (blue). It is important, in this example, to identify what in curriculum, instruction, assessment and organization may have accounted for the “falling behind” status. Identifying the root cause(s) will increase the likelihood that the current group of students will meet or exceed the growth standard.</p> <p><b>Now, let’s look at Grade 4:</b></p> <p><b>Is a growth goal warranted in Grade 4 ELA?</b>          No. The most recent year showed students gained, with the 3-year average also showing gained. However, given that this is a high achieving school, we do note in the diagnostic row that students in the highest quintiles (4 and 5) and the lowest quintile (1) “only” maintained. Given that this was approximately 2/3 of the grade level population, it is possible that the school may decide to have a growth goal in ELA for Grade 4 relative to students whose achievement history is in the above average and highest ranges. Again, a local decision based on other priorities, i.e., in this case, the subject of Math.</p> <p><b>Is a growth goal warranted in Grade 4 Math?</b>          Yes. Math, in the previous year, shows maintaining, but the 3-year average shows gaining. The school/grade level team will want to identify the root causes for the green (maintain) as compared to previous years as evidenced by the 3-year average where high growth was yielded, so that the current 4<sup>th</sup> grade students’ results show gaining. We can also see in the Diagnostic report (pie chart) that approximately 1/3 of the students in the previous year fell in the highest quintile of the state, and they slipped or fell behind. A growth goal that focuses on how to move the highest achieving students forward from their starting points is warranted in this case. Remember, high achievement is a range of performance.</p> <p><b>Is a growth goal warranted in Grade 4 Science?</b>          Possibly. In this example, while Math presents the highest priority (pink in quintile 5), there is an area of concern for Science. Specifically, in this example, the most previous year showed maintaining, but the 3-year average shows gaining. The LEA/school may choose to also focus on Science, in addition to Math.</p>

**Step 3: Write Growth Goals; Add Achievement Goals**

Write school level growth goals and grade level growth goals. Then, add achievement goals. Sample language is included below for writing achievement goals.

*Note: The achievement target numbers/percentages are provided as examples only. Each school/district/LEA defines their levels of improvement based on factors specific to their situation. District/school determines the level of growth (maintain or gain) for each growth goal.*

**School Name:** Example 6 Elementary School – Higher Achieving

	Growth Goals	Achievement Goals
<b>School Level</b>	Students will gain in Math.	<p>The percent of students reaching proficiency or above in Math will increase by 15% (23 students), from ____ to ____ % proficient/advanced.</p> <p style="text-align: center;">OR</p> <p>The percent of students reaching advanced in Math will increase by 15% (23 students), from ____ to ____ % advanced.</p>
	<b>Grade 4</b>	
<b>Grade Level</b>	Students in Grade 4 will gain in Math.	<p>The percent of students reaching proficiency or above will increase by 15% (11 students), from ____ to ____ % proficient/advanced.</p> <p style="text-align: center;">OR</p> <p>The percent of students reaching advanced will increase by 15% (11 students), from ____ to ____ % advanced.</p>
	Grade 4 students in quintiles 1, 4 and 5 will gain in ELA	<p>The percent of students reaching proficiency or above will increase by 15% (11 students), from ____ to ____ % proficient/advanced.</p> <p style="text-align: center;">OR</p> <p>The percent of students reaching advanced will increase by 15% (11 students), from ____ to ____ % advanced.</p>
	Students in Grade 4 will gain in Science.	<p>The percent of students reaching proficiency or above will increase by 10% (7 students), from ____ to ____ % proficient/advanced.</p> <p style="text-align: center;">OR</p> <p>The percent of students reaching advanced will increase by 10% (7 students), from ____ to ____ % advanced.</p>
	<b>Grade 5</b>	
	Students in Grade 5 will maintain/gain in Math.	<p>The percent of students reaching proficiency or above will increase by 15% (12 students), from ____ to ____ % proficient/advanced.</p> <p style="text-align: center;">OR</p> <p>The percent of students reaching advanced will increase by 15% (12 students), from ____ to ____ % advanced.</p>

## Align Practice to Goals

The purpose of developing growth and achievement goals is to focus all educators within the school on the identified and highest priority targets for continuous improvement.

Writing growth and achievement goals is not enough! The next step is to align the work to the goals, i.e., to form a tight connection with the goals to practice. A tight alignment increases the probability of achieving the established goals. Connecting the work to the goals brings a shared commitment to achieving the goals.



### What Does It Mean to Align Practice to Goals?

Existing within every school are a variety of opportunities to create a tight alignment to the identified goals. For example, teachers engage in collaborative discussions through PLC work and teachers set SLOs. Additionally, schools may be implementing school-wide or subject/grade walkthrough processes, collaborative coaching, data team meetings, and offering a variety of professional learning opportunities. Classroom observations and related feedback are also an integral part of the operation of a school.

We are much more likely to improve student outcomes, i.e., reach those targeted goals, if the work is tied to the identified goals!

### How is Practice Aligned to Goals?

Steps for the School Leader:

1. Review the school, grade, and/or subject area goals that have been written/established. Ensure that the final steps have occurred (root cause analysis and development of action plans).
2. Communicate goals (achievement and growth) with all stakeholders. Make the goals visible, transparent, and accessible as appropriate to various stakeholders.
3. Communicate and demonstrate to staff that the likelihood of achieving the established goals requires aligning practices to the goals. That requires a planned process of aligning the various activities and initiatives that occur within the school setting to the goals.
4. Communicate that an end-of-year process will evaluate the degree to which the established goals were achieved.
5. Next, ask, “What avenues, forums, and activities in our school will need to be aligned to our goals?” For example, “How should our SLO process, walk-through focus, supervision (observation) and coaching efforts, PLC meetings, professional learning opportunities, etc., be aligned to the written/established goals?”

**An Illustration Using Example 6 Elementary School – Higher Achieving**

Using the [Example 6 Elementary School - Higher Achieving](#) (above), what follows is a brief illustration of aligning the work to the established school and grade level/subject specific goals!

	Math	ELA	Science
<b>PSSA, Grade 4</b>			
Value Added	2016 3Yr A	2016 3Yr A	2016 3Yr A
<b>PSSA, Grade 5</b>			
Value Added	2016 3Yr A	2016 3Yr A	

**Goals for Example 6 Elementary School – Higher Achieving**

- Students will gain in Math. The percent of students reaching proficiency or above in Math will increase by 15% (23 students), from \_\_\_\_\_ to \_\_\_\_\_ % proficient/advanced. OR, the percent of students reaching advanced in Math will increase by 15% (23 students), from \_\_\_\_\_ to \_\_\_\_\_ % advanced.
- Students in Grade 4 will gain in Math. The percent of students reaching proficiency or above will increase by 15% (11 students), from \_\_\_\_\_ to \_\_\_\_\_ % proficient/advanced. OR, the percent of students reaching advanced will increase by 15% (11 students), from \_\_\_\_\_ to \_\_\_\_\_ % advanced.
- Grade 4 students in quintiles 4 and 5 will gain in ELA. The percent of students reaching proficiency or above will increase by 15% (11 students), from \_\_\_\_\_ to \_\_\_\_\_ % proficient/advanced. OR, the percent of students reaching advanced will increase by 15% (11 students), from \_\_\_\_\_ to \_\_\_\_\_ % advanced.
- Students in Grade 4 will gain in Science. The percent of students reaching proficiency or above will increase by 10% (7 students), from \_\_\_\_\_ to \_\_\_\_\_ % proficient/advanced. OR, the percent of students reaching advanced will increase by 10% (7 students), from \_\_\_\_\_ to \_\_\_\_\_ % advanced.
- Students in Grade 5 will maintain/gain in Math. The percent of students reaching proficiency or above will increase by 15% (12 students), from \_\_\_\_\_ to \_\_\_\_\_ % proficient/advanced. OR, the percent of students reaching advanced will increase by 15% (12 students), from \_\_\_\_\_ to \_\_\_\_\_ % advanced.

## Making Connections: Aligning Practices to the Goals Example 6 Elementary School – Higher Achieving

### Grades 4 & 5 Math



**Walkthroughs** will occur during Math instruction block, with specific feedback focused on areas identified for improvement (via Digging Deeper guides).

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**Classroom observations** occur during Math instruction.

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**PLCs** focus on Math strategies specific to increasing growth for above average and highest achieving students.

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**Professional learning** opportunities are focused on strategies for increasing growth for higher achieving students.

### Grades 4 & 5 ELA



*While the highest priority is Math, there are some areas for continuous improvement in ELA:*

**SLO** focus is developed based on each individual teacher's results as evidenced in his/her own teacher-specific Value-Added and Diagnostic reports.



### Grade 4 Science



Since this is a much lower priority, support in this area may best be focused on any 4<sup>th</sup> grade teachers who specifically are “falling behind” with respect to their students in the subject of Science.

### Example 7: High School - Higher Achieving PVAAS School Launchpad



#### Step 1: Find Patterns

Complete *Growth Findings Chart* using the value-added rows of the School Launchpad.

	Math	ELA	Science
Keystone			
Value Added	2016 3Yr A	2016 3Yr A	2016 3Yr A
	Algebra I	Literature	Biology

**School Name:** Example 7 High School – Higher Achieving

Priority	Observations <i>(Use the value-added row of the School Launchpad)</i>	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Keystones
HIGHER	Recent Year: Fell Behind (YELLOW, RED) Y R						
	AND						
	3 Year Average: Fell Behind (YELLOW, RED) Y R						
MEDIUM	Recent Year: Fell Behind (YELLOW, RED) Y R						
	AND						
	3 Year Average: Gained or Maintained (DARK BLUE, LIGHT BLUE, GREEN) DB LB G						
	Recent Year: Maintained (GREEN) G						
	AND						
	3 Year Average: Fell Behind (YELLOW, RED) Y R						
LOWER	Recent Year: Maintained (GREEN) G						
	AND						
	3 Year Average: Maintained (GREEN) G						
	Recent Year: Maintained (GREEN) G						LIT
	AND						
	3 Year Average: Gained (DARK BLUE, LIGHT BLUE) DB LB						
	Recent Year: Gained (DARK BLUE, LIGHT BLUE) DB LB						
	AND						
	3 Year Average: Maintained or Fell Behind (GREEN, YELLOW, RED) G Y R						
	Recent Year: Gained (DARK BLUE, LIGHT BLUE) DB LB						
	AND						
	3 Year Average: Gained (DARK BLUE, LIGHT BLUE) L D						ALG I BIO

**Step 2: Determine Growth Priorities**

**School Name:** Example 7 High School – Higher Achieving

**Course View**

**First, I look for the Keystone content areas that fall in the highest priority categories.**

ANSWER: Keystone Literature is highest priority, although it falls in the middle of the growth findings chart. Given that this example illustrates a high achieving school, as well as a school with growth findings of either maintaining or gaining, it is important to “dig deeply” to determine areas where continued support is warranted for continuous achievement and growth increases. Examining both the value-added row of the School Launchpad, as well as the diagnostic row is beneficial. We may also want to examine the report titled “Growth of Student Groups” to determine if there are specific student groups who are not gaining and therefore, focus is warranted. Example 8 will show how the patterns can be recorded when using that report in addition to the School Launchpad.

**Is a growth goal warranted in Keystone Algebra?**

ANSWER: Yes.

At first glance, we might say that since the most recent year, as well as the previous 3-year average shows gaining, there is no need for further work in this area. However, if we look at the diagnostic row of the School Launchpad, and dig further to the Diagnostic report itself, we can see that there are two quintiles of students who are not gaining (quintiles 3 and 4). Additionally, we can see that these students represent about half of the students included in this analysis. Given that, a growth goal, focusing on students with achievement histories who are considered average and above average is warranted.

**Is a growth goal warranted in Keystone Biology?**

ANSWER: Yes.

Again, at first glance, we might say that since the most recent year, as well as the previous 3-year average shows gaining, there is no need for further work in this area. However, if we look at the diagnostic row of the School Launchpad, and dig further to the Diagnostic report itself, we can see that there are three quintiles of students who are not gaining (quintiles 3, 4, and 5). Additionally, we can see that these students represent about 75% of the students included in this analysis. Given that, a growth goal, focusing on students with achievement histories who are considered average, above average, and high is warranted.

**Is a growth goal warranted in Keystone Literature?**

ANSWER: Yes.

Students in the previous year maintained, but the 3-year average shows gaining. It will be important to examine possible root causes for the previous year maintaining, in order to increase the probability of students in the current year showing gains. Again, teachers can dig more deeply into the Diagnostic and Growth of Student Groups reports to determine if there are patterns there as well. In the Diagnostic report, we can see that students in the 5<sup>th</sup> quintile gained, students in quintiles 2 and 4 maintained, therefore, a growth goal of gaining is warranted in this example. Overall, a growth goal for Keystone Literature is warranted.

**Step 3: Write Growth Goals; Add Achievement Goals**

Write school-level growth goals and grade-level growth goals. Then, add achievement goals.

*Note: The achievement target numbers/percentages are provided as examples only. Each school/district/LEA defines their levels of improvement based on factors specific to their situation. District/school determines the level of growth (maintain or gain) for each growth goal.*

**School Name:** Example 7 High School – Higher Achieving

	Growth Goals	Achievement Goals
<b>Course View</b>	<p>Students in Keystone Algebra I will continue to gain.</p> <p style="text-align: center;">OR</p> <p>Students with average and above average achievement histories will gain in Keystone Algebra I.</p>	<p>The percent of students reaching proficiency or above will increase by 15% (45 students), from _____ to _____ % proficient/advanced.</p> <p style="text-align: center;">OR</p> <p>The percent of students reaching advanced will increase by 15% (45 students), from _____ to _____ % advanced.</p>
	<p>Students in Keystone Biology will continue to gain.</p> <p style="text-align: center;">OR</p> <p>Students with histories of above average and highest achievement histories will gain in Keystone Biology.</p>	<p>The percent of students reaching proficiency or above will increase by 15% (45 students), from _____ to _____ % proficient/advanced.</p> <p style="text-align: center;">OR</p> <p>The percent of students reaching advanced will increase by 15% (45 students), from _____ to _____ % advanced.</p>
	<p>Students in Keystone Literature will gain, with a focus on students with histories of above average or low average achievement.</p>	<p>The percent of students reaching proficiency or above will increase by 10% (30 students), from _____ to _____ % proficient/advanced.</p> <p style="text-align: center;">OR</p> <p>The percent of students reaching advanced will increase by 10% (30 students), from _____ to _____ % advanced.</p>

## Align Practices to Goals

The purpose of developing growth and achievement goals is to focus all educators within the school on the identified and highest priority targets for continuous improvement.

Writing growth and achievement goals is not enough! The next step is to align the work to the goals, i.e., to form a tight connection with the goals to practice. A tight alignment increases the probability of achieving the established goals. Connecting the work to the goals brings a shared commitment to achieving the goals.

### What Does It Mean to Align Practice to Goals?

Existing within every school are a variety of opportunities to create a tight alignment to the identified goals. For example, teachers engage in collaborative discussions through PLC work and teachers set SLOs. Additionally, schools may be implementing school-wide or subject/grade walkthrough processes, collaborative coaching, data team meetings, and offering a variety of professional learning opportunities. Classroom observations and related feedback are also an integral part of the operation of a school.

We are much more likely to improve student outcomes, i.e., reach those targeted goals, if the work is tied to the identified goals!



### How is Practice Aligned to Goals?

Steps for the School Leader:

1. Review the school, grade, and/or subject area goals that have been written/established. Ensure that the final steps have occurred (root cause analysis and development of action plans).
2. Communicate goals (achievement and growth) with all stakeholders. Make the goals visible, transparent, and accessible as appropriate to various stakeholders.
3. Communicate and demonstrate to staff that the likelihood of achieving the established goals requires aligning practices to the goals. That requires a planned process of aligning the various activities and initiatives that occur within the school setting to the goals.
4. Communicate that an end-of-year process will evaluate the degree to which the established goals were achieved.
5. Next, ask, "What avenues, forums, and activities in our school will need to be aligned to our goals?" For example, "How should our SLO process, walk-through focus, supervision (observation) and coaching efforts, PLC meetings, professional learning opportunities, etc., be aligned to the written/established goals?"

**An Illustration Using Example 7 High School – Higher Achieving**

Using the [Example 7 High School – Higher Achieving](#) (above), what follows is a brief illustration of aligning the established school and grade level subject specific goals with the work!

	Math		ELA		Science	
<b>Keystone</b>						
Value Added	2016	3Yr A	2016	3Yr A	2016	3Yr A
	Algebra I		Literature		Biology	

**Goals for Example 7 High School – Higher Achieving**

- Students in Keystone Algebra I will continue to gain; OR, students with IEPs will gain in Keystone Algebra I; OR, students with average and above average achievement histories will gain in Keystone Algebra I. The percent of students reaching proficiency or above will increase by 15% (45 students), from \_\_\_\_\_ to \_\_\_\_\_ % proficient/advanced; OR, the percent of students reaching advanced will increase by 15% (45 students), from \_\_\_\_\_ to \_\_\_\_\_ % advanced.
- Students in Keystone Biology will continue to gain; OR, students with histories of above average and highest achievement histories will gain in Keystone Biology. The percent of students reaching proficiency or above will increase by 15% (45 students), from \_\_\_\_\_ to \_\_\_\_\_ % proficient/advanced; OR, the percent of students reaching advanced will increase by 15% (45 students), from \_\_\_\_\_ to \_\_\_\_\_ % advanced.
- Students in Keystone Literature will gain, with a focus on students with histories of above average or low average achievement histories. The percent of students reaching proficiency or above will increase by 10% (30 students), from \_\_\_\_\_ to \_\_\_\_\_ % proficient/advanced; OR, the percent of students reaching advanced will increase by 10% (30 students), from \_\_\_\_\_ to \_\_\_\_\_ % advanced.

**Making Connections: Aligning Practice to the Goals  
Example 7 High School – Higher Achieving**

**Keystone  
Algebra I**

- ➔ **SLO** focus is based on each individual teacher’s growth history as evidenced through their teacher specific PVAAS Value-Added and Diagnostic reports.
- ➔ **Walkthroughs** and **Classroom Observation** feedback is aligned with the findings of the digging deeper for root causes.
- ➔ **Professional learning** is provided to support teachers in their work with students in the average to above average range (middle groups).
- ➔ **PLCs** focus on strategies to differentiate within the classroom, given that students in Keystone Algebra in this HS example range across all quintiles.

## Keystone Literature

- ➔ *The patterns represented in the School Launchpad for Keystone Literature indicate a need for differentiated supports through different existing activities/forums:*  
**Professional learning** opportunities may be warranted in how to differentiate instruction with students with a history of average achievement, but also providing equitable instructional focus for all students.

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- ➔ **Walkthroughs** and **classroom observation** feedback is specific to the identified changes in practices through the digging deeper process.

---

- ➔ **PLCs** are focused on topics relative to rigor for students with a history of average achievement, and also providing equitable instructional focus for all students.

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- ➔ **SLOs** are individualized for each Keystone Literature teacher, based on the evidence available through his/her own PVAAS teacher specific reports.



## Keystone Biology

- ➔ *Given the patterns seen in this example, the focus for support activities is directed towards students who have achievement histories at the highest and above average quintiles. We also see that the middle quintile is “only” maintaining. This pattern speaks to the need for increasing rigor in the Biology classes.*  
**PLC focus:** Biology teachers may choose to focus on practices relative to higher achieving students. In addition to the *Digging Deeper into Content Areas* guide, they also may choose to use the *Digging Deeper for Students with a History of Higher Achievement* guide to determine specific needs.

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- ➔ **Professional learning** opportunities should focus on providing supports to increase knowledge and skill in differentiating instruction and personalizing learning to those students with average to high achievement levels.

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- ➔ **Walkthroughs** and **classroom observation** focus may provide feedback to teachers on best practices relative to rigor in instruction, assessment, and organization of the classroom.

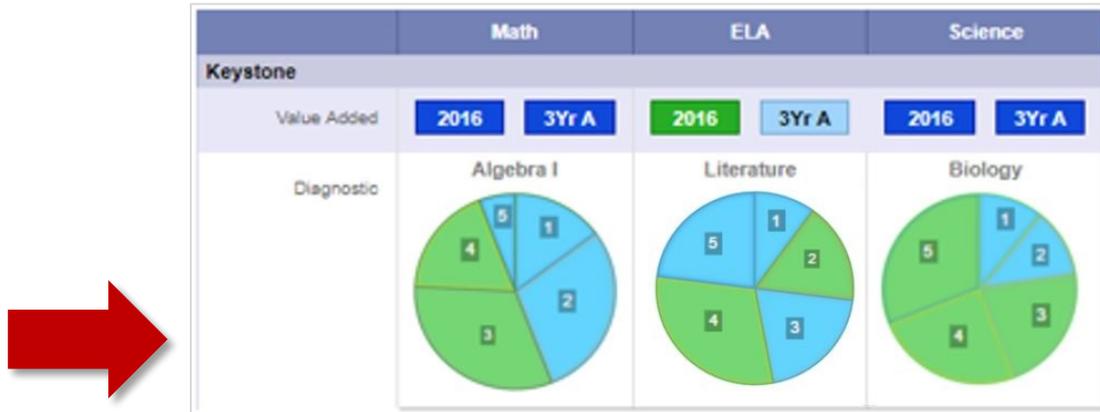
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- ➔ **SLOs** for each teacher are focused on individual teacher’s needs, as evidenced in their PVAAS Value-Added and Diagnostic teacher-specific reports.

### Example 8: PVAAS Launchpad AND Growth of Student Groups

This example illustrates how a team might record the data on the Growth Findings Chart to document patterns seen in both the School Launchpad, as well as drilling down to student groups using the Growth of Student Groups report. For the purposes of this example, the focus will be on Algebra I only. Typically, however, the school may choose to include specific student group focus in all three Keystone areas, if warranted by the data. This example illustrates how and why student group information from the Growth of Student Groups report can be documented and used in goal setting.

#### PVAAS School Launchpad



#### PVAAS Growth of Student Groups – Math

Math			
<a href="#">▶ Expand</a>			
Student Group	Growth Measure	Standard Error	Growth Index
<a href="#">▶ American Indian/Alaskan Native (not Hispanic)</a>			3.13 DB
<a href="#">▶ Asian (not Hispanic)</a>			1.13 LB
<a href="#">▶ Black/African American (not Hispanic)</a>			2.57 DB
<a href="#">▶ Economically disadvantaged</a>			1.01 LB
<a href="#">▶ English learners</a>			2.07 DB
<a href="#">▶ Hispanic (any race)</a>			2.66 DB
<a href="#">▶ Lowest performing 33% of students</a>			-0.1 G
<a href="#">▶ Multi-Racial (not Hispanic)</a>			0.81 G
<a href="#">▶ Native Hawaiian or Other Pacific Islander (not Hispanic)</a>			3.11 DB
<a href="#">▶ Students with GIEPs</a>			2.05 DB
<a href="#">▶ Students with IEPs</a>			-8.16 R
<a href="#">▶ White (not Hispanic)</a>			2.71 DB

**Step 1: Find Patterns**

Complete *Growth Findings Chart* using the School Launchpad and Growth of Student Groups reports.

**School Name:** Example 8 - PVAAS Launchpad & Growth of Student Groups

Priority	Observations <i>(Use the value-added row of the School Launchpad &amp; Growth of Student Groups reports)</i>	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Keystones
HIGHER	<b>Recent Year:</b> Fell Behind (YELLOW, RED) Y R						ALG IEP
	<b>AND</b>						
	<b>3 Year Average:</b> Fell Behind (YELLOW, RED) Y R						
	<b>Recent Year:</b> Fell Behind (YELLOW, RED) Y R						
MEDIUM	<b>AND</b>						
	<b>3 Year Average:</b> Gained or Maintained DB LB G <i>(DARK BLUE, LIGHT BLUE, GREEN)</i>						
	<b>Recent Year:</b> Maintained (GREEN) G						
	<b>AND</b>						
	<b>3 Year Average:</b> Fell Behind (YELLOW, RED) Y R						
	<b>Recent Year:</b> Maintained (GREEN) G						
	<b>AND</b>						
	<b>3 Year Average:</b> Maintained (GREEN) G						
LOWER	<b>Recent Year:</b> Maintained (GREEN) G						LIT
	<b>AND</b>						
	<b>3 Year Average:</b> Gained DB LB <i>(DARK BLUE, LIGHT BLUE)</i>						
	<b>Recent Year:</b> Gained <i>(DARK BLUE, LIGHT BLUE)</i> DB LB						
<b>AND</b>							
<b>3 Year Average:</b> Maintained or Fell Behind G Y R <i>(GREEN, YELLOW, RED)</i>							
<b>Recent Year:</b> Gained <i>(DARK BLUE, LIGHT BLUE)</i> DB LB						ALG BIO	
<b>AND</b>							
<b>3 Year Average:</b> Gained <i>(DARK BLUE, LIGHT BLUE)</i> DB LB							

**Step 2: Determine Growth Priorities**

**School Name:** Example 8 – PVAAS Launchpad and Growth of Student Groups

**Is a growth goal warranted in Keystone Algebra?**

ANSWER: Yes.

At first glance, we might say that since the most recent year, as well as the previous 3-year average, shows gaining, there is no need for further work in this area. However, if we look at the diagnostic row of the School Launchpad, and dig further to the Diagnostic report itself, we can see that there are two quintiles of students who are not gaining (quintiles 3 and 4). Additionally, we can see that these students represent about half of the students included in this analysis. Given that, a growth goal focusing on students with achievement histories that are considered average and above average is warranted. Additionally, when drilling to the Growth of Student Groups report in PVAAS, we note that the IEP group is red. Recording that on the chart promotes recognizing the priority to continue to “gain” in Algebra I, as has been the historical pattern, but also that the IEP student group necessitates a heightened focus on moving that cohort of students to either “maintaining” (green) or “gaining” (blue).

**Step 3: Write Growth Goals; Add Achievement Goals**

Growth Goals	Achievement Goals
<p>Students in Keystone Algebra I will continue to gain. OR</p> <p>Students with average and above average achievement histories will gain in Keystone Algebra I. OR</p> <p>Students with IEPs will maintain or gain in Keystone Algebra I.</p>	<p>The percent of students reaching proficiency or above will increase by 15% (45 students), from _____ to _____ % proficient/advanced. OR</p> <p>The percent of students reaching advanced will increase by 15% (45 students), from _____ to _____ % advanced.</p> <p>The percent of students with IEPs reaching proficient will increase by 10%, (12 students), from ____ to ____ proficient.</p>

### Appendix 3: Options for School-Level Growth Goal Language

You may customize the alternate language below as needed for communicating with various stakeholders and audiences. Choose the language stems that work best for you in your setting and the audience with whom you are sharing the goals.

- Students in ELA will gain as evidenced by PVAAS.
- Students in ELA will gain (blue) as evidenced by PVAAS.  
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- Students in ELA will move from maintaining to gaining as evidenced by PVAAS.
- Students in ELA will move from falling behind to (maintaining or gaining) as evidenced by PVAAS.
- Students in ELA will move from maintaining (green) to gaining (blue) as evidenced by PVAAS.  
-----
- Students in ELA will exceed the growth standard as evidenced by PVAAS.  
-----
- Students in ELA will gain (blue), as evidenced by a PVAAS Average Index of +1.0 or higher.