



District Leaders: The SUPER SEVEN Steps to Prepare for PVAAS Data Release

The purpose of this resource is to provide the district leader with a strategic plan based on “Super 7 Steps” to follow in ensuring that PVAAS knowledge can be applied at the district and school levels to impact student performance and outcomes. This resource provides an explanation of each of these seven steps and is followed by a suggested timetable which can be used to develop and monitor a plan for effective use.

Review the SUPER SEVEN Steps below. Then, complete the [District Leaders: The Super 7 Steps Timetable to Prepare for PVAAS Release](#) (on page 8).

Step 1 – Check Access

Questions

1. Do administrators and teachers have the appropriate level of access to PVAAS district, school, student, and teacher reports, as determined by your LEA/district?
2. Do administrators and teachers have appropriate access to other applicable supporting data sources, such as eMetric, benchmark, and diagnostic assessment reporting tools?

Actions

1. In PVAAS, check “Account” link to ensure that district-level staff and School Admins have appropriate access. Deactivate unnecessary duplicate accounts and revise as needed.
2. In PVAAS, check with School Admins to ensure they have determined and verified appropriate access for their school-level staff (e.g., teachers, counselors).
3. In eMetric and other data sources, check accounts to ensure appropriate levels of access have been granted. Deactivate accounts for those no longer employed by the LEA.

Resources

- [PVAAS Online Help](#): Creating and Modifying School Admins, Creating and Modifying District Users (*In the left navigation pane of the Online Help, select “Managing Accounts,” under Admin Help, to expand the menu.*)

Step 2 – Assess Knowledge & Skills: Self and Others

Questions

1. How confident am I that all district and school leaders are able to explain the concept of growth? Are all leaders able to identify and address common misconceptions around this concept, and the differences between achievement and growth?
2. How confident am I that all district and school leaders are able to explain the concept of projections?
3. Do all district/school leaders and I understand how to interpret and apply the key PVAAS reports to the work? (Key reports are identified on the [Flowchart for School Leaders](#) and [Flowchart for District Leaders](#).)
4. Do all district/school leaders and I understand the purposes of additional data collected in our district? Do we understand how to interpret and apply that data along with PVAAS data?

Actions

1. Assess my own knowledge gaps.
2. Assess the ability of LEA leaders and school leaders to explain the concept of growth and their ability to clarify misconceptions among staff.
3. Assess the ability of LEA leaders and school leaders to explain the concept of projections.
4. Assess the ability of LEA leaders and school leaders to explain the difference(s) between achievement and growth.
5. Distribute, review, and assess knowledge of the key reports on the flowcharts ([Flowchart for School Leaders](#) and [Flowchart for District Leaders](#)).
6. Share and discuss information on which reports inform which purposes/aspects of the work being done at the LEA and school levels.
7. Assess the ability of LEA leaders and school leaders to interpret other available data together with PVAAS data.

Resources

- Video: [Foundations of PVAAS Growth Reporting](#)
- Video: [Foundations of PVAAS Student Projections](#)
- Document: [What Do the PVAAS Colors Mean?](#)
- Video: [Understanding PVAAS to Round the Bases & Head to Home](#)
- Document: [What Should You Know About PVAAS?](#)
- Document: [Flowchart for School Leaders](#)
- Document: [Flowchart for District Leaders](#)
- Document: [Key PVAAS Reports for District Leaders](#)
- Document: [Key PVAAS Reports for School Leaders](#)
- Document: [Misconceptions about PVAAS Reporting for Pennsylvania](#)
- [PVAAS e-Learning Modules](#)

Step 3 – Plan Professional Learning

Questions

1. What can I do prior to release of PVAAS data to have administrators and teachers ready to move from interpretation of reports to actually using the reports – and using them with other sources of data?
2. What on-going professional learning opportunities need to be planned for delivery throughout the school year?

Actions

1. Prior to PVAAS release, prepare staff for interpretation of the District and School Launchpad reports, Growth of Student Groups reports, and PVAAS projection reporting.
2. Develop a year-long plan for delivery of professional learning opportunities on specific areas of PVAAS (for self, for district leaders, for school leaders, and for new and veteran leaders).
3. Develop a year-long plan for delivery of professional learning opportunities to support staff in aligning PVAAS data with other available data resources to support well-rounded data-informed decisions.

Resources

- Document: [What Should You Know About PVAAS?](#)
- Video: [Understanding PVAAS to Round the Bases & Head to Home](#)
- [PVAAS e-Learning Modules](#)
 - Launchpad
 - Select other appropriate modules to address knowledge and skill gaps
- [PVAAS Professional Learning Opportunities](#) (for District Leaders and School Leaders)

Step 4 – Develop Plan for Use of PVAAS at the District Level

Questions

1. How can we prepare to use PVAAS reports at the LEA/district level throughout the year to inform district leader purposes?
2. How can we prepare to use PVAAS reports to set goals and establish priorities at the system level?
3. How can we ensure that we are tracking progress toward our goals throughout the school year with additional data sources?

Actions

1. Schedule district leadership team initial meeting. Review District Launchpad, and plan to set goals and priorities at the system level.
2. Develop a plan to monitor and support district and school leaders to integrate the use of PVAAS reports into their work throughout the year.
3. Develop a plan for monitoring progress towards goals and priorities, including other data tools/sources being used to monitor progress.
4. Ensure that district leaders register (or plan to register) for appropriate PVAAS professional learning opportunities.

Resources

- [PVAAS Professional Learning Opportunities](#)
- Document: [Complete Guide to Using PVAAS to Set Growth Goals & Priorities](#)
- Document: [Key PVAAS Reports for District Leaders](#)
- [PVAAS e-Learning Modules](#)
 - Launchpad
 - Value-Added and Diagnostic, if needed to deepen understanding of data contained in the Launchpad

Step 5 – Develop Plan for Supporting School Leaders’ Work

Questions

1. What differentiated supports, monitoring, and accountability measures are needed to ensure school leaders are effectively integrating PVAAS and other data reports into their work throughout the year?

Actions

1. Develop a data meeting schedule with school leaders. In discussions, look for evidence of use of PVAAS growth and projection reports. Prompt and provide additional support as needed.
2. Plan to consistently monitor that School Leaders are guiding staff in the use of the relevant PVAAS reports as they carry out their work. (i.e., school leaders are guiding the use of PVAAS projection reports in master schedule development during the winter and spring)
3. Plan to consistently monitor that School Leaders are guiding staff in the use of additional data sources to determine progress toward stated goals.
4. Guide school leaders in development of their own plan for PVAAS professional learning.
5. Support and monitor the school leaders’ implementation of their Super 7 Steps to Prepare for PVAAS Release (found on [Using PVAAS as a School Leader](#) webpage).

Resources

- [PVAAS Professional Learning Opportunities](#)
- Document: School Leaders: Super 7 Steps to Prepare for PVAAS Release (found on [Using PVAAS as a School Leader](#) webpage)
- Document: [Key Questions Evidence of Practice – District Leaders Supporting School Leaders in Their Work](#)
- Documents: [Digging Deeper Guides](#)
 - ELA/Literature
 - Mathematics/Algebra I
 - Science/Biology
 - Students with History of Higher Achievement
 - Students with History of Lower Achievement

Step 6 – Develop LEA/District Level Expectations & Processes for Conferencing with Teachers

Questions

1. What are the LEA/district level expectations for conferencing with teachers who receive PVAAS teacher-specific reports (i.e., scheduling conferences, timelines for completing conferences, effective conferencing)? How will this process be supported and monitored?
2. What are the LEA/district level expectations for goal setting based on PVAAS teacher-specific reports (i.e., setting goals, outlining action plans, planning for monitoring progress toward goal)? How will this process be supported and monitored?
3. What are the LEA/district level expectations for goal setting using appropriate data sources for those teachers in grades/subjects where PVAAS reports are not provided?

Actions

1. Solidify and communicate expectations for conferencing with teachers (i.e., individual conferences with all teachers, regardless of number of years of reporting and growth results).
2. Determine and communicate expectations for teacher goal setting based on PVAAS teacher-specific data. Identify additional data tools/sources used to monitor progress towards teachers' goals.
3. Determine and communicate goal-setting expectations for teachers in grades/subjects where PVAAS reports are not provided.
4. Develop options and ideas to integrate teacher conferences with other meetings (i.e., evaluation summary conference, differentiated supervision meetings). Communicate those options to school administrators.
5. Establish timeframe for conferences to be completed.
6. Support and monitor school leaders in the process.

Resources

- [PVAAS e-Learning Modules](#) - Teacher-Specific Reporting
- Video: [Understanding PVAAS to Round the Bases & Head to Home](#)
- Video: [Using PVAAS as a Recipe for Success](#)
- Video: [Understanding the Composite](#)
- Document: [Common PVAAS Questions from Teachers](#)
- Document: [Self-Reflection Guide for PVAAS Teacher Reporting](#)
- Documents: [Digging Deeper Guides](#)
 - ELA/Literature
 - Mathematics/Algebra I
 - Science/Biology
 - Students with History of Higher Achievement
 - Students with History of Lower Achievement

Step 7 – Develop External Communication Plan

Questions

1. Who are the external stakeholders?
2. What specific PVAAS reports will be shared, and in what format? What reports from other data tools/sources will be shared, and in what format?
3. What is the plan and timetable for sharing?

Actions

1. Develop a plan for when, where, with whom, and how PVAAS and other data reports will be shared and communicated with external stakeholders.
2. Prepare materials for presentations (refer to resources on Communicating about PVAAS found on [Using PVAAS webpage](#)).

Resources

- PowerPoint Templates (found in Communicate with Stakeholders on [Using PVAAS as a District Leader](#) webpage)
 - PVAAS Scatterplots
 - School Board Presentation
- [Communicating PVAAS to Your School Board and Community](#)
- Webinar: [Strengthen Family Communication with the PVAAS Child Success Summary](#)

District Leaders: The SUPER 7 Steps Timetable to Prepare for PVAAS Release

This timetable is prepared for you as an example of how you might plan specific actions based on the SUPER 7 preparation steps. Each step on the left is an action deemed to be helpful in carrying out the SUPER 7 steps; you may have additional action steps as you customize your own timetable.

1. Read each step. Determine the time period in which you plan to take that action and mark with an “X”
2. Post and use throughout the year to use PVAAS On Purpose FOR a Purpose!

Remember: Feel free to customize this timetable to make it work for you!

Action Steps

Step 1 – Check Access	Summer	Early Fall	Late Fall	Early Winter	Late Winter	Spring
Confirm my own access and that of my other district and school leaders (PVAAS, eMetric, and other data sources).						
Confirm that school leaders have checked access of their staff (PVAAS, eMetric, and other data sources).						
Deactivate accounts for those no longer employed by the LEA.						

Step 2 – Assess Knowledge & Skills: Self and Others	Summer	Early Fall	Late Fall	Early Winter	Late Winter	Spring
Assess knowledge and skills of self. View appropriate e-learning modules (and use other support materials) to enhance my own knowledge and understanding						
Assess the ability of LEA/school leaders to explain the concept of growth and clarify misconceptions, including the differences between achievement and growth.						
Distribute, review and assess knowledge of the key reports on the flowcharts (Flowchart for School Leaders and Flowchart for District Leaders).						
Share and discuss information on reports aligned with specific purposes/aspects of the work being done at the LEA and school levels.						
Understand purpose and interpretation of additional data points and their relationship to PVAAS data. Assess the ability of school leaders to do the same.						

Step 3 – Plan Professional Learning	Summer	Early Fall	Late Fall	Early Winter	Late Winter	Spring
Prior to PVAAS release, prepare staff for interpretation of the District and School Launchpad reports, Growth of Student Groups reports, and PVAAS projection reporting.						
Develop a year-long plan for delivery of professional learning opportunities on specific areas of PVAAS (for self, for district leaders, for school leaders, and for new and veteran leaders).						
Develop a year-long plan for delivery of professional learning opportunities to support staff in aligning PVAAS data with other available data resources to support well-rounded, data-informed decisions.						

Step 4 – Develop Plan for Use of PVAAS at the District Level	Summer	Early Fall	Late Fall	Early Winter	Late Winter	Spring
Schedule and hold district leadership team initial meeting. Review District Launchpad, and plan to set goals and priorities at the system level.						
Monitor and support district and school leaders to have a plan to integrate the use of PVAAS reports into their work throughout the year.						
Develop a plan for monitoring progress toward goals and priorities, including other data tools/sources being used to monitor the progress.						
Ensure that district leaders register (or plan to register) for appropriate professional learning opportunities.						
Step 5 – Develop Plan for Supporting School Leaders’ Work	Summer	Early Fall	Late Fall	Early Winter	Late Winter	Spring
Develop a data meeting schedule with school leaders.						
Develop plan to consistently monitor that school leaders are guiding staff in the use of the relevant PVAAS reports as they carry out their work.						
Develop a plan to consistently monitor that school leaders are guiding staff in the use of additional data sources to determine progress toward stated goals.						
Guide school leaders in development of their own plan for professional learning.						
Support and monitor the school leaders’ implementation of their Super 7 Steps to Prepare for PVAAS release (found on Using PVAAS as a School Leader webpage).						

Step 6 – Develop District/LEA Level Expectations/Process for Conferencing with Teachers	Summer	Early Fall	Late Fall	Early Winter	Late Winter	Spring
Communicate expectations for conferencing with teachers (i.e., individual conferences with all teachers, regardless of number of years of reporting and growth results), including options and ideas for integrating teacher conferences with other meetings.						
Determine and communicate expectations for teacher goal setting based on PVAAS teacher specific data. Identify other data tools/sources used to monitor progress toward teachers' goals.						
Determine and communicate goal-setting expectations for teachers in grades/subjects where PVAAS reports are not provided.						
Establish timeline period for conferences to be completed.						
Support and monitor school leaders in the process.						

Step 7 – Develop External Communication Plan	Summer	Early Fall	Late Fall	Early Winter	Late Winter	Spring
Develop a plan for when, where, with whom, and how PVAAS reports will be shared and communicated with external stakeholders.						
Prepare materials for presentations.						