

District Level Analyses: PVAAS Data Walkthrough

March 2020



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 Market Street
Harrisburg, PA 17126-0333
www.education.pa.gov



Commonwealth of Pennsylvania

Tom Wolf, Governor

Department of Education

Pedro A. Rivera, Secretary

Office of Elementary and Secondary Education

Matthew Stem, Deputy Secretary

Bureau of Curriculum, Assessment, and Instruction

Brian Campbell, Director

Division of Assessment and Accountability

Brian Truesdale, Chief

The Pennsylvania Department of Education (PDE) does not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, [sex] gender, sexual orientation, disability, age, religion, ancestry, union membership, gender identity or expression, AIDS or HIV status, or any other legally protected category. Announcement of this policy is in accordance with State Law including the Pennsylvania Human Relations Act and with Federal law, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990.

The following persons have been designated to handle inquiries regarding the Pennsylvania Department of Education's nondiscrimination policies:

For Inquiries Concerning Nondiscrimination in Employment:

Pennsylvania Department of Education
Equal Employment Opportunity Representative
Bureau of Human Resources
Voice Telephone: (717) 783-5446

For Inquiries Concerning Nondiscrimination in All Other Pennsylvania Department of Education Programs and Activities:

Pennsylvania Department of Education
School Services Unit Director
333 Market Street, 5th Floor, Harrisburg, PA 17126-0333
Voice Telephone: (717) 783-3750, Fax: (717) 783-6802

If you have any questions about this publication or for additional copies, contact:

Pennsylvania Department of Education
Bureau of Curriculum, Assessment, and Instruction
333 Market Street, 5th Floor, Harrisburg, PA 17126-0333
Voice: (717) 787-8913
[Pennsylvania Department of Education](http://www.pennsylvania.gov/education)

All Media Requests/Inquiries: Contact the Office of Press & Communications at (717) 783-9802

Table of Contents

4.A. Pennsylvania Value-Added Assessment System (PVAAS).....	4
4.A.1 PVAAS Scatterplots - Math, ELA, Science and Keystones.....	5
4.A.2 PVAAS District Launchpad	7
4.A.3 PVAAS District Projection Summary Report	11

4.A. Pennsylvania Value-Added Assessment System (PVAAS)

Introductory Statements

Three (3) PVAAS (PA Value-Added Assessment System) reports offer valuable information about the effectiveness of your LEA/district/schools in addressing the academic needs of students. The reports and their purposes are listed below:

1. **Scatterplots:** Provide a “bird’s eye view” of both *achievement and growth*. Achievement results (PSSA) and growth results (PVAAS) must be used together to get a complete picture of student learning.
2. **District Launchpad:** Provides an overview of growth across subjects, grades, and Keystone courses for both the current year and a 3-year average.
3. **District Projection Summary Report:** Shows a summary of the probability to proficiency on a future PSSA or Keystone exam by *grade level across the LEA/district*.

Note: In addition to the reports mentioned above, the PVAAS Statewide Team for PDE and external reviewers developed the “Digging Deeper” resources. The “Digging Deeper” documents can be accessed through a link available on the [PVAAS login page](#). These resources provide administrators and teachers with a detailed set of reflective questions that are highly useful in examining variables related to increased outcomes for students. Documents are available for the content areas of English Language Arts/Keystone Literature, Mathematics/Keystone Algebra I, and Science/ Keystone Biology, as well as for students with a history of lower achievement, and students with a history of higher achievement.

How do I get a user account or reset my password?

PVAAS is a secure site requiring a username and password. If you forgot your password, click on “Forgot Username and Password”. You will be asked to enter your email address and a message will be sent to you. If you do not have a PVAAS account, contact your district PVAAS point-of-contact. If the district point-of-contact needs support, they may contact: pdepvaas@iu13.org.

To access PVAAS reports:

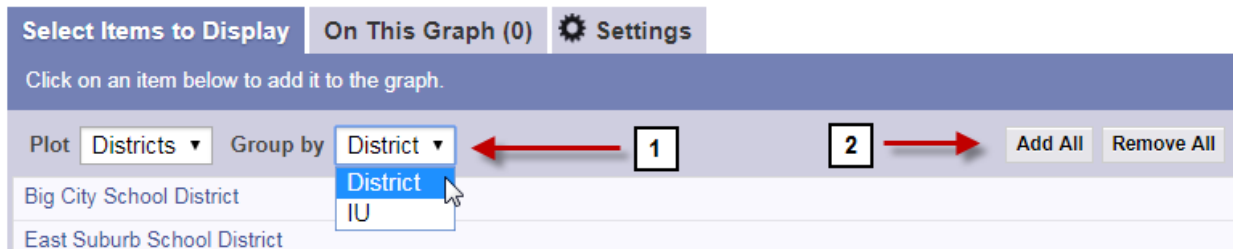
1. Go to the [PVAAS login page](#)
2. To access all reports, click on “Reports” in the top menu
3. Each report available to you will be listed. Click on the report name to access the indicated report.

4.A.1 PVAAS Scatterplots - Math, ELA, Science and Keystones

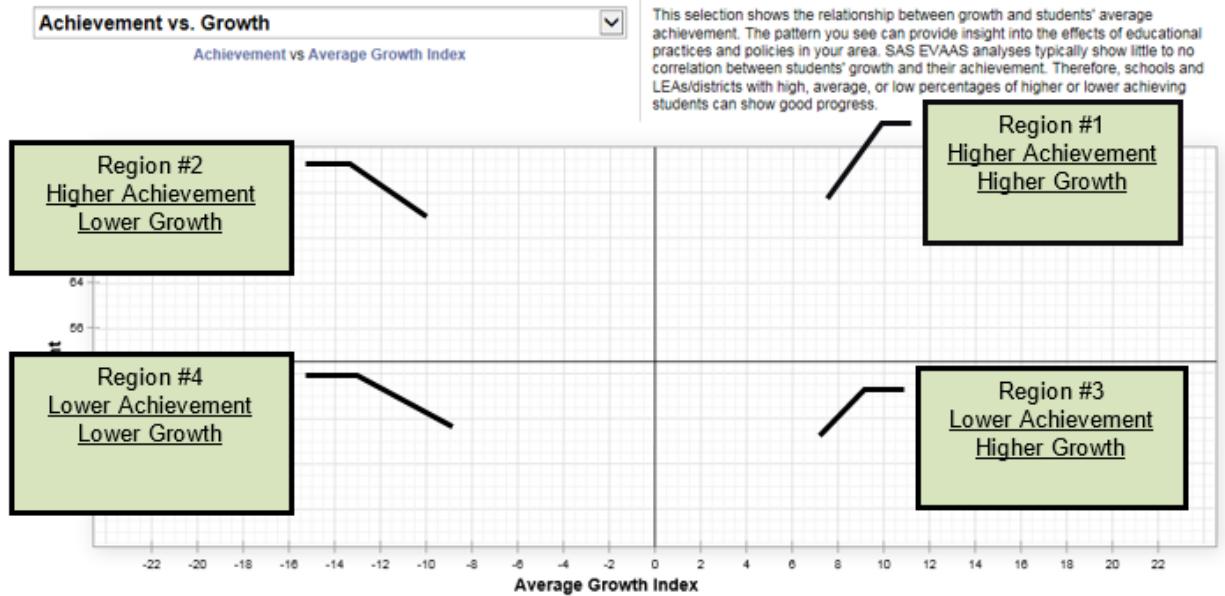
PVAAS scatterplots provide a “bird’s eye view” of both achievement (i.e., PSSA proficiency) and growth in each school in the district. Use the web-based scatterplots to create a scatterplot to view how your district compares to other districts across Pennsylvania and in your IU region.

Use the menu options to select test/subjects (math, ELA, science or Keystone content areas); grades and year (current year). After selecting the subject area, use the tools under “Select Items to Display”

- 1) to plot districts and group by districts; “add all”; answer questions in the table
- 2) to plot districts and group by IU; “add all”; answer questions in the table



In which region does your district fall?



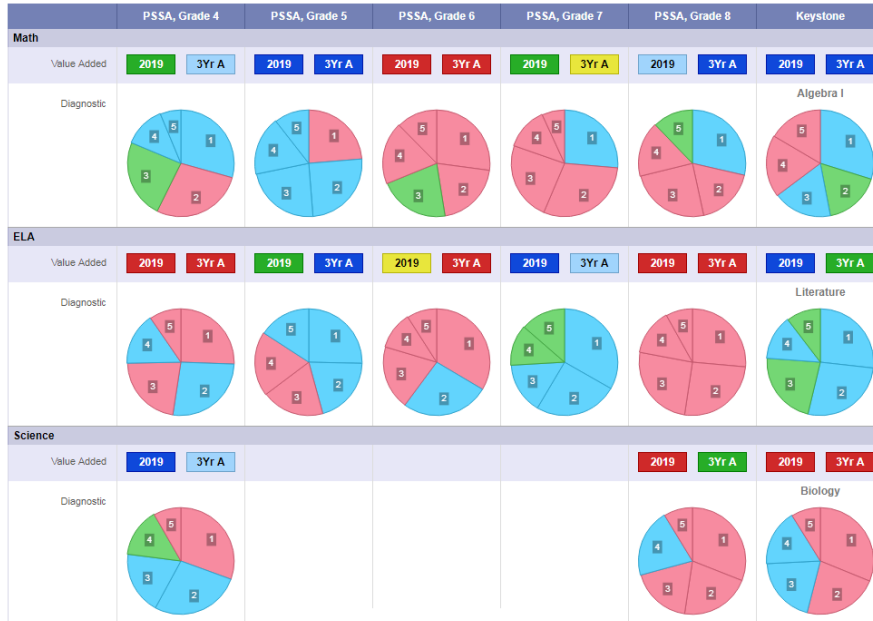
Questions	Region #1 ↑ Ach ↑ Growth	Region #2 ↑ Ach ↓ Growth	Region #3 ↓ Ach ↑ Growth	Region #4 ↓ Ach ↓ Growth
For MATH , enter the grade levels into the region where they fall				
For ELA , enter the grade levels into the region where they fall				
For SCIENCE , enter the grade levels into the region where they fall				
For KEYSTONES , enter the subject into the region where it falls				

End of section reflection:

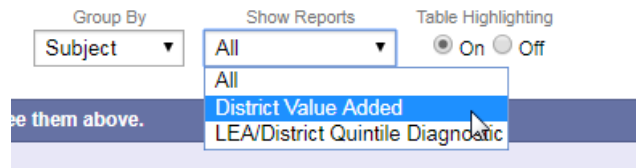
What patterns of strength and/or areas of concern are evident?	
--	--

4.A.2 PVAAS District Launchpad

District Value-Added reports provide educators with an overall view of growth across all grade levels and subjects/content areas in the district.



Under the Launchpad, use the options under “Show Reports” to select “District Value-Added”.



Use the value-added rows of the Launchpad to complete the chart on page 9 to identify high priority areas of need.

Find the combination of colors for the current year and 3 Year average under the Observations column of the charts and mark with an “X” in the grade level or Keystone column.

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

PRIORITY	Observations Use the Value Added rows of the District Launchpad	Math				
		Grade 4	Grade 5	Grade 6	Grade 7	Grade 8 Keystone Algebra I
↑ HIGHER ↓ LOWER	Recent Year: Fell Behind (YELLOW, RED) Y R AND 3 Year Average: Fell Behind (YELLOW, RED) Y R					
	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					
	Recent Year: Maintained (GREEN) G AND 3 Year Average: Maintained (GREEN) G					
	Recent Year: Maintained (GREEN) G AND 3 Year Average: Gained (DARK BLUE, LIGHT BLUE) DB LB	X				
	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) DB LB					

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	Recent Year: Fell Behind (YELLOW, RED) Y R AND 3 Year Average: Fell Behind (YELLOW, RED) Y R															
	Recent Year: Fell Behind (YELLOW, RED) Y R AND 3 Year Average: Gained or Maintained (DARK BLUE, LIGHT BLUE, GREEN) LB DB G															
	Recent Year: Maintained (GREEN) G AND 3 Year Average: Fell Behind (YELLOW, RED) Y R															
	Recent Year: Maintained (GREEN) G AND 3 Year Average: Maintained (GREEN) G															
MEDIUM	Recent Year: Maintained (GREEN) G 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) DB LB															
	Recent Year: Gained (DARK BLUE, LIGHT BLUE) DB LB AND 3 Year Average: Gained (DARK BLUE, LIGHT BLUE) DB LB															
LOWER																

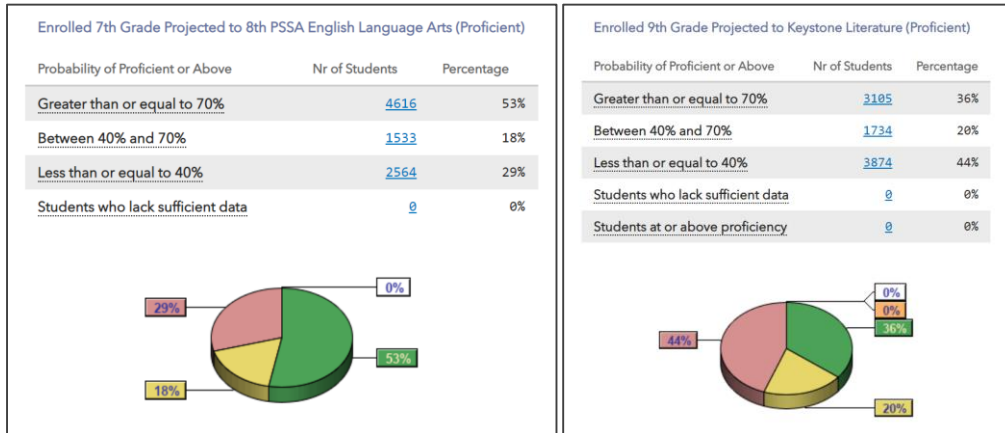
Questions	High Priority	Medium Priority	Lower Priority
For MATH , enter the grade levels into each priority region			
For ELA , enter the grade levels into each priority region			
For SCIENCE , enter the grade levels into each priority region			
For KEYSTONES , enter the subject into each priority region			

End of section reflection:

<p>What patterns of strength and/or areas of concern are evident?</p>	
---	--

4.A.3 PVAAS District Projection Summary Report

The District Projection Summary Report shows a summary of the probabilities to proficiency on a future PSSA by grade level or on a Keystone content area across the LEA/district. After the initial analysis for all students, districts are encouraged to select student groups for further analysis. For Comprehensive Planning purposes, LEAs/districts are encouraged to project two years into the future when possible.



Questions	Be specific with data/evidence
What resources are in place to help students who have between a 40% and 70% probability of being proficient in Math/Algebra I ?	
How does your district intend to grow the students who have less than 40% probability of being proficient in Math/Algebra I ?	
What resources are in place to help students who have between a 40% and 70% probability of being proficient in ELA/Literature ?	
How does your district intend to grow the students who have less than 40% probability of being proficient in ELA/Literature ?	
What resources are in place to help students who have between a 40% and 70% probability of being proficient in Science/Biology ?	
How does your district intend to grow the students who have less than 40% probability of being proficient in Science/Biology ?	

End of section reflection:

What patterns of strength and/or areas of concern are evident?	
--	--