



Focus Forward

Data from a New Perspective

PVAAS Statewide Team for PDE

Three Steps to Bridge from SY19-20 to SY20-21



Step 1: Know your SY19-20 data

Step 2: Use SY19-20 data to plan SY20-21

Step 3: Set the direction for SY20-21



pennsylvania
DEPARTMENT OF EDUCATION

Supplemental Video & Materials

<https://tinyurl.com/pvaasfocusforward>

Available in this folder:

- Video of main ideas and content
- PDF of PPT slides
- Focus Forward notes and checklist
- Data Meeting Protocol templates
- Sample Excel file for student learning data





Keeping the data momentum going!

DATA FROM A NEW PERSPECTIVE

Focus Forward: Data from a New Perspective



We won't have...

- New statewide assessments (PSSA/Keystone)
- New PVAAS growth data
- End of year data



But we DO have...

- Historical data!
- Historical growth data! (district, school, teacher)
- BOY and MOY data!

▶ What do you want to hear?



“Since we did not administer PSSA/Keystone, we don’t really have data on our students.”



“We do have data! We have historical data, PVAAS projections, and benchmark and diagnostic data from this year!”

Which of these do you want to hear?



“There is really nothing in PVAAS we can use this year since we did not take end of year state assessments.”



“We can use PVAAS projections and compare them to the progress that our students made in assessments like the CDT!”

What about hearing these?



“We worked so hard with new strategies and put new things in place last year but we don’t know if they worked!”



“We want to use the student learning data we have from beginning and middle of the year to see the progress students made! And, we’re going to collect data in September to hit the ground running!”

Three Steps

1. Know and Analyze SY19-20 Data
2. Use SY19-20 Data to Plan for SY20-21
3. Set the Direction for SY20-21

Step One

Know and Analyze SY19-20 Data

Data from Sept-March...and Prior

You collected and analyzed data along the way – September through March!

You have historical data from prior years!

What can you learn from each?



Data from March through Present

What student data are you currently collecting with your Continuity of Education plan?

How is that being captured or collected?

What can you learn from that data?



Available Data

Historical Data (Prior Years)

- PSSA & Keystone
- PVAAS Growth (2019 & 3-year average)
- Benchmark Assessments
- Diagnostic Assessments

SY19-20 Data (Sept – March)

- Benchmark Assessments
- Diagnostic Assessments
- Universal Screeners
- *Student Progress Data?*

PVAAS Projections (SY19-20)

- Projection Summary
- Custom Student Report
- Child Success Summary
- *Projections to PSSA keystones, AP, SAT, and ACT*

Determining Trends

Review Benchmark or Diagnostic Data
What student learning data do you have?

Compare to PVAAS Projections
Were students making appropriate progress?

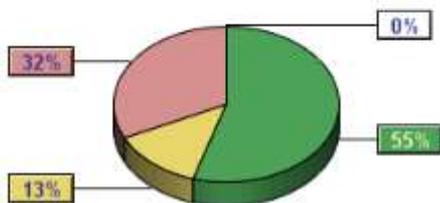
Evaluate Progress Made
What is the evidence of your progress?



PVAAS Projections & Middle of the Year Data

Enrolled 6th Grade Projected to 6th PSSA Math (Proficient)

Probability	Nr of Students	Percentage
Greater than 70%	75	55%
Between 40% and 70%	18	13%
Less than 40%	44	32%
Students without a projection	0	0%



What does the MOY data for these students indicate?

- Were students with a high probability for proficiency making progress and still on track?
- Were students at moderate risk making sufficient progress?
- Were students at high risk making significant progress?

Step 1: Know and Analyze SY19-20 Data

Sample Template



PAsecureID	Prior Year State Assessment Proficiency	Achievement Probability of proficient or higher 2020 PSSA	Projected State Percentile 2020 PSSA	2019-20 YOUR BOY Data	2019-20 YOUR MOY Data
58670382	Adv	88	98.7		
58670383	Pro	85	85		
58670384	Bas	44	29.8		
58670385	Adv	27	86		
58670386	Bel	28	55.1		
58670387	Bel	31	10.5		
58670388	Bas	17	64.2		
58670389	Bel	19	31.1		
58670390	Adv	99	99.9		
58670391	Pro	28	87.4		
58670392	Pro	31	62.2		
58670393	Bel	28	7.5		
58670394	Bas	12	46		
58670395	Bas	15	20.4		
58670396	Bel	14	0.6		

Step 1: Know and Analyze SY19-20 Data

One District's Example (*Sample Data*)

Name	PVAAS Achievement Probability to Proficient	BOY STAR Scale Score	BOY STAR Percentile Rank	MOY STAR Scale Score	MOY STAR Percentile Rank	MOY STAR SGP (BOY to MOY)	MOY Trend Line ↑ ↓ —	EOY STAR Scale Score	EOY STAR Percentile Rank	EOY STAR SGP (BOY to EOY)	EOY Trend Line ↑ ↓ —	End of Year PSSA Result
Jane Doe	54.1%	634	38	645	41	44	↑					
John Smith	82.7%	741	85	740	75	23	↓					
Tom Davis	94.4%	795	95	863	98	96	↑					
Sue White	26.1%	560	17	656	39	52	↑					
Mary Green	45.5%	634	42	656	39	46	—					



Progress Data in SY19-20

Sample CDT Growth & Focus Report

Growth & Focus - Math Grade 7

Student Name ↑	Test Session 1	Scale Score 1	Test Session 2	Scale Score 2	Change in Score	SEM	Significant Growth	Group
ANDREWS, KELLY	Beginning Algebraic Concepts	1177	End Algebraic Concepts	1165	-12	65	no	all
BARNES, DOLORES	Beginning Algebraic Concepts	1059	End Algebraic Concepts	1120	61	64	no	all
BARNES, howard	Beginning Algebraic Concepts	1197	End Algebraic Concepts	1116	-81	66	no	all
BRADLEY, ZACHARY	Beginning Algebraic Concepts	1127	End Algebraic Concepts	1187	60	65	no	all
BROWN, COURTNEY	Beginning Algebraic Concepts	999	End Algebraic Concepts	1225	226	66	yes	all
DAY, ELIZABETH	Beginning Algebraic Concepts	1109	End Algebraic Concepts	1237	128	64	no	all

What progress data from SY19-20 is available for your school?

Pause for a Moment



What student learning data did you collect this year?

What was/is your process for analyzing your data?

Did you have a data team meeting after your MOY assessment(s)?

Using your PVAAS projection data and other risk information, to what degree was progress made with groups of students? With individual students?

How does what was discussed so far align with or challenge your thinking about what you've done so far? And, what you might consider doing next?

Step Two

Use SY19-20 Data to Plan for SY20-21

Use data to plan for...



Classrooms,
Teams, and
Course
Placement



Schedules

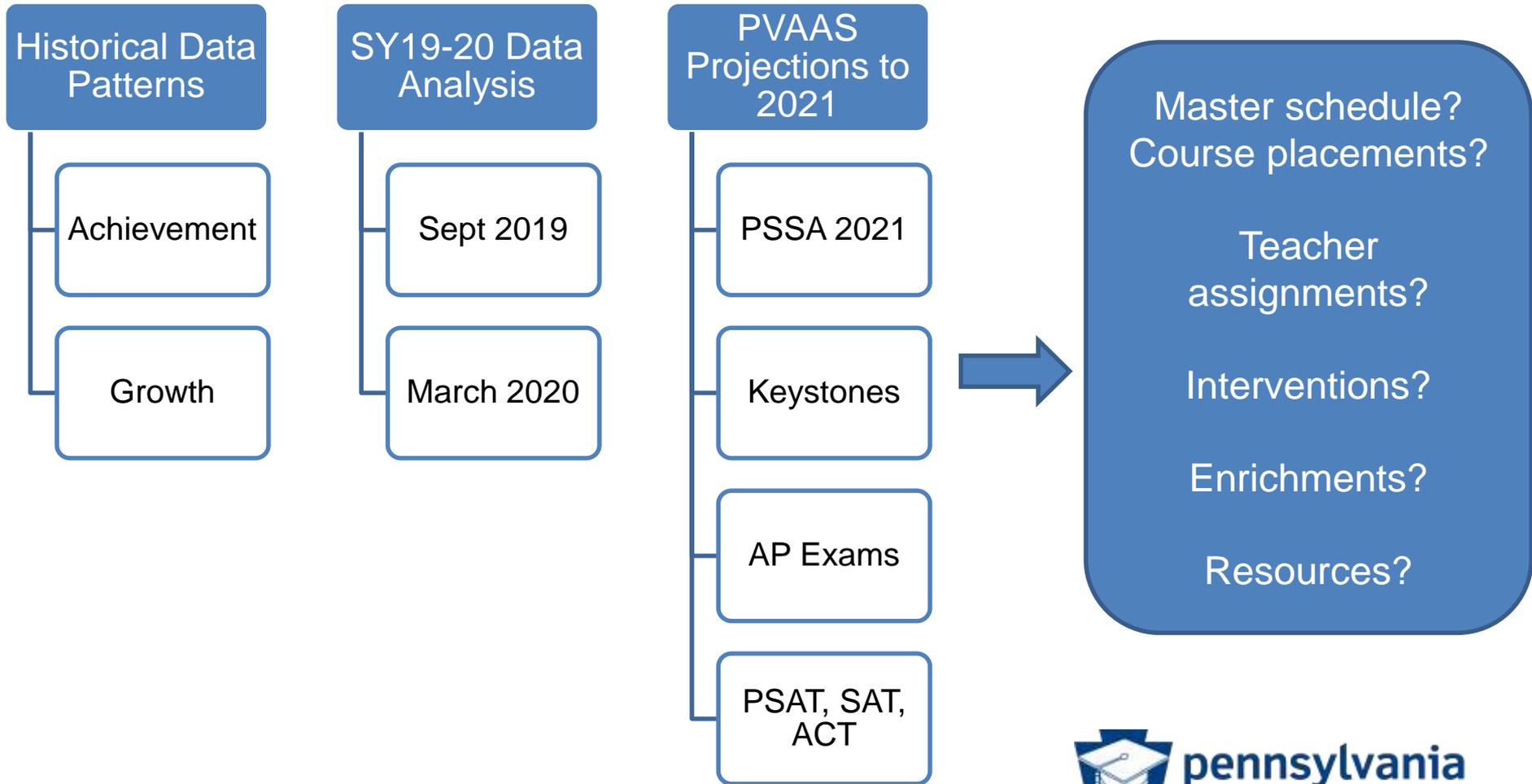


Supports



Resources

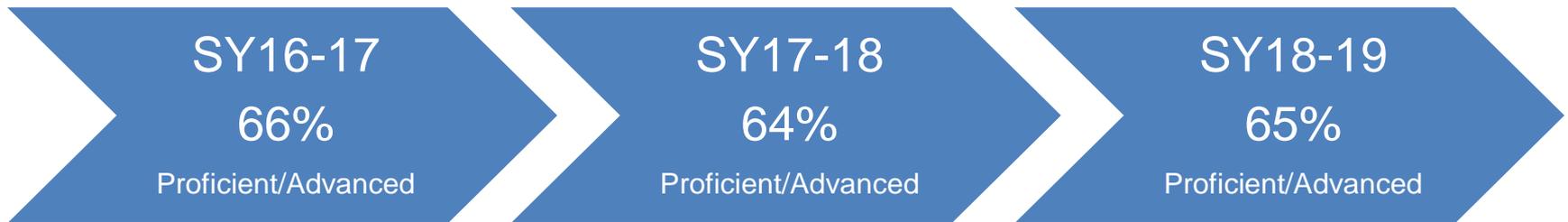
▶ Planning Considerations for SY20-21



**A Middle School Scenario:
Planning 7th Grade Math for
Your Current 6th Grade Students**

Start with Historical Patterns

Grade 7 Math PSSA Achievement History



Grade 7 Math PSSA Growth Trends PVAAS Value-Added, 3-year avg is RED



Step 2: Use SY19-20 Data to Plan for SY20-21

Look at SY19-20 Data...

DRC INSIGHT™ PENNSYLVANIA MY APPLICATIONS ▾

Dashboard **Group Map** Individual Map Learning Progression Map Growth & Focus Batch Download

Math Grade 6 Overall



What is latest achievement data from SY19-20 indicating?

Step 2: Use SY19-20 Data to Plan for SY20-21

Download/Export to Include with Other Data

Grid Format

Test Type	Student Name 	Overall SS	Overall Color	
FULL	CAMPBELL, CHLOE	1172	green	
FULL	DELEREE, MARA-JADE	1102	green	969
FULL	FULMER, ADDISYN	1179	green	1204
FULL	HANCOCK, ALEXIS	1213	green	1213
FULL	LOCKE, ABBY	1129	green	1223
FULL	MAINES, MADISON	1136	green	1070
FULL	PELACHIK, JOEL	1218	green	1239



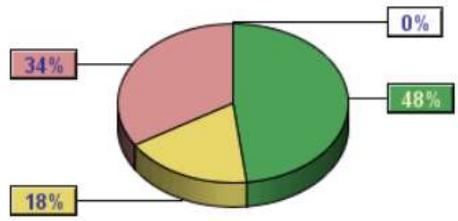
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Looking Ahead to SY20-21 Students

What do our projections tell us about upcoming Grade 7 students in Math?

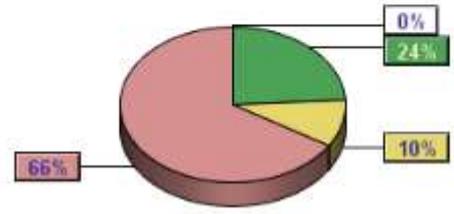
Enrolled 6th Grade Projected to 7th PSSA Math (Proficient)

Probability	Nr of Students	Percentage
Greater than 70%	64	48%
Between 40% and 70%	24	18%
Less than 40%	45	34%
Students without a projection	0	0%



Enrolled 6th Grade Projected to 7th PSSA Math (Advanced)

Probability	Nr of Students	Percentage
Greater than 70%	32	24%
Between 40% and 70%	13	10%
Less than 40%	88	66%
Students without a projection	0	0%



- Our 7th Grade Math Trends:
- About 65% of our students are Proficient/Advanced in PSSA Math each year
 - Our 7th graders tend to “fall behind” in their growth



- 
- A man with a beard, wearing a white button-down shirt, is shown in profile, looking thoughtfully to the right. His hand is resting on his chin. A large blue speech bubble is positioned to his left, containing text and a bulleted list. At the top of the slide, there is a dark blue horizontal bar with a white triangle pointing to the right on the left side.
- Who is coming to us from grade 6 that we need to plan for grade 7?
- 85% were “on level” in March 2020
 - 48% have a >70% probability of reaching proficiency (24% have high likelihood of Advanced)
 - 52% are at risk of reaching proficiency and need support



That must mean:

Master Schedule

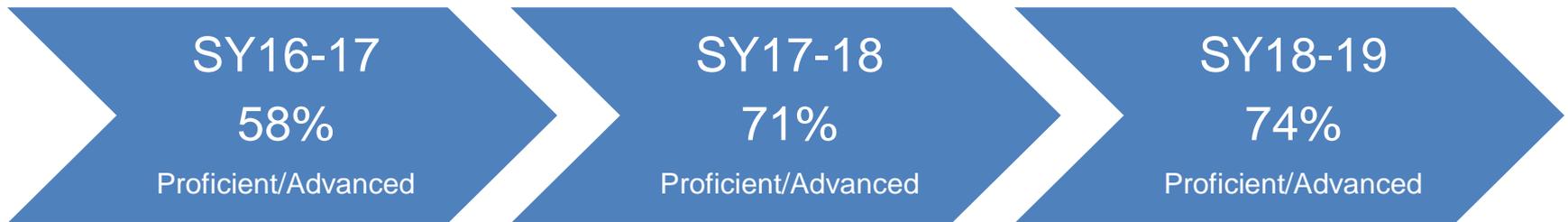
Student Assignments

Teacher Assignments

High School Scenario:
Planning English Courses for
Your Incoming 9th Grade Students

Start with Historical Patterns

Keystone Literature Achievement History



Keystone Literature Growth Trends

PVAAS Value-Added, 3-year avg is LIGHT BLUE



Step 2: Use SY19-20 Data to Plan for SY20-21

Look at SY19-20 Data...

DRC INSIGHT PENNSYLVANIA MY APPLICATIONS ▾

Dashboard **Group Map** Individual Map Learning Progression Map Growth & Focus Batch Download

Grade 8 ELA



What is latest achievement data from SY19-20 indicating?

Other Data: Historical AND SY19-20

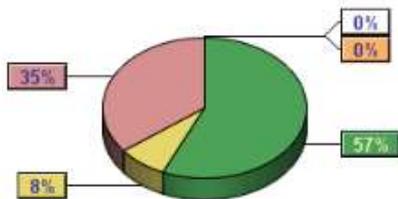
- Other benchmark data in non-state-assessed areas
- Local course assessments
- Grades
 - Are there consistent grading criteria across teachers and courses?

Looking Ahead to Keystone Literature

What do our projections tell us about incoming grade 9 students *(as they work towards Keystone Literature in grade 10)*?

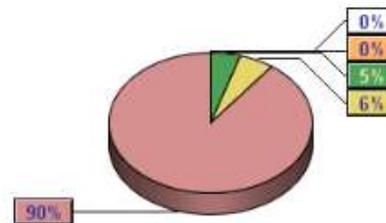
Enrolled 8th Grade Projected to Keystone Literature (Proficient)

Probability	Nr of Students	Percentage
Greater than 70%	72	57%
Between 40% and 70%	10	8%
Less than 40%	45	35%
Students without a projection	0	0%
Students at or above proficiency	0	0%



Enrolled 8th Grade Projected to Keystone Literature (Advanced)

Probability	Nr of Students	Percentage
Greater than 70%	6	5%
Between 40% and 70%	7	6%
Less than 40%	114	90%
Students without a projection	0	0%
Students at or above proficiency	0	0%



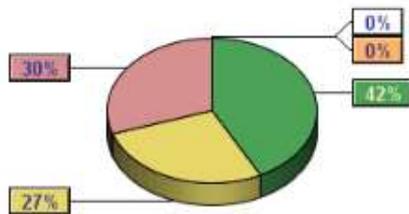
Step 2: Use SY19-20 Data to Plan for SY20-21

What about incoming 10th graders' Literature projections?

What do our projections tell us about incoming grade 10 students who are taking Keystone Literature courses next year?

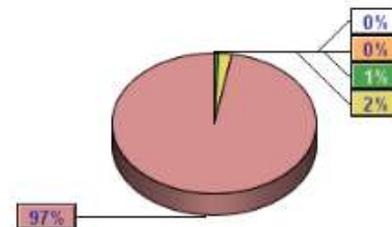
Enrolled 9th Grade Projected to Keystone Literature (Proficient)

Probability	Nr of Students	Percentage
Greater than 70%	244	42%
Between 40% and 70%	158	27%
Less than 40%	174	30%
Students without a projection	0	0%
Students at or above proficiency	0	0%



Enrolled 9th Grade Projected to Keystone Literature (Advanced)

Probability	Nr of Students	Percentage
Greater than 70%	4	1%
Between 40% and 70%	12	2%
Less than 40%	560	97%
Students without a projection	0	0%
Students at or above proficiency	0	0%



Process for Incoming 11th & 12th graders??

What do the PVAAS projections tell you about the needs of your incoming 11th & 12th graders?



- Our English/Literature Trends:
- About 70-75% of our students were Proficient/Advanced in Keystone Literature past two years
 - Last two years, students, as a whole, gained ground in Keystone Literature



- 
- A man in a white shirt is shown in a thoughtful pose, with his hand on his chin. A blue speech bubble is positioned to his left, containing text. The background is a light blue gradient. At the top of the slide, there is a dark blue horizontal bar with a white triangle pointing to the right.
- Who is coming to us from grade 8?
 - 57% have high probability for proficiency for Keystone Literature (only a few with probability for Advanced)
 - 43% likely need additional support

- 
- A man in a white shirt is shown in a thoughtful pose, with his hand on his chin. A blue speech bubble is overlaid on the image, containing text and a bulleted list. The background is a light blue gradient.
- Who is coming to us from grade 9?
- Only 42% have high probability for proficiency for Keystone Literature (only a few with probability for Advanced)
 - 57% likely need additional support



That must mean:

**Master Schedule &
Course Offerings**

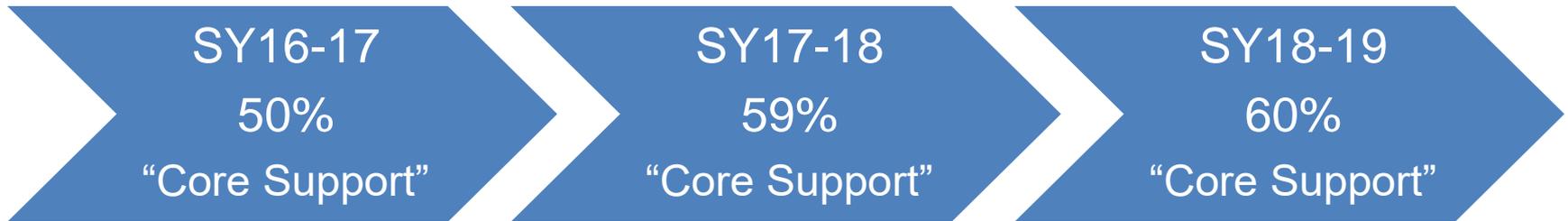
Student Assignments

**Teacher/Staff
Assignments**

Elementary Scenario:
Planning 2nd Grade Reading for
Your Current 1st Grade Students

Start with Historical Patterns

Grade 2 Reading History



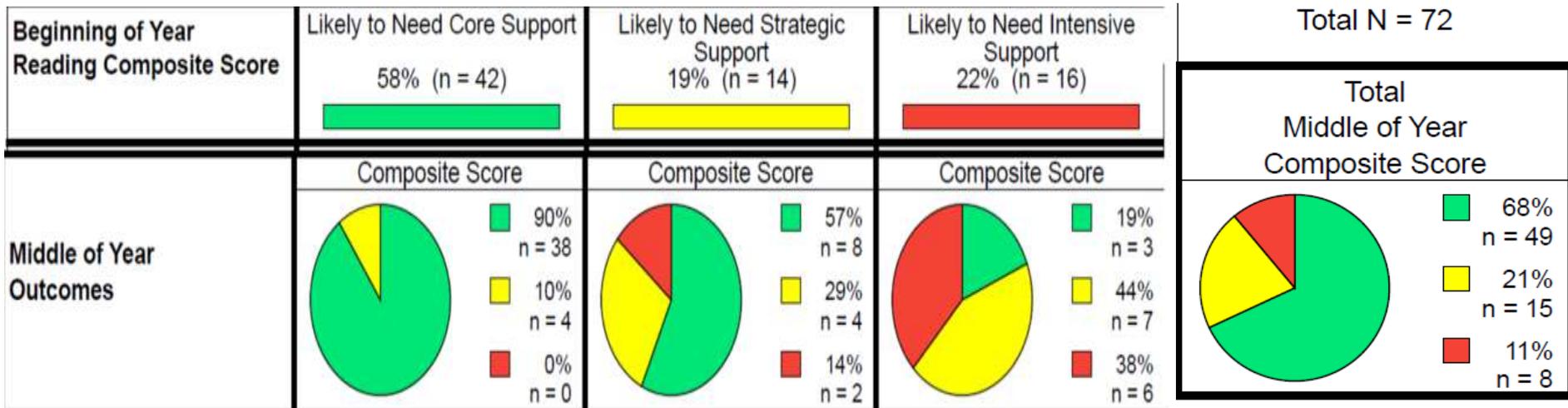
Acadience Reading

SY19-20 Data Shows...

First Grade January 2020

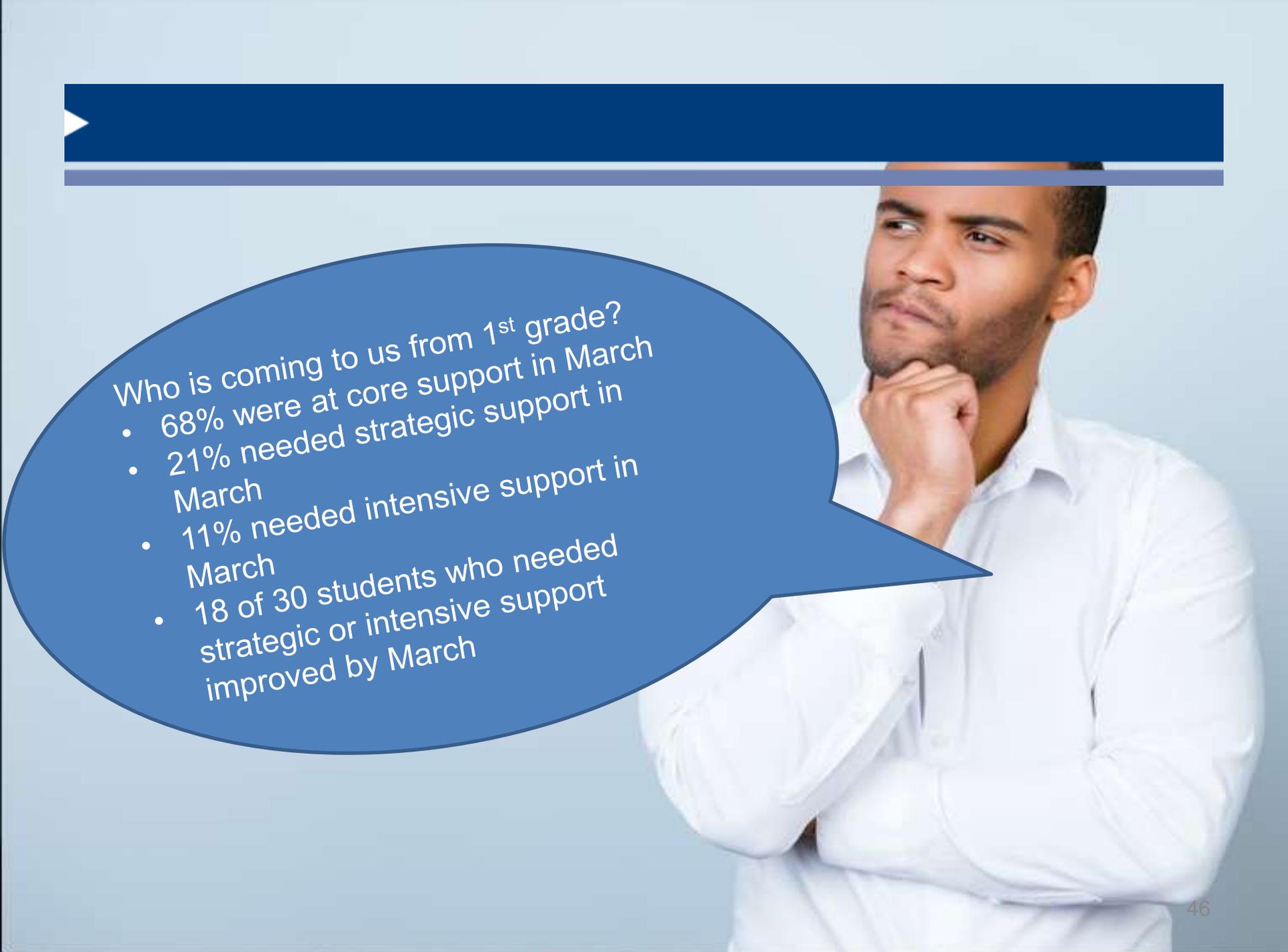


Acadience Reading



- Our 2nd grade trend in Reading:
- 50-60% each year need core support
 - About 40-50% each year need strategic or intensive support



- 
- A man in a white shirt is shown in a thoughtful pose, with his hand on his chin. A large blue speech bubble is overlaid on the left side of the image, containing text. At the top of the page, there is a dark blue horizontal bar with a white triangle pointing to the right.
- Who is coming to us from 1st grade?
 - 68% were at core support in March
 - 21% needed strategic support in March
 - 11% needed intensive support in March
 - 18 of 30 students who needed strategic or intensive support improved by March



That must mean:

Tiered Support

**Differentiated
Instruction in Core**



▶ Pause for a Moment



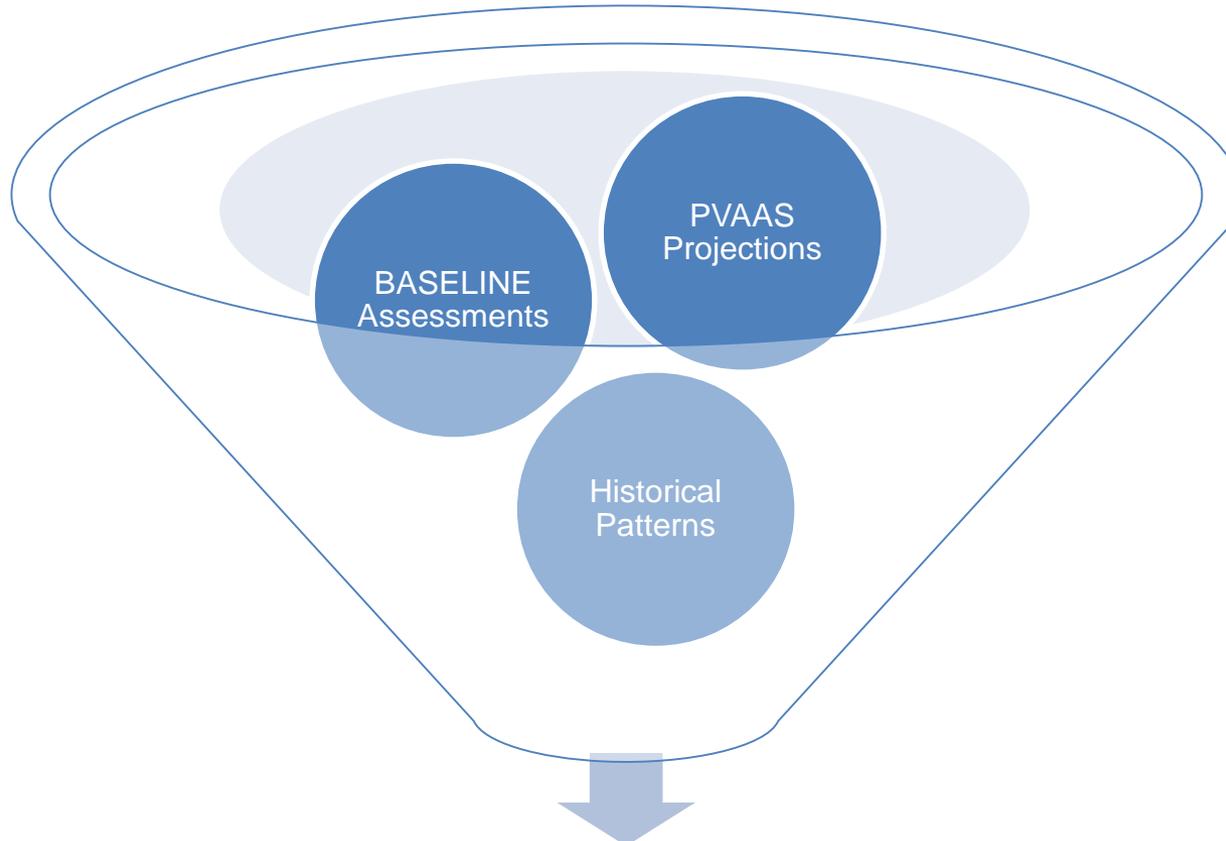
How does this information guide your action steps now and prior to September 2020?

Step Three



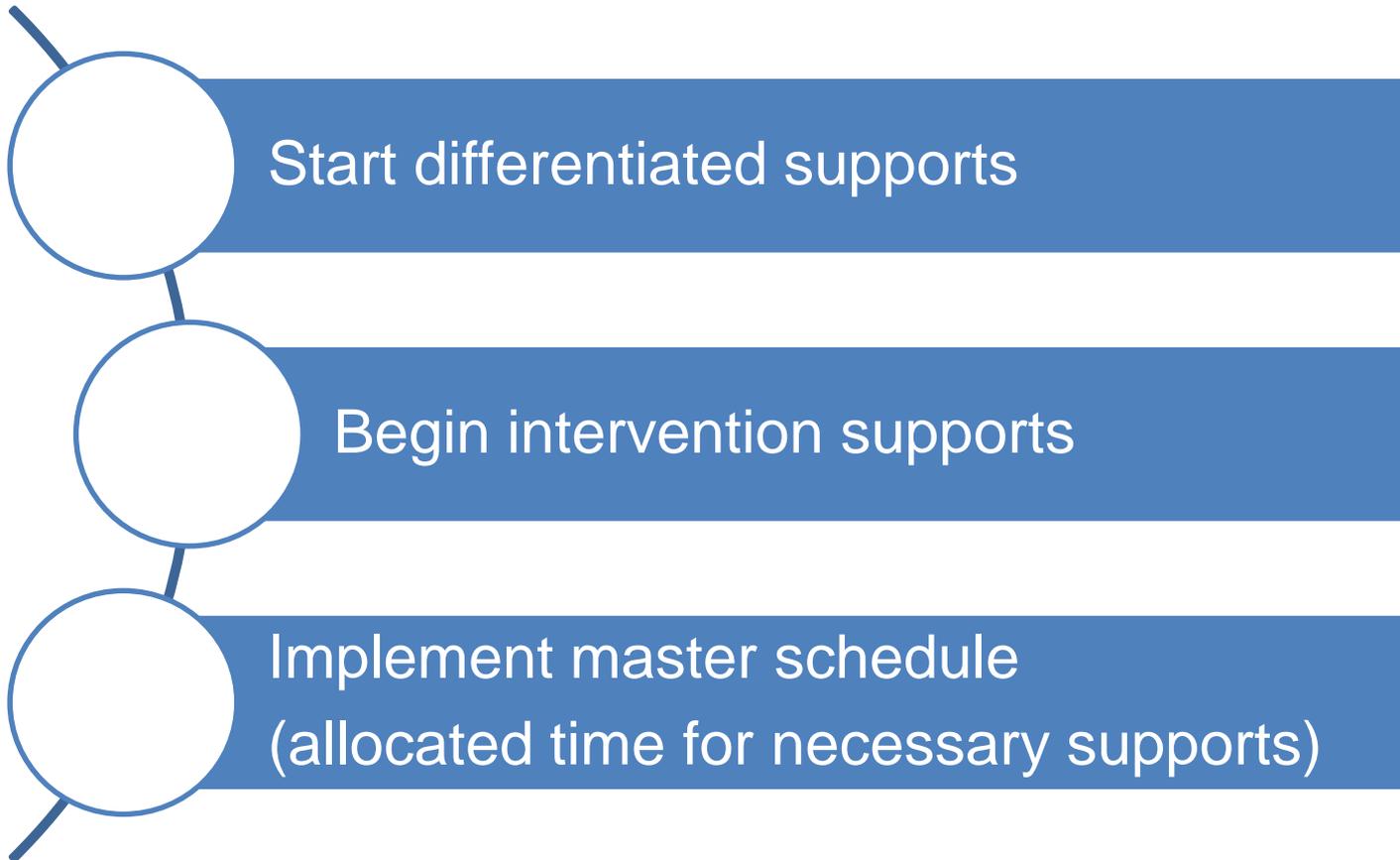
Set the Direction for SY20-21

It's September – Now What?!



**Set the Direction
for SY20-21**

Start Day 1...



Urgency Consideration

Assess in first weeks of school!

Universal
Screeners

Benchmark

Diagnostic

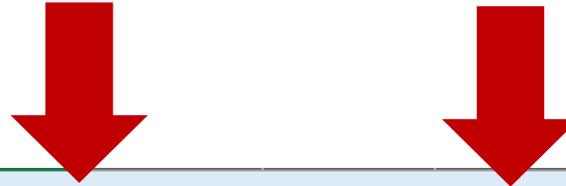
Step 3: Set the Direction for SY20-21

Remember This Sample Template *(from Step 1)*

PAsecureID	Prior Year State Assessment Proficiency	Achievement Probability of proficient or higher 2020 PSSA	Projected State Percentile 2020 PSSA	2019-20	
				YOUR BOY Data	2019-20 YOUR MOY Data
58670382	Adv	88	98.7		
58670383	Pro	85	85		
58670384	Bas	44	29.8		
58670385	Adv	27	86		
58670386	Bel	28	55.1		
58670387	Bel	31	10.5		
58670388	Bas	17	64.2		
58670389	Bel	19	31.1		
58670390	Adv	99	99.9		
58670391	Pro	28	87.4		
58670392	Pro	31	62.2		
58670393	Bel	28	7.5		
58670394	Bas	12	46		
58670395	Bas	15	20.4		
58670396	Bel	14	0.6		

Step 3: Set the Direction for SY20-21

Add to the Template!



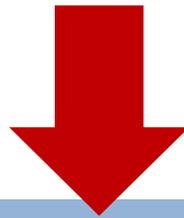
Student Name	PAsecureID	School ID	Achievement Probability of proficient or higher 2021 PSSA	Projected State Percentile 2021 PSSA	2020-21 YOUR BOY Data	2020-21 YOUR MOY Data	2020-21 YOUR EOY Data
	58670382		87	98	994	1021	1023
	58670383		86	85	896	880	885

<https://tinyurl.com/pvaasfocusforward>



Setting goals and priorities for SY20-21

- Use baseline assessment data
 - Example: DIBELS/AimsWeb, CDT, STAR, MAP, etc.
- Consider along with PVAAS Projection to 2021 data (*from Step 2*)



Develop Goals and Priorities for SY20-21

What is your new data indicating?

Use your new data to set both achievement goals AND growth goals!

Elementary Example

- Achievement Goal

The percent of students reaching proficiency or above will increase by 15% (12 students), from ____ to ____ % Proficient/Advanced.

- Growth Goal

Students in grade 5 will gain in ELA.

What is your new data indicating?

Use your new data to set both achievement goals AND growth goals!

Secondary Example

- Achievement Goal

The percent of students reaching proficiency or above will increase by 15% (45 students), from ____ to ____ % Proficient/Advanced.

- Growth Goal

Students in Keystone Literature will continue to gain.

Step 3: Set the Direction for SY20-21

Resource for Setting Growth Goals

Complete Guide to Using PVAAS to Set Growth Goals & Priorities

May 2019



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

Example 1 Elementary School – Lower Achieving

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
School Level	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.
	Grade 4	
Grade Level	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.
	Grade 5	
Grade Level	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.

Revised May 2019

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Example 7 High School – Higher Achieving

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
Course View	Students in Keystone Algebra I will continue to gain. 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.	The percent of students reaching proficiency or above will increase by 12% (30 students), from _____ to _____ % proficient/advanced. OR The percent of students reaching advanced will increase by 15% (30 students), from _____ to _____ % advanced.

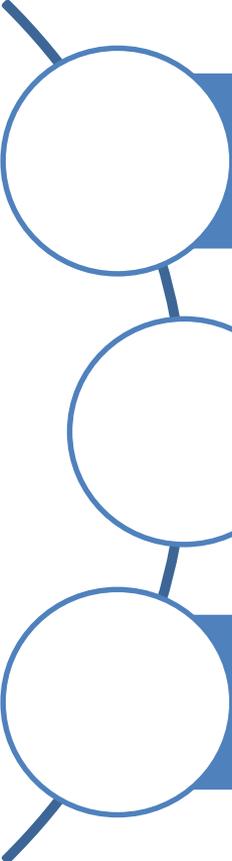
Revised May 2019

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Complete Guide to Using PVAAS to Set Growth Goals & Priorities



Respond Based on Your Data...



ADJUST differentiated supports

ADJUST intervention supports

ADJUST master schedule
(allocated time for necessary supports)

Step 3: Set the Direction for SY20-21

Creating a Protocol for Sept 2020 & Beyond

September 2020 Planning Protocol

Grade/Subject Level

Date of Meeting:

Data Team Members:

Subject/Grade/Course:

Data History

Achievement History for Past 3 Years (% Proficient/Advanced)

2016-2017	2017-2018	2018-2019

PVAAS Growth History for Past 3 Years (including 3-year average)

Indicate PVAAS Growth Color Indicator

2016-2017	2017-2018	2018-2019	3-year average

May 2020 – PVAAS Statewide Team for PDE 1

What patterns are noted from the achievement and growth data noted above? Write data statements related to both achievement and growth.

September 2020 Baseline Data

Assessments/Data Sources:

Write data observations statements related to the September 2020 baseline data. Be sure to include a summary of the data, along with patterns observed for both groups of students and individual students.

Groups of Students:

Individual Students:

May 2020 – PVAAS Statewide Team for PDE 2

<https://tinyurl.com/pvaasfocusforward>

ADDITIONAL RESOURCES

PVAAS Login Page

PVAAS Login Page: <https://pvaas.sas.com>

✓ Roster Verification

As per the Pennsylvania Department of Education, PVAAS roster verification has been suspended for SY2019-20.

[Roster Verification Resources](#)

To learn more about Roster Verification, log in to PVAAS, navigate to Roster Verification, and refer to the yellow box or click Help.

📚 Professional Learning and Support

[Professional Learning Opportunities](#)

[e-Learning](#)

[PVAAS Videos & Recorded Webinars](#)

[PVAAS Points of Contact](#)

[PEERS](#)

💡 Understanding PVAAS

[General Information](#)

[Methodology, Research, and Statewide Data](#)

[Using PVAAS Resources](#)

[Digging Deeper: examine variables that might impact student performance](#)

👤 Using PVAAS by Role

[District Leaders](#)

[School Leaders](#)

[K-12 Content Leaders](#)

[Teacher Leaders](#)

[Teachers](#)

[School Counselors](#)

★ Success Stories

[Unlocking Student Potential With Predictive Analytics](#)

[PA - Two principals discuss how they use data to support their students and teachers](#)

[TX - Austin and Longview use EVAAS to drive differentiated instruction](#)

📖 Publications

[Key Research Findings](#)

[Current Knowledge about Value-Added Modeling](#)



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PVAAS e-Learning

PVAAS Login Page:
<https://pvaas.sas.com>



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- [Methodology, Research, and Statewide Data](#)
- [Using PVAAS Resources](#)
- [Digging Deeper: examine variables that might impact student performance](#)

📁 Professional Learning and Support

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- [e-Learning](#)
- [PVAAS Videos & Recorded Webinars](#)
- [PVAAS Points of Contact](#)
- [PEERS](#)

★ Success Stories

- [Unlocking Student Potential With Predictive Analytics](#)
- [PA - Two principals discuss how they use data to support their students and teachers](#)
- [TX - Austin and Longview use EVAAS to drive differentiated instruction](#)

PVAAS Online Help

- Using PVAAS for a Purpose
 - ▶ Key Concepts
 - ▶ PEERS
 - ▼ Reports
 - ▶ State Reports
 - ▶ LEA/District Reports
 - ▶ School Reports
 - ▶ Custom Reports
 - ▶ Teacher Reports
 - ▶ Student Reports
 - ▶ Roster Verification
 - ▶ Additional Resources
 - ▶ Admin Help
 - ▶ General Help



? Help

- Specific to your location in system
- Specific to your level of access
- Menu-driven

Still have questions?

Contact IU PVAAS Point of Contact

- Link from PVAAS login page

Professional Learning and Support

-  Professional Learning Opportunities
-  e-Learning
-  PVAAS Videos & Recorded Webinars
-  PVAAS Points of Contact
-  PEERS

Contact PVAAS Statewide Team, pdepvaas@iu13.org

- Issues concerning policies or use of reporting

Contact SAS EVAAS Support Team

 Contact Us

- Issues concerning accessing or navigating the system

▶ Thank you for joining us!



Contact/Mission

For more information on the use of PVAAS data please visit PDE's website at www.education.pa.gov

The mission of the department is to academically prepare children and adults to succeed as productive citizens. The department seeks to ensure that the technical support, resources and opportunities are in place for all students, whether children or adults, to receive a high quality education.