



# School Leaders: Connect PVAAS Reports to Your Purpose(s)

*PVAAS reports help you with the work you are already doing!*

PURPOSE	PVAAS REPORT	QUESTIONS
<b>Know Your School</b>	<ul style="list-style-type: none"> <li>▪ Scatterplots</li> <li>▪ School Launchpad</li> <li>▪ Growth of Student Groups</li> <li>▪ School Teacher Summary</li> </ul>	<ul style="list-style-type: none"> <li>▪ How does our school compare to other schools in PA? In our region? To other schools with similar characteristics?</li> <li>▪ Is the instructional program working for all students, across grade levels and subjects, and for all student groups? What patterns are evident over time?</li> <li>▪ Is the instructional program working for students with various achievement histories in our school? What patterns are evident?</li> <li>▪ In looking at teachers' value-added data, what patterns exist across grades and subjects? Where is my support needed?</li> </ul>
<b>Set Goals &amp; Priorities</b>	<ul style="list-style-type: none"> <li>▪ School Launchpad</li> <li>▪ Growth of Student Groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ What grade level group or specific content area would benefit from increased evidence of growth?</li> <li>▪ What demographic student group would benefit from increased evidence of growth?</li> </ul>

PURPOSE	PVAAS REPORT	QUESTIONS
<b>Enhance Professional Growth of Teachers</b>	<ul style="list-style-type: none"> <li>▪ School Teacher Summary</li> <li>▪ Teacher Value-Added</li> <li>▪ Teacher Diagnostic</li> <li>▪ Custom Student Report</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do patterns exist – across grades, across subjects, across the school?</li> <li>▪ Do we have a system-level issue, or do I need to target supports to an individual teacher or classroom?</li> <li>▪ How can my supervision plan be modified to differentiate my support of teachers?</li> <li>▪ On average, did the teacher’s group(s) of students meet, exceed, or not meet the growth standard?</li> <li>▪ Did high, middle, and low achieving students meet, exceed, or not meet the growth standard?</li> <li>▪ How can my teachers learn from growth reports of previous years’ students and apply it to current students with similar achievement histories?</li> </ul>
<b>Plan Professional Learning</b>	<ul style="list-style-type: none"> <li>▪ School Launchpad</li> <li>▪ Growth of Student Groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is our instructional program working for a grade level group or specific subject area? What patterns are evident over time?</li> <li>▪ Is our instructional program working for students with all types of achievement histories? Is it working for all student groups? What patterns are evident over time?</li> <li>▪ In what grade or subject is there a need for increased evidence of growth? What professional learning may support that increase?</li> <li>▪ Is there a group of students for whom the growth pattern is lower than the growth of the group overall? If so, what professional learning could support teachers in meeting the needs of these students?</li> </ul>

PURPOSE	PVAAS REPORT	QUESTIONS
<p><b>Plan Student Programs &amp; Supports</b></p>	<ul style="list-style-type: none"> <li>▪ Custom Diagnostic</li> <li>▪ School Projection Summary</li> <li>▪ Custom Student Report</li> <li>▪ Child Success Summary</li> </ul>	<ul style="list-style-type: none"> <li>▪ How did specific student programs influence student growth? Did they have the expected impact on student growth?</li> <li>▪ What patterns of growth are evident across various student programs?</li> <li>▪ What is the level of risk for individual students? What courses are available to meet the needs of each student?</li> <li>▪ Who needs intervention, remediation, or enrichment? Are these courses available for the students who need them?</li> <li>▪ Who is on target for AP courses, Keystone courses, etc.? Are the students aware of their potential and of the supports that are available?</li> <li>▪ When should individual students take Algebra I?</li> <li>▪ How can I learn from previous years' growth reports and apply it to current students with similar achievement histories?</li> <li>▪ What is this child's history of performance on state assessments? How is that impacting the child's schedule?</li> <li>▪ How likely is this child to at least score Proficient on a future PSSA and/or Keystone exam? How can this likelihood impact the child's schedule?</li> <li>▪ How likely is this child to score a 3, 4, or 5 on a future AP exam? How can this likelihood impact the child's schedule?</li> </ul>

PURPOSE	PVAAS REPORT	QUESTIONS
<p><b>Design Course Offerings, Master Schedules &amp; Student Schedule</b></p>	<ul style="list-style-type: none"> <li>▪ School Launchpad</li> <li>▪ School Projection Summary</li> <li>▪ Child Success Summary</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is the proportion of students not at risk, at moderate risk, or at severe risk of not reaching proficiency in order to inform scheduling needs?</li> <li>▪ Which students are at risk, and at what level of risk? What schedule of courses would support their needs?</li> <li>▪ What does our proportional level of risk tell us about needs in our master schedule?</li> <li>▪ Do our course offerings and sequence allow sufficient options and stretch to meet the academic needs of our students?</li> <li>▪ What is this child's history of performance on state assessments? How can this impact the student's individual schedule?</li> <li>▪ How likely is this child to at least score Proficient on a future PSSA and/or Keystone exam? How can this likelihood impact the child's schedule?</li> <li>▪ How likely is this child to score a 3, 4, or 5 on a future AP exam? How can this likelihood impact the child's schedule?</li> </ul>