PVAAS Data Set

***Collection 6***

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COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF EDUCATION

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# Executive Summary

The Pennsylvania Department of Education (PDE) first introduced the Pennsylvania Information Management System (PIMS) Pennsylvania Value-Added Assessment System (PVAAS) collection in the 2013-14 school year. PDE created the Staff-Student-Subtest data set in response to the Act 82 (Act of Jun. 30, 2012, P.L. 684, No. 82 Cl. 24) requirement that teacher-specific PVAAS/growth data be included as part of the Educator Effectiveness System for teaching professionals. The requirement was amended by Act 13 of 2020 (Act of Mar. 27, 2020, P.L. 62, No. 13 Cl. 24). This collection was custom designed in school year 2014-15 to meet the needs of the PVAAS process and is informed by feedback from local education agencies (LEA). The Staff-Student-Subtest will continue as a collection for Act 13 with some additions for LEAs.

As part of the Educator Effectiveness System for teaching professionals, PVAAS Teacher Specific Reporting is provided to teachers (eligibility determined by the LEA) in state assessed subjects/grades/Keystone Exam content areas. Providing PVAAS Teacher Specific Reporting requires a process to ensure that the right students are linked to the right teachers for the right state assessment and for the right proportion of instructional responsibility. In other words, a process is needed to ensure that teachers and administrators are provided the opportunity in a system to verify the accuracy of the data used to yield PVAAS Teacher Specific Reporting. The process to verify the data is called PVAAS Roster Verification.

LEAs that have an understanding of the intention of the PVAAS Roster Verification process will more easily navigate this PIMS data set. This document will not discuss the PVAAS Roster Verification system itself in detail, but LEAs can find more information about that system and process on the [PDE PVAAS Roster Verification website](https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PVAAS/Roster/Pages/default.aspx).

PDE uses the PIMS PVAAS data set to implement the PVAAS Roster Verification process and provide access to PVAAS reporting. While some PIMS data elements serve both needs simultaneously, this manual describes each need independently for ease of understanding.

The first need addressed by this collection is PVAAS account management. SAS Education Visualization and Analytics Solutions (EVAAS), the PVAAS vendor, uses this data set to create new PVAAS accounts. The accounts, created in this way allow users to have automatic access to verify and complete the Roster Verification process (when applicable) and access a variety of PVAAS web-based, password-protected reports throughout the year.

The second need addressed by this data set is the creation of unverified, pre-populated teacher-student rosters for PVAAS Roster Verification. Draft rosters created in PIMS give LEAs a head start in verifying rosters by removing as much of the teacher- and administrator-centric data entry work and time as possible. All draft rosters created in PIMS are sent to SAS EVAAS so that the rosters can be prepopulated in the PVAAS web-based roster system and then reviewed, edited, and finalized by teachers and administrators during the Roster Verification process.

The additions to the PIM Staff Student-Subtest collection include SAS EVAAS calculating the % Proficient and Advanced for the Teacher Specific Achievement measure. SAS EVAAS did not previously calculate this for LEAs under Act 82.​ SAS EVAAS will now calculate % Prof/Adv for LEAs.​ LEAs can choose to use this % Prof/Adv for the Teacher-Specific Achievement Measure, OR​ local calculation of the % Prof/Adv for the Teacher-Specific Achievement Measure​. This means LEAs can choose to include grade 3 teachers and students in the PIMS Staff-Student-Subtest collection and roster verification process. LEAs can also choose to include teachers and students who take PASA in the PIMS Staff-Student-Subtest collection and roster verification process.

LEAs should report data as completely and accurately as possible to PIMS but anticipate the need to update some data during the Roster Verification process.

# Student Updates for PVAAS Reporting

## Who Must Report

PDE submits updated enrollment data to the PVAAS vendor (SAS EVAAS) on a monthly basis on behalf of all LEAs. PDE queries the data from the PIMS *Student* and *School Enrollment* templates. LEAs should ensure they update their PIMS Student and School Enrollment templates on a regular basis to take advantage of this automatic update process.

## How the Updates are Applied

The PVAAS vendor receives a file from PDE each month. The file looks much like an internal snapshot file. The PVAAS vendor uses the file to ensure that educators have access to PVAAS reports for all of their students (and only the students in their LEA/school).

**PIMS PVAAS Accounts Management**

## Who Must Report

The statutory and regulatory requirements pertaining to teacher-specific data apply to all LEAs, except charter schools and LEAs who use approved alternative rating forms. All public LEAs, including those not mandated, are welcome to utilize PVAAS teacher-specific measures in their local improvement efforts and/or evaluation processes.

Reporting this data set is the responsibility of the employing LEA.

## What Must Be Reported

The PVAAS system includes a series of reports that can help teachers and administrators make decisions about the effectiveness of educational programs for students, as well as individual student needs. The same system includes the Roster Verification process. A single login can provide personnel with access to both reports and rosters in the PVAAS system (when appropriate).

LEAs can create PVAAS accounts locally and manually. However, this can be time consuming for LEAs when many new accounts are needed. PIMS is intended to leverage existing data to automate this process for LEAs and save LEAs time. LEAs report which of their employees have a need to access PVAAS reports (LEA/district/school level data), and whether each person’s access should include a view of student-level identifiable PVAAS data. Each person’s access is reflected in the Job Description code reported in his/her *Staff* template record. The following Job Description codes are used to automatically create PVAAS accounts: SWS and SNS. Job Description code NPA signals that the staff member does NOT need access to the PVAAS system. More information can be found in Appendix AH of the PIMS Manual Vol. 2.

PDE created this PIMS data set to help reduce the data entry work needed to create PVAAS School User accounts, which generally make up the majority of an LEA’s PVAAS accounts. However, LEAs and schools still have the option to create, modify, and deactivate all PVAAS accounts directly and manually in the PVAAS system. More information about how to manage accounts in PVAAS is available within the online help portion of the [PVAAS website](https://pvaas.sas.com) (https://pvaas.sas.com).

## PIMS PVAAS Accounts Management Template

PVAAS account creation involves only one PIMS template.

### **Staff Template**

The *Staff* template contains a list of LEA employees and contractors, and their relevant demographic information. The specification for this template is in the Staff domain of the *PIMS Manual Vol. 1*. The template captures one person per record. Note that contractors are the exception to this rule, as all contractors can be represented in a single “catch-all” record using a fictitious Personal Professional ID (PPID).

Only the Staff ID, First Name, Last Name, Job Description, and Email Address fields in the *Staff* template are relevant to PVAAS account creation. At certain times of the year, SAS EVAAS uses these data elements to create new School User accounts, deactivate School User accounts, or move School User accounts *within* an LEA.

# PIMS PVAAS Roster Verification

## Who Must Report

The statutory and regulatory requirements pertaining to teacher-specific data apply only to some LEA types. For that reason, this data set is required from school districts, intermediate units, and both comprehensive and occupational career and technical centers (CTC) not just comprehensive CTCs. This is the mechanism for PVAAS teacher specific growth reporting. Other LEA types are welcome to utilize PVAAS teacher-specific measures in their local evaluation processes, so this data set is available for submission by all other public LEAs. Charter Schools are not required to implement Act 13. However, they would need to submit this Staff-Student-Subtest data set and complete PVAAS Roster Verification *if* they want their teachers to receive PVAAS Teacher Specific Reporting.

Reporting this data set is the responsibility of the employing LEA. This is because the result, a PVAAS teacher-specific measure, is part of the Educator Effectiveness System for teaching professionals and evaluations are an employer’s responsibility.

## What Must Be Reported

The portion of Act 13 that addresses evaluations for teachers with PVAAS teacher specific growth reporting is specific to professional employees with a valid PA teaching certificate who have full or partial responsibility for assessed eligible content as assessed by the state assessments. This may include but may not be limited to: general and special education teachers, intervention specialists, content specialists, Title I, ESL, and gifted teachers. This is an LEA decision.

For the purpose of PIMS reporting, an instructional relationship is any association between a student and teacher in which the teacher has instructional responsibility for a student’s learning of eligible content as assessed by state assessments. LEAs must report all instructional relationships related to PSSAs in grades 4-8 and Keystone Exams for the group of teachers described in the paragraphs above.

Instructional relationships are comprised of three basic parts:

1. Staff – Teaching professionals with instructional responsibility in a state assessed subject/grade or Keystone-designated course. (A professional or employee with a valid PA teaching certificate who has full or partial responsibility for assessed eligible content as assessed by the PSSA or Keystone exams.) LEAs may choose include teachers of students in grade 3 taking the PSSA Math and ELA and/or teachers of students in grades 3 and higher who are taking PASA if they want to use this system for SAS EVAAS to calculate the % Proficient/Advanced for the teacher specific achievement measure of Act 13.
2. Students – Students for which a teacher has instructional responsibility in a state assessed subject/grade or Keystone-designated course. LEAs may choose to include students in grade 3 taking the PSSA Math and ELA and/or students in grades 3 and higher who are taking PASA if they want to use this system for SAS EVAAS to calculate the % Proficient/Advanced for the teacher specific achievement measure of Act 13.
3. Subtests with percentages – The percent of total instructional responsibility a teacher has for an individual student in a state assessed subject/grade or Keystone-designated course. (This total instructional responsibility is comprised of %Student+Teacher Enrollment and Full/Partial % of Instruction.) LEAs may choose to include the % of total instructional responsibility for students in grade 3 taking the PSSA Math and ELA and/or students in grades 3 and higher who are taking PASA if they want to use this system for SAS EVAAS to calculate the % Proficient/Advanced for the teacher specific achievement measure of Act 13.

Because grade 3 serves as a baseline for subsequent years of PVAAS reporting, PDE does not require third grade teachers to perform Roster Verification. As such, LEAs are not required to submit grade 3 data as part of this collection. However, some LEAs might choose to submit grade 3 data and verify third grade rosters. SAS EVAAS will calculate the % Proficient/Advanced for the teacher specific achievement measure of Act 13 for any rosters in the PVAAS roster verification system. LEAs may choose to include students and their respective teacher in grade 3 taking the PSSA Math and ELA and/or teachers and their respective students in grades 3 and higher who are taking PASA if they want to use this system for SAS EVAAS to calculate the % Proficient/Advanced for the teacher specific achievement measure of Act 13. This is an LEA decision.

## PIMS PVAAS Roster Verification Templates

The core of this data set comes from one PIMS template: *Staff Student Subtest*. The *Staff Student Subtest* template references several other PIMS templates for contextual and administrative data.

### **Staff Student Subtest**

The *Staff Student Subtest* template contains a list of instructional relationships. The specification for this template is in the Student Domain of the [*PIMS Manual Vol. 1*](https://www.education.pa.gov/Documents/Teachers-Administrators/PIMS/PIMS%20Manuals/2019-2020%20PIMS%20Manual%20Vol%201.pdf). The template captures one instructional relationship per record.

The *Staff Student Subtest* template should contain one record per instructional relationship associated with any grade 4-8 state assessment or Keystone exam.

PDE sends all of the fields in this template to SAS EVAAS for Roster Verification. Each record in this data set becomes a roster record in the PVAAS Roster Verification system.

### **Staff Template**

The *Staff* template contains a list of LEA employees and contractors along with their relevant demographic information. The specification for this template is in the Staff domain of the *PIMS Manual Vol. 1*. The template captures one person per record. Note that contractors are the exception to this rule, as all contractors can be represented in a single “catch-all” record using a fictitious Professional Personal Identification (PPID).

Only the Staff ID, and First Name & Last Name fields in the Staff template are relevant to Roster Verification. SAS EVAAS displays teacher names to make the Roster Verification process easier for teachers and administrators.

### **Student Template**

The *Student* template contains a list of students and their relevant demographic information. The specification for this template is in the Student domain of the *PIMS Manual Vol. 1*. The template captures one person per record.

Only a few fields from the Student template are relevant to Roster Verification. They are Student ID, First Name, Last Name, Date of Birth, and Current Grade Level. SAS EVAAS displays these data points, with the exception of birthdate, in the PVAAS Roster Verification system to make the Roster Verification process easier for teachers and administrators.

## Percentages of Instructional Responsibility

The following two data elements are the numbers that quantify instructional responsibility. Keep in mind that the two percentages combine to result in the overall percentage of instructional responsibility a teacher has for a student in a state assessed subject/grade or Keystone-designated course.

The product of the two percentages is what will ultimately weight students in PVAAS analyses and teacher-specific scores. The overall percentage of instructional responsibility accounts for the realities of an educational environment, where teachers and students moving and the fact that the instruction of students is often shared between teachers. The two percentages help teachers and administrators conceptualize those factors and quantify instructional responsibility.

### **Concurrent Enrollment / Instructional Relationship Weight**

Teachers move and change schools and LEAs/districts. Likewise, students move and change teachers, schools, and LEAs/districts. The Instructional Relationship Weight field in the *Staff Student Subtest* template is intended to account for this. In the PVAAS system, this is called the Percent Student + Teacher Enrollment. It is called Instructional Relationship Weight in PIMS. For example, when one student enrolls for half of the applicable instructional time with a teacher, that student will carry less weight in the teacher’s PVAAS measure as compared to a student that is enrolled for the entire applicable instructional time prior to the LEA’s testing window.

Instructional Relationship Weight is defined as the percentage of instructional days, from day one of a course/grade/subject to the last instructional day before the applicable assessment window opens in the LEA (or the last day of the course, whichever is sooner), in which the teacher and student are concurrently enrolled.



### **Percent Full/Partial Instruction / Instructional Responsibility Weight**

The range of approaches to of differentiated instruction, multi-tiered systems of support (MTSS), co-teaching, and team-teaching introduce several opportunities for instruction in assessed content areas to be shared by multiple teachers. The Instructional Responsibility Weight is designed to address shared instruction of a student among teachers. LEAs may use this percentage to reflect shared responsibility for instruction between any number of applicable teachers.

It is important to remember that Instructional Responsibility Weight is dependent on its respective Instructional Relationship Weight. That is, this percentage answers the question, “While the student and teacher were concurrently enrolled in the applicable course/grade/subject, how much of shared instructional responsibility did this teacher assume?”:

* The Instructional Responsibility Weight is 100 percent if there is only one Pennsylvania certified teacher who is fully responsible for the instruction while the teacher is concurrently enrolled with the student.
* The Instructional Responsibility Weight will be less than 100 percent if there is more than one Pennsylvania certified teacher who is responsible for the instruction of a student, such as co-teaching and team teaching.

In the PVAAS system, this is called the Percent Full/Partial Instruction. In PIMS, it is called Instructional Responsibility Weight.

## Reporting Strategies

This section provides strategic ideas employed by LEAs in the past. While these strategies are worth consideration, there are likely numerous other ways that an LEA can set itself up for a successful collection cycle. Ultimately, the management of PVAAS Roster Verification is an LEA responsibility and LEAs have the flexibility to manage that process as they see fit.

### **Start with the People**

Manually building rosters is one of the more complex and time-consuming tasks in the Roster Verification system. This PIMS collection is designed to prevent the need to do this by allowing LEAs to upload rosters into PIMS to use as a starting point. Because adjusting the percentage of responsibility is relatively quick and easy, LEAs can work from the list created by their Staff Student Subtest PIMS data and prevent the costly impracticality of refining their reporting systems so that the reports to PIMS are “perfect.”

PDE generally recommends that LEAs first determine how to connect the right teachers to the right students in the right state assessed subjects/grades/Keystone Exam content areas. Put another way, LEAs might start by making sure that they can create all of the *Staff Student Subtest* records, without immediate concern for the percentages which are updatable in PIMS and relatively easy to update in PVAAS Roster Verification. Some LEAs default all percentages to 100 percent during the PIMS collection and adjust them as necessary during the Roster Verification process. The approach is an LEA decision.

LEAs should work directly with their Student Information System (SIS) vendor and create reports that are more accurate. Accurate record keeping related to students, teachers, and courses/grades/subjects is a fundamental SIS function. The ability to collect and connect relevant data and inform decision-makers is extremely important.

### **Default Percentages**

Many LEAs choose to use default percentages in their PIMS reports, for several reasons:

* The calculations related to the percentages require school staff input during the roster process.
* LEAs may need more time to make policy and Act 13 implementation decisions related to percentages.
* LEAs may choose to push much of the decision-making to conversations that take place during the Roster Verification process.

LEAs should create reports that are as accurate as possible in their SIS. While the use of default percentages can be a valuable strategy when time is limited or when specific circumstances warrant the use of less automated processes, wholesale use of default percentages may place an unnecessary burden on teachers and administrators during roster verification. This balance must be considered.

### **Prioritize Percentages**

Ideally, LEAs will be able to generate *Staff Student Subtest* templates that contain all relevant records, with accurate percentages in every record. When this is impractical, LEAs may be compelled to prioritize their work and choose which percentage will receive the most attention in the local reporting systems. PDE generally recommends that LEAs focus on the Percentage of Concurrent Enrollment (aka Instructional Relationship Weight) first. Determining this value is conceptually straightforward and, given accurate and accessible data, this value can be derived from an LEA’s existing local data systems.

In many LEAs, the Percentage of Full/Partial Instruction (or Instructional Responsibility Weight) is determined through a series of conversations between teachers and administrators. Storing the quantified results of those conversations requires attention to details. An additional challenge comes from the dependent nature of this percentage. As discussed in the *Percentages of Instructional Responsibility* section, the Percentage of Full/Partial Instruction is dependent on the Percentage of Student+Teacher Enrollment. This makes it necessary to have an accurate Percentage of Student+Teacher Enrollment before moving on to the Percentage of Full/Partial Instruction.

### **Combining records: Granularity Issues**

Granularity issues often surface when LEAs build their reports to PIMS for this data set. The issues arise because of the challenges inherent in summarizing flexible instructional relationships. The PIMS *Staff Student Subtest* requires such a summary. That is, only one record can exist per student/teacher/assessment combination*.* However, many instructional relationships evolve over time: students are assigned support teachers part of the way through a course/grade/subject; Individualized Education Programs change; or co-teaching or team-teaching strategies can begin in the middle of a school year. When these things change, Instructional Responsibility Weights change. Many local data systems capture these changes by creating multiple records per student/teacher/assessment. Ultimately, all like data records in local systems will need to be combined into a single summary record for PIMS reporting. Work with your SIS vendor to determine how the SIS can leverage these calculations. This will save time for teachers, principals and district administrators. Here is an example to demonstrate this point:

Mrs. Gardner teaches Algebra I to Garry. Garry is assigned to Mrs. Gardner 25 percent of the way into her Algebra I course. Garry receives an IEP at the course midpoint. From that point until the end of the course, Mrs. Stafford provides IEP support to Garry and assumes 40 percent of Instructional Responsibility.

This is one way to visualize this scenario:



Many local data systems will store this information in a series of records like this: 

The two records for Gardner must inform a single, summary record for PIMS reporting. For example:



An LEA must determine a methodology for summarizing granular data and reporting to PIMS. PDE chose one of the most common methods utilized by LEAs for this example, weighted averaging, which results in the 73 percent Instructional Responsibility Weight. This is only an example. PDE does not prescribe a method for summarizing instructional responsibility. An LEA is not required to use a weighted averaging method.

## Gap Period

There is a roughly 6-8 week span of time between the end of the collection of the PVAAS data set in PIMS and the beginning of the PVAAS Roster Verification process. LEAs must be careful to track changes occurring during this gap period, even though they cannot submit the changes to PIMS. LEAs instead need to make the appropriate updates during the Roster Verification process. LEAs should also consider how they will make gap period changes known to teachers and administrators.

## Adding Previously Unreported Students to Rosters

The PVAAS Roster Verification system will only allow LEAs to include students that are reported to the PIMS *Student* template. PDE regularly sends new student records to the PVAAS vendor so that LEAs are able to find all students during Roster Verification.

If a student is not available in the Roster Verification search function, an LEA must report that student in the PIMS *Student* template (and all other applicable PIMS templates). This can be accomplished any time using the PIMS C6 Student Updates collection.

# Reports

## PIMSReportsV2

PIMSReportsV2 reports for this data set can be found at the following location:

PIMSReportsV2 > PVAAS‬

There are two sub-folders within this PIMSReportsV2 folder:

* Error Reports – These reports identify errors. Records identified in these reports are always errors that should be corrected in PIMS whenever possible. Errors left unaddressed in PIMS must be corrected in the PVAAS Roster Verification system.
* Validation Reports – These reports identify potential errors. Some types of errors are difficult to identify in the data. These reports are designed to bring an LEA’s attention to anomalies that might be errors. LEAs should review these reports and determine whether there are errors to address.

## PIMSReportsV2\_Sandbox

Validation reports related to this data set are in one PIMSReportsV2\_Sandbox folder: PVAAS.

# Appendices

## Appendix A – [PIMS Manuals and Calendar](https://www.education.pa.gov/DataAndReporting/PIMS/ManualsCalendar/Pages/default.aspx)

## Elementary/Secondary Data Collection Calendar

Due dates for collection windows and Accuracy Certification Statements are available in the PIMS Elementary/Secondary Data Collection Calendar.

## PIMS Manuals

Please reference these manuals for detailed information on the templates used to upload PVAAS data to PIMS.

## Appendix B – Reference

* Training materials and informational documents related to PVAAS and the PVAAS Roster Verification system are located on the [PDE PVAAS Roster Verification website](https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PVAAS/Roster/Pages/default.aspx).

## Appendix C – Contact

* PIMS Application Support (Questions related to PIMS uploads): 1-800-661-2423.
* PVAAS Support Team (Questions related to PVAAS policy): pdepvaas@iu13.org.
* PIMS Data Collection Team (Other questions or concerns):
RA-DDQDataCollection@pa.gov.