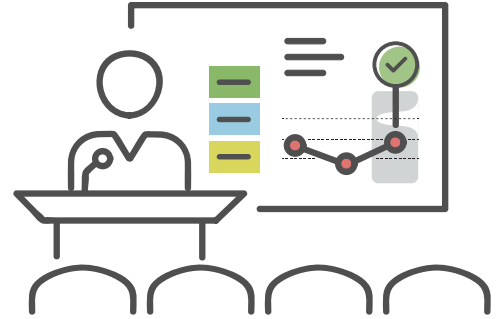




# Communicating PVAAS to Your School Board and Community



School board and community members have a vested interest in quality student performance. Value-added data is meaningful information for school boards and LEAs/districts. PVAAS reporting is complementary data to add information yielded from other data tools, such as PSSA Data Interaction by eMetric (PSSA and Keystone data), Classroom Diagnostic Tools (CDTs), benchmark assessments, and locally administered assessments.

Many board and community leaders are from business and industry. These leaders may already be familiar with the concept of value-added analysis in a business context. They recognize the benefits of using data to inform business decisions. Enlist their support in using PVAAS data to inform education decisions.

Communicating information about PVAAS can add a new dimension to understanding student performance in your LEA/district. Across the Commonwealth, LEAs/districts have shared PVAAS reporting with local school boards and community audiences. The following are suggestions for effective communication with your school board and community.

## Develop a District/LEA Implementation and Communications Plan

It is important to communicate the concept of value-added analysis and its benefits. PVAAS growth data is fundamentally different from achievement data. Many people may be newer to the concept of using PVAAS growth data for decision-making; therefore, constituencies may require different levels of understanding of the concept of growth data and the importance of using this information to gain a comprehensive picture of student performance. Some constituencies may wish to see the actual LEA/district and school reports, while others will be interested in what your LEA/district plans to do with the data to continue its support of successful academic growth and/or make changes to educational programs for improved academic growth.

Plan carefully if your LEA/district decides to discuss the concept of teacher value-added reporting. Remember: these are data used towards teacher evaluation, which is a confidential process. Act 13 states that “An employee’s individual rating form shall not be subject to disclosure under the act of February 14, 2008 (P.L. 6, No. 3), known as the Right-to-Know Law.” It is important to have a clearly defined implementation and communications plan in place.

## Considerations for a Communications Plan

### Define key audiences and constituencies

1. Who needs information on the value-added analysis concept and its benefits?
2. Who needs information on the local analysis of PVAAS LEA/district and school data?
3. Who needs detailed information on the LEA's/district's data in the context of continuous improvement?



## Define Key Influencers

1. Identify members of your key constituencies who can assist you with communication efforts.
2. Involve these “influencers” and provide training opportunities to build their understanding and gain their support in the use of growth data along with achievement data.

## Keep Your Message Simple

PVAAS may be a new concept for some of your constituents. Be sure that your key message points are clear and easy to understand. Avoid educational jargon and technical terms that are confusing. It may be helpful to determine two or three key message points in your PVAAS data and illustrate those using basic charts and graphs.

### **Suggested Approach: Go for the Big Ideas and Remember the Audience**

1. Start with the PVAAS scatterplots – achievement versus growth
2. Summarize data from key reports
  - a. District Value-Added: Using Comparison feature to add data for individual schools (for large LEAs/districts with multiple elementary or secondary schools)
  - b. District Projection Summary

### **Develop Strategies to Deliver Your Key Message Points and PVAAS Information**

How will you disseminate your message points to various audiences?

1. What information will be provided at a school board meeting?
2. What information will be provided in LEA/district newsletters?
3. What materials will be provided in print form versus digital or online form?
4. How will the meaning of the results be communicated?
5. How will the plan of action regarding areas of strength be communicated?
6. How will the plan of action regarding areas of need be communicated?

### **Communicate District/LEA and School Goals and Objectives**

1. Communicate expectations for PVAAS data usage at the LEA/district and school levels to make data-informed decisions.
2. Develop a process for report analysis at the LEA/district, school, grade, and student levels.
  - a. Identify personnel who will have access to PVAAS reports
  - b. Develop a timeline for the administrative team to analyze reports
  - c. Develop a timeline for analyses with staff
  - d. Develop a timeline for change implementation



PVAAS data  
illustrates where  
**progress is  
occurring.**

## Highlight Areas of Strength and Plan for Areas of Need

PVAAS data illustrates where progress is occurring. An initial focus on your LEA's/district's or school's strengths shows where academic growth is being made and allows you to investigate and, perhaps, replicate the factors contributing to that growth. For areas of need, be sure you are ready to communicate a plan of action for further investigating any area of need and sharing action steps to address those needs.

## Additional Resources

Links to numerous resources can be found on the [PVAAS login page](#). For additional information, you may also contact the PVAAS Statewide Team for PDE via email ([pdepvaas@iu13.org](mailto:pdepvaas@iu13.org)) or phone (717-606-1911).