![Pennsylvania Department of Education logo]
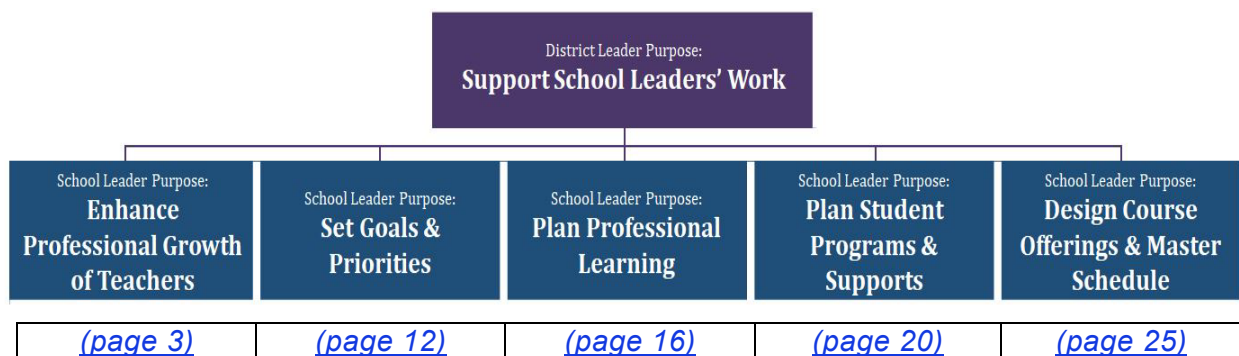
Key Questions and Evidence of Practice

LEA/District Leaders Supporting School Leaders in Their Work

LEA/District leaders have many roles in which PVAAS can inform their work. One important role of LEA/district leaders is guiding and supporting school leaders in their work as well. This responsibility requires LEA/district leaders to be skilled in engaging school leaders in supportive and targeted discussions, spanning topics in which PVAAS reports can be used "on purpose for a purpose" to inform that work.

So, what is the work in which school leaders typically engage where PVAAS reports are useful? School leaders typically engage in work to (1) enhance the professional growth of teachers, (2) set goals and priorities, (3) plan professional learning, (4) plan student programs and supports, and (5) design course offerings and the master schedule.

You, as the LEA/district leader, can support your school leaders by engaging them in thoughtful questioning and discussion of evidence that PVAAS is being used effectively in each of these areas!

This document, *Key Questions and Evidence of Practice*, addresses each of the "purposes" of school leaders, providing topics for targeted questioning to assist you, as an LEA/district leader, as you engage with your school leaders in supportive conversations about their work.

District Leader Purpose: **Support School Leaders' Work**				
School Leader Purpose: **Enhance Professional Growth of Teachers**	School Leader Purpose: **Set Goals & Priorities**	School Leader Purpose: **Plan Professional Learning**	School Leader Purpose: **Plan Student Programs & Supports**	School Leader Purpose: **Design Course Offerings & Master Schedule**
(page 3)	*(page 12)*	*(page 16)*	*(page 20)*	*(page 25)*

This document may be used as a stand-alone resource, or as a supplement to a webinar recording available on this same topic. You can access this recording (available in or about December 2022) by clicking on District Leaders link under the Using PVAAS section of the [PVAAS login page](#).

Getting Started

FIRST:
- Know which key PVAAS reports will help school leaders with each purpose of their work
- Know the questions that can be answered using those key reports
- Know the importance of school leaders using the *Digging Deeper into Content Areas* resources

THEN:
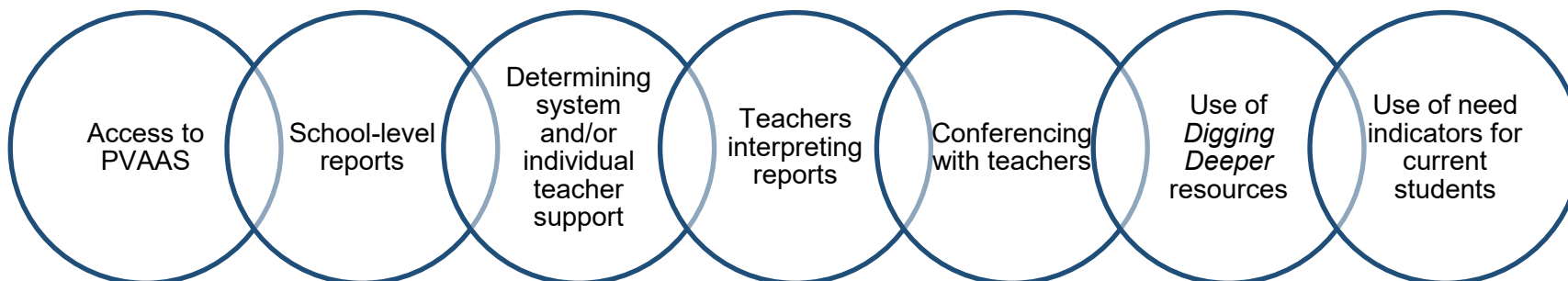- Ask key questions, looking for and discussing evidence of practice with your school leaders

Key Questions and Evidence of Practice: Enhance Professional Growth of Teachers

This section focuses specifically on the school leader's purpose of enhancing the professional growth of their teachers. Key questions and evidence of practice are provided to assist the LEA/district leader in engaging the school leader in meaningful discussions.

District Leader Purpose:
Support School Leaders' Work

| School Leader Purpose: **Enhance Professional Growth of Teachers** | School Leader Purpose: **Set Goals & Priorities** | School Leader Purpose: **Plan Professional Learning** | School Leader Purpose: **Plan Student Programs & Supports** | School Leader Purpose: **Design Course Offerings & Master Schedule** |

Topics for Targeted Questioning

There are 7 distinct topics around which key questions can be posed in supportive discussions with school leaders to enhance the professional growth of their teachers. Key questions are provided for each of these topics, as well as examples of evidence of practice to ensure accountability. LEA/District leaders can pose these questions to guide and support school leaders.

Access to PVAAS — School-level reports — Determining system and/or individual teacher support — Teachers interpreting reports — Conferencing with teachers — Use of *Digging Deeper* resources — Use of need indicators for current students

Access to PVAAS

Key Questions	Evidence Examples

1. How do you ensure that all teachers have access to their PVAAS individual teacher reports, so that they can review these reports once available?
 	
    a. Do new staff have PVAAS accounts?
 	
    b. Do accounts have the correct permissions/access?
 	
    c. Do accounts include access to student-level data?
	▪ Check to ensure that each staff member has the access level that is appropriate for them
	▪ Check usage report within the PVAAS system
	▪ All teachers access their reports annually
	▪ Prior to conference with school administrator, teachers have viewed their reports
	▪ Teachers can demonstrate access to their reports while on PVAAS site

School-level Reports

Key Questions	Evidence Examples
1. How and when do you share the PVAAS school-level reports with your staff to provide them with a school-level view of growth and projections at the grade and subject levels?	▪ Faculty meeting agendas, or grade-level/subject-level meeting agendas, indicate time spent teaching and supporting teachers in understanding school reports and how they can be used to plan for current students (prior to release of reports – as refresher in preparation for report release) ▪ Faculty meeting agendas indicate time spent reviewing and analyzing reports upon release (annually each fall after release) ▪ PowerPoint presentations and other related materials are used by school leaders for presentations of school-level data ▪ School-level goals and focused priorities are reflective of information provided through PVAAS growth and projection reports. Quantitative goals include both achievement and growth targets.
2. How do you guide your K-3 teachers and/or your non-core subject teachers to share in the ownership of this school-level data?	▪ Use the data to establish annual school-level goals and/or focused priorities shared by all staff ▪ Goals/Priorities are published and communicated ▪ Goals/Priorities are revisited throughout the year as progress towards goals is measured and monitored ▪ PLC focus topics or schedule points to time allocated for this work ▪ Require all subject/department meetings (inclusive of K-3 and non-core subjects) to address data findings in their data meetings to support school-level goals and priorities ▪ Use of vertical planning teams to establish schoolwide goals and priorities

Determining System and/or Individual Teacher Support

Key Questions	Evidence Examples

1. What have you learned by examining your School Teacher Summary and your Teacher Lists?
  a. What patterns did you see in each subject and grade?
  b. Have you been able to discern where you have school-wide issues to address vs. needs for support to individual teachers?
     ▪ In what subject areas?
     ▪ In what grade levels?
  c. Do you have teachers in your school whose students, on average, are exceeding the growth standard, and if so, how are you capitalizing on that?
  d. How are you communicating support needs to your teacher leaders without compromising teacher confidentiality?
  e. What actions do you plan to take based on these two reports?
	▪ Principal is able to identify which teachers are in need of additional support
	▪ Principal is intentional in choosing teachers as cooperating teachers, mentor teachers, grade level/department chairs, providers of professional learning, peer coaches, committee members and chairs, etc.
	▪ Principal is able to articulate how the multiple measures provide varied information on teacher growth
	▪ Principal is able to articulate to teacher leaders (coaches, etc.) what types of supports might be helpful at both the school and teacher levels without violating confidentiality

Teachers Interpreting Reports

Key Questions	Evidence Examples
1. Have all teachers received training on interpreting their PVAAS teacher-specific reports? When and how?	- e-Learning for PVAAS Teacher-Specific Reports is used - Faculty meeting agendas indicate training on teacher-specific reporting - In-service days or early dismissal topics have targeted training specifically on teacher-specific reports - Induction program includes teacher-specific reports - Documentation that all teachers have participated in training exists, including those teachers who are new to a tested grade level and subject, or new to the LEA/district/school
2. Are all teachers able to interpret their reports? a. Are all teachers aware of the key reports that are relevant to their work? If so, how did you accomplish that? b. Do all teachers understand the difference between their Value-Added report and their Diagnostic report? c. Do all teachers know and understand the similarities and differences between the school value-added reports and teacher value-added reports?	- Teachers can state what the growth colors mean - Teachers understand and can demonstrate how to toggle to different views of their reports - Teachers of multiple subjects are able to discuss differences in the growth of their students across subjects and/or grades - Teachers use their Value-Added and Diagnostic reports to identify areas of strength and areas for improvement in their instructional practices - Teachers are aware of and use the teacher-level questions in the Digging Deeper Guides(s) to identify variables contributing to strengths, as well as areas of need, as evidenced in their data - Teachers create Custom Student Reports and bridge to their diagnostic report to plan for current students - Teachers understand the connection between the roster verification process and their teacher-specific reporting - Teachers initiate discussions about their reports and ask for support where needed

Teachers Using Reports

Key Questions	Evidence Examples
1. How do you engage your teachers in the use of their PVAAS Teacher Value-Added and Diagnostic reports? Describe the process you use.	- Principal has documentation of annual conference schedule - Principal is able to discuss how conversations about PVAAS reports might be combined with other conferences for efficiency and connectedness - Principal engages in conversations with every teacher who receives reports on an annual basis - Principal engages each teacher in bridging the findings from their Value-Added and Diagnostic reports to their current students - Principal includes the use the Digging Deeper resources to determine root causes in conversations with teachers - Principal supports the use of the Custom Student Report to apply root cause finding(s) to current students - Other school leaders (coaches, teacher leaders, etc.) provide support to teachers in how to use their reports (without having access to individual teacher reports)
2. How do you ensure that your teachers understand their composite?	- Provide (electronically or in print) composite information to all teachers through "Help" on the PVAAS site - All teachers who receive reports view the PA Data Powershot on *Understanding Teacher Composites*
3. Do you use the PVAAS teacher-specific reports in connection with guiding teachers to develop relevant and targeted goals? If so, what is an example of that?	- Goals for individual teachers reflect what teachers have learned from the analysis of historical student growth data - Target students where there is sufficient evidence that groups of students, on average, are not meeting or exceeding the growth standard

Conferencing with Teachers

Key Questions	Evidence Examples
1. Are you engaging annually in conversations with each teacher who receives PVAAS teacher-specific reports? Is each data conversation ending with an action plan for that specific teacher?	▪ Teacher conference schedule is established and available ▪ Principal can speak to how and when they hold the conversations; this may include part of 13-1 conference for teachers with a 3-year composite ▪ Plan is established for annual conferencing with teachers who do not have 3-year composite ▪ Principal has all teachers creating and using the Custom Student Report to facilitate action planning for current students in the current year ▪ Principal has documentation of action plans for individual teachers ▪ Action plans have considered information learned from PVAAS teacher and school growth and projection reports

Digging Deeper Guides

Key Questions	Evidence Examples
1. How do you have staff using the Digging Deeper Guides?	▪ In data meetings and data analysis discussions, the Digging Deeper Guides are used to explore and determine root cause(s) for both areas of strength, as well as areas of need. ▪ Digging Deeper Guides are accessed and used intentionally to plan for current students ▪ Action plans and/or focused goals are chosen based on thoughtful and thorough consideration of all possible variables leading to root cause(s)
2. How do you have staff use the school-level sections for grade-level/subject-level discussions?	▪ In grade-level/subject-level meetings, staff intentionally use the school-level section to examine variables contributing to student outcomes ▪ Variables identified are narrowed to highest potential impact and then applied to current planning for students at the grade/subject-level ▪ PLC topics are focused on identified areas for improvement; there is a targeted focus based on data
3. How do you have teachers use the teacher-level sections during conversations and also for individual reflection?	▪ Teachers are asked to highlight or circle all questions for further discussion, either before or after the conversation with school leader ▪ During conversations with school leaders, teachers are open to considering a variety of variables and often initiate ideas based upon their "study" of this section ▪ Teachers use questions to narrow their own professional learning goals for the year ▪ Teachers use questions to narrow focus in requesting feedback and support from peer coaches, instructional coaches, supervisors, principals, etc.

Use of Need Indicators for Current Students

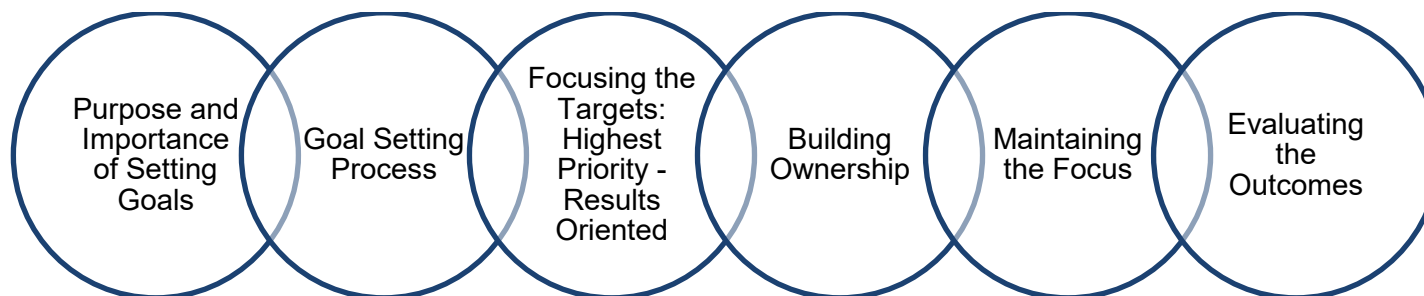| Key Questions	Evidence Examples
1. Are teachers creating Custom Student Reports to apply their growth report analysis and root cause identification to their current students?	▪ Custom Student Reports are created by or for each relevant teacher as soon as data is available ▪ Differentiation of instruction, as well as decisions regarding needs for tiered support, consider projection data inclusive of PVAAS Custom Student Reports as one source of data
2. How have you facilitated this process?	▪ Created Custom Student Report for, or with, each teacher ▪ Provided directions for each teacher to create their own report through use of HELP menu on PVAAS login page ▪ In classroom observations, looked for evidence of the use of PVAAS student projections in grouping decisions, differentiated instruction actions, etc. ▪ Feedback provided to teacher during classroom walk-throughs ▪ Formal observations are indicative of knowledge of the teacher's PVAAS reporting

Key Questions and Evidence of Practice: Set Goals and Priorities

This section focuses specifically on the school leader's purpose of setting goals and priorities. Key questions and evidence of practice are provided in this document to assist the LEA/district leader in engaging the school leader in meaningful discussions.

District Leader Purpose:
Support School Leaders' Work

| School Leader Purpose: **Enhance Professional Growth of Teachers** | School Leader Purpose: **Set Goals & Priorities** | School Leader Purpose: **Plan Professional Learning** | School Leader Purpose: **Plan Student Programs & Supports** | School Leader Purpose: **Design Course Offerings & Master Schedule** |

Topics for Targeted Questioning

There are 6 distinct topics around which key questions can be posed in supportive discussions with school leaders to set goals and priorities. Key questions are provided for each of these topics, as well as examples of evidence of practice to ensure accountability. LEA/District leaders can pose these questions to guide and support school leaders.

- Purpose and Importance of Setting Goals
- Goal Setting Process
- Focusing the Targets: Highest Priority - Results Oriented
- Building Ownership
- Maintaining the Focus
- Evaluating the Outcomes

Purpose and Importance of Setting Goals

Key Questions	Evidence Examples

1. How do you communicate to all staff the purpose and importance of setting annual goals and priorities?
   a. How do you identify key stakeholders to engage in the collaborative process of setting goals and priorities?
   b. Who is involved in the goal setting process?
   c. How do you engage teachers in collaborating on goal setting?
   d. How do you discuss the goals and priorities with the building as a whole, or with specific groups of teachers, to convey the reason and purpose of goal setting?
   e. How do you ensure that all grade levels develop one or more goals or priority targets for the year?
	▪ Every grade level/subject in the building develops a grade level/subject level focus for the current school year
	▪ Grade levels/departments provide written goals and priorities that are posted, communicated, or otherwise are in evidence
	▪ All goals and priorities are reviewed with the principal (or appropriate school leader) for consensus
	▪ If asked, teachers can identify the focus of their grade/subject for the school year

Goal Setting Process

Key Questions	Evidence Examples

1. What is the process used to engage groups of educators in examining their data to identify patterns?
   a. Do your staff meet (by grades/subjects) to set goals and priorities on an annual basis?
   b. Do your staff know the importance of developing goals and priorities that take into account both achievement and growth?
   c. Do your staff know which key PVAAS reports to analyze?
   d. Do your staff know how to identify patterns across grades/subjects and varying achievement levels of students?
   e. Do your staff know how to use other data sources in determining insights and patterns?
	▪ Grade-level/subject-level data teams meet annually to consider both achievement and growth data, resulting in written targets for that grade/subject for current school year (completed as soon as possible following annual release of PVAAS reports)
	▪ Staff use key reports in goal setting meetings (School Value-Added, School Diagnostic, School Projection Summary) to determine appropriate goals and priorities
	▪ Staff can identify patterns in growth that, if appropriate, result in goal setting for specific groups of students (students with a history of higher or lower achievement, historically underperforming cohorts of students, etc.)
	▪ If asked, staff can identify the data sources used in the developing their goals and priorities

Focusing the Targets: Highest Priorities – Results Oriented

Key Questions	Evidence Examples
1. How do you ensure that goals and priorities are focused on "what matters most" and are results-oriented? a. In other words, how do you ensure that the agreed upon goals and priorities are of the highest priority relative to the data analyzed (i.e., "biggest bang for your buck" vs. "the low hanging fruit")?	▪ Goals and priorities established reflect a thorough consideration of multiple data sources ▪ Written goals and priority statements are results-oriented ▪ Quantifiable and measurable goals are related to both achievement and growth ▪ Targets (goals/priorities) represent "what matters most" ▪ Teachers can identify why they chose the goal or priority over another (referring to data sources and patterns noted in data)

Building Ownership

Key Questions	Evidence Examples
1. How do you build ownership of the established grade-level/subject-level goals and priorities across all staff (e.g., teachers of special subjects, non-core subject teachers, etc.)?	▪ Grade-level/subject-level goals are posted in faculty rooms, offices, etc. ▪ Faculty meeting agendas indicate initial communication of school-wide goals at all grade levels and across all subject levels ▪ Faculty meeting agendas show that goals are revisited throughout the year by sharing data related to the monitoring of progress towards the goals ▪ Special area and non-core teachers are aware of the goals and priorities and have identified steps in their content areas that support the intentional focus of those goals and priorities

Maintaining the Focus

Key Questions	Evidence Examples
1. How do you and your staff engage in maintaining a laser-focus on the established goals and priorities?	▪ Grade level/subject level team meeting agendas demonstrate actions which support the written goals and priorities ▪ PLCs focus on the actions determined to be critical in meeting the established goals and priorities ▪ On-going data meetings are held, and agendas demonstrate that progress towards set goals is monitored regularly (formal progress monitoring measures, formative, summative, benchmark, and diagnostic assessments used)

Evaluating the Outcomes

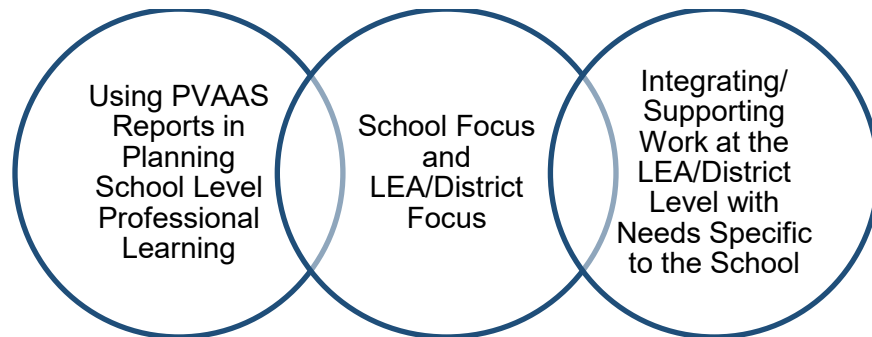| Key Questions	Evidence Examples
1. How do you and your staff engage in monitoring the ongoing progress and ultimate achievement of these goals?	▪ End of year meeting is held to revisit goals and evaluate achievement of the goals and priorities established ▪ For example, school-year goals and priorities established in in beginning (fall) of the school year 　○ End of school year (spring): How did we do based on the data available to us at this point? 　○ Fall of next school year: What does our PSSA/Keystone/PVAAS data tell us regarding how we did in meeting our targets? 　○ Using that information, we continue the cycle to set goals and priorities for the next school year.

Key Questions and Evidence of Practice: Plan Professional Learning

This section focuses specifically on the school leader's purpose of planning professional learning. Key questions and evidence of practice are provided to assist the LEA/district leader in engaging the school leader in meaningful discussions.

Topics for Targeted Questioning

There are 3 distinct topics around which key questions can be posed in supportive discussions with school leaders to plan student programs and supports. Key questions are provided for each of these topics, as well as examples of evidence of practice to ensure accountability. LEA/District leaders can pose these questions to guide and support school leaders.

Using PVAAS Reports in Planning School Level Professional Learning

Key Questions	Evidence Examples

1. What have you identified from the School Value-Added and Diagnostic reports about professional learning needs at your school, at both the subject and grade levels?
   a. How have you collaborated with staff regarding professional learning needs based on data?
2. What have you identified from the student projection reports (School Projection Summary) that inform professional learning needs?
   a. How have you collaborated with staff regarding professional learning needs based on data?
3. How have you translated those needs into professional learning opportunities?
   a. What professional learning opportunities currently exist?
   b. What professional learning opportunities can or should be created in order to address school-specific needs?
   c. How are you maintaining a focus on identified areas of need?
	▪ School leader is able to discuss how the School Value-Added, Diagnostic, and Projection Summary reports were used to identify needs
	  o School leader is able to identify subject-level and grade-level priorities, and any patterns of growth in varying achievement levels of students
	▪ School leader has evidence in faculty meeting agendas that the information is shared and discussed with staff, and used in planning an array of professional learning opportunities
	  o Teachers can report the identified priorities, as determined by data
	  o School leader can provide evidence of available professional learning time devoted to priorities identified in the data *(Example: Act 80 in-service time available for site-based professional learning, planned as year-long focus)*
	▪ School leader can discuss relationship between SPM focus and identified areas for professional learning
	▪ School leader has guided staff in PLC focus (grade-level/subject-level) correlated with identified needs, as determined by data
	▪ School leader articulates various opportunities where professional learning takes place (job-embedded), as determined by data
	  o Existing forums
	  o Newly created opportunities
	▪ School leader can provide evidence (meeting agendas, etc.) that teacher leaders are aware of and supporting the identified priorities
	  o Coaching focus
	  o Data meeting agendas
	▪ Peer coaching and/or differentiated supervision opportunities are reflective of established priorities, as determined by data
	▪ Approval for conference/workshop attendance is tightly aligned to identified needs, as determined by data

School Focus and LEA/District Focus

Key Questions	Evidence Examples

1. Are you aware of how your school-level reports compare with LEA/district-level reports? *(Note: Access to PVAAS LEA/district reports is an LEA decision. Your role is to provide access or share information as appropriate.)*
    a. What have you learned?
    b. Compared to other schools in the LEA/district, are you finding similar patterns? If so, where are the similarities? Where are the differences?
    c. How are you using this comparison data in your planning for professional learning opportunities specific to your school?
	▪ School leader is aware of how their school's professional learning needs are, or are not, aligned with LEA/district priorities
	    o Can point out differences on their own PVAAS school reports (Value-Added, Diagnostic, and Projection Summary)
	      ▪ Example: "While ELA is the priority focus at the LEA/district level, my school level reports do not mirror that focus."
	      ▪ Example: "While students with a history of higher achievement in Math at the LEA/district level are exceeding the growth standard, this is not true in my school."
	
	 ▪ School leader is able to provide evidence of professional learning opportunities that are specifically related to the differences between LEA/district-level priorities and school-specific priorities

Integrating/Supporting Work at the LEA/District Level with Needs Specific to the School

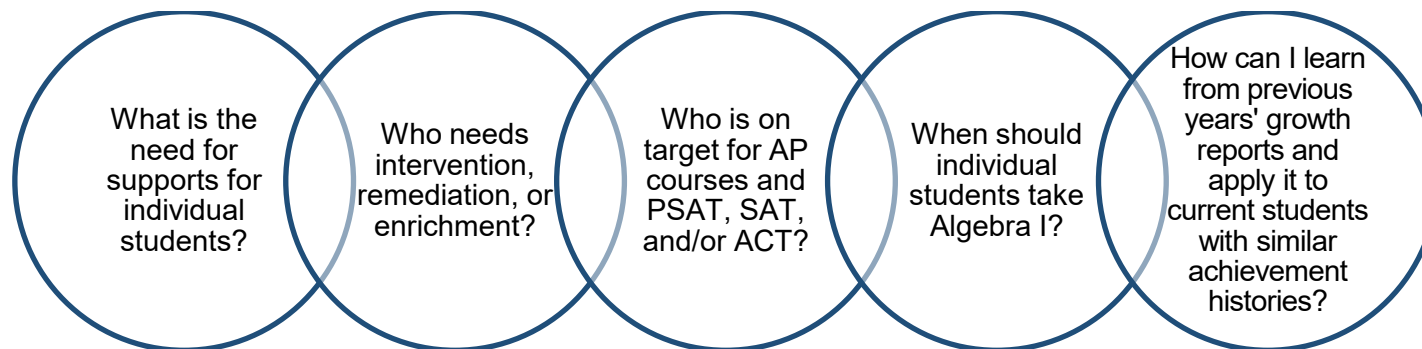| Key Questions	Evidence Examples

1. What are you doing at the school level in support of identified LEA/district priorities?
a. Regardless of and relative to degree of alignment between school and LEA/district-level focus
• If shared priorities, how are you building on LEA/district-level work?
• If not shared, how are you continuing to keep the LEA/district focus on the "radar"?
	Similar Alignment
	▪ School-level professional learning opportunities build on the LEA/district level
	  o Follow up for school-level focus at Act 80 days
	  o Further customized focus to go deeper at school level
	
	Difference in Alignment
	▪ Visual "reminders" of LEA/district-level focus
	▪ Debrief opportunities at grade level/faculty meeting/department level meetings following LEA/district-level sessions
	▪ School level representatives have opportunities to share with colleague's status of LEA/district-level work
	
	More Evidence Examples
	▪ School leader shows evidence of finding various opportunities to address needs SPECIFIC to the school level (meeting agendas, support documentation)
	  o In-class support through teacher leaders and coaches through documentation of work
	  o Feedback from walk-throughs focused on identified targets
	  o Evidence of *Digging Deeper* resources used at grade-level/subject-level meetings for enhancing knowledge and skills related to curriculum, instruction, assessment, and organization (CIAO)
	  o Building-level goals and priorities and professional learning topics are aligned
	  o Opportunities for customized learning are communicated
	    ▪ Online webinars
	    ▪ Research articles shared
	    ▪ Teachers report to faculty on new learning from workshop/conference attendance

Key Questions and Evidence of Practice: Plan Student Programs and Supports

This section focuses specifically on the school leader's purpose of planning student programs and supports. Key questions and evidence of practice are provided in this document to assist the LEA/district leader in engaging the school leader in meaningful discussions.

Topics for Targeted Questioning

There are 5 distinct topics around which key questions can be posed in supportive discussions with school leaders to plan student programs and supports. Key questions are provided for each of these topics, as well as examples of evidence of practice to ensure accountability. LEA/District leaders can pose these questions to guide and support school leaders.

What is the Need for Supports for Individual Students?

Key Questions	Evidence Examples

1. Where are your students falling in terms of needs for supports? How are you using the School Projection Summary to guide your decision-making around both school-level and individual student-level planning?
2. How are you and your staff using the School Projection Summary to determine intervention and support needs at multiple (tiered) levels of support?
   a. For example, does student projection data at the subject and grade levels indicate need for strengthening Tier 1 support to meet needs of individual students? Or, is Tier 1 working for most students with individual students needing supports at Tiers 2 and/or 3?
3. Do your staff understand how to use the School Projection Summary report to drill down to the student level, and can they accurately interpret an individual student's projection?
	▪ School leader is able to discuss how the School Projection Summary is used for "big picture" planning – i.e., how many students/percentages of students are within ranges of less than 40%, 40-70%, and greater than 70%?
	▪ School leader has evidence in agendas (from meetings, PLCs, professional learning) that this information is shared and discussed with staff and used in planning
	   o Example: faculty meeting agenda in October/November once data is released, professional learning topic, grade level/department team meeting agendas
	▪ Teachers can discuss the School Projection Summary report and what it means to them as a grade level/department in terms of planning for individual students at both school and classroom levels
	▪ Teachers can demonstrate how to access the School Projection Summary report for their grade and subject level
	▪ Teachers can demonstrate how to access a student's projection (Child Success Summary or individual Student Projection Report) through School Projection Summary or other means

Who Needs Intervention, Remediation or Enrichment?

Key Questions	Evidence Examples

1. What supports are you offering and/or planning for students in the probability range 40-70%? Who are those students?
   a. For PSSA
   b. For Keystones
2. What supports are you offering and planning for students in probability range of less than 40%? Who are those students?
   a. For PSSA
   b. For Keystones
3. How are you using "projections to Advanced" reports to plan for enrichment? What percentage of your students need enrichment? Who are those students?
	▪ School leader can produce and has cross-matched students with probabilities to proficiency (less than 70%) with lists of students receiving support services and programs
	▪ School leader can produce and document that learners in need of enrichment are identified and receiving support services through enrichment opportunities within and/or outside of the classroom
	▪ School leader can provide documentation and evidence that the School Projection Summary has been shared with staff
	▪ Teachers know how to access and drill down to the student level (meeting agendas, professional learning topics, etc.)

Who is on Target for AP Courses and PSAT, SAT, and/or ACT?

Key Questions	Evidence Examples

1. How are you using the School Projection Summary report to assess college readiness needs? How are you using this report for AP, PSAT, SAT, and ACT planning in each of these areas?
   a. Are your teachers aware of this report and using it in planning?
   b. Are your school counselors aware of this report and using it effectively in working with individual students and families?
   c. Are staff aware that projections to AP courses and PSAT are available as early as grade 6?
   d. Are staff aware that projections to SAT and ACT are available starting in grade 9?
   e. Are teachers and school counselors using individual Student Projection reports or Child Success Summaries in conversations with individual students and families?
   f. Are teachers using individual Student Projection reports or Child Success Summaries in planning instruction for individual students?
   g. How are these reports informing scheduling and course selection for individual students?
	▪ Teachers are able to interpret the School Projection Summary report
	   o Can identify which AP courses have projections; teachers of those courses can demonstrate how to access and select reports as needed
	▪ In conversations with students and families, school counselors are using individual Student Projection reports or Child Success Summaries to assist with course selection, career planning, etc.
	▪ Families and students ask for their individual Student Projection reports or Child Success Summaries as part of college planning
	▪ Principal/school leaders are able to describe the use of these reports in enhancing the quantity and quality of AP course offerings
	▪ AP course teachers are able to speak to how they are differentiating instruction within the AP course to address students' support needs for reaching a score of 3 or higher

When Should Individual Students Take Algebra I?

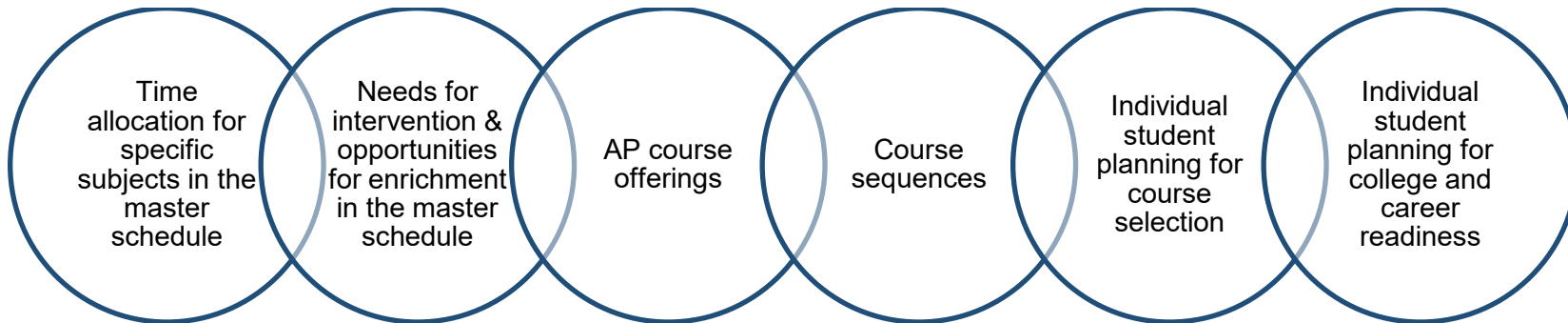| Key Questions	Evidence Examples

1. How are you and your staff making decisions about when students should take Algebra I?
   a. What goes into making that decision, i.e., what data do you consider?
   b. To what degree are PVAAS student projections to the Keystone Algebra I exam considered?
   c. To what degree are PVAAS student projections to reaching Advanced in Math considered?
   d. What weight does the student's projection hold relative to other criteria?
   e. How are you using projection data, available as early as grade 6, in making that decision?
   f. How are you guiding your staff to understand that the PVAAS student projection is more reliable than the student's last PSSA score alone?
	▪ School leaders can clearly identify the factors that go into determining when a student should take Algebra I, i.e., can identify the decision-making process, including criteria, data sources, etc.
	   ○ A written description is available and known by all key stakeholders
	▪ School leader can discuss (or has documentation of) how the PVAAS student projection is considered and weighted along with other criteria in making the decision
	▪ School leader engages in cross-checking course enrollment with student's individual projections to ensure proper placement
	   ○ Any inconsistency can be readily explained by staff involved
	▪ There is evidence in agendas and/or meeting summaries that staff have been apprised of the critical importance of using a student's PVAAS projection to Keystone Algebra I, i.e., evidence that professional learning regarding projections has occurred

Key Questions and Evidence of Practice: Design Course Offerings and Master Schedule

This section focuses specifically on the school leader's purpose of designing course offerings and the master schedule. Key questions and evidence of practice are provided in this document to assist the LEA/district leader in engaging the school leader in meaningful discussions.

Topics for Targeted Questioning

There are 6 distinct topics around which key questions can be posed in supportive discussions with school leaders to design course offerings and the master schedule. Key questions are provided for each of these topics, as well as examples of evidence of practice to ensure accountability. LEA/District leaders can pose these questions to guide and support school leaders.

Time Allocation for Specific Subjects in the Master Schedule

Key Questions	Evidence Examples

1. How do you use PVAAS reports to assist you in designing and revising the master schedule?
2. How does the School Launchpad information help you in decision-making regarding the master schedule? What does your School Launchpad tell you about student growth in ELA, Math, and Science (PSSA grades 4-8 and Keystones)?
   a. Is the instructional program working for all students? For students with varying achievement histories?
   b. What patterns are noted across subjects? Across grades?
3. What does your School Projection Summary tell you about master schedule needs?
4. How do you use this information to help inform decisions about the master schedule?
   a. Does the master schedule allocate appropriate and sufficient time to all subjects?
	▪ School leader is able to identify growth trends and patterns in School Launchpad at both the grade and subject level
	▪ School leader is able to discuss achievement probabilities available on School Projection Summary
	▪ School leader is able to make a connection between the impact of time allocation in master schedule and student growth and achievement
	▪ School leader is able to discuss the process they use to annually assess revisions and improvements needed to the master schedule
	▪ School leader is able to discuss how the master schedule is adjusted annually based on PVAAS student projection reports, including planning for number of sections of a course
	▪ School leader is able to produce the master schedule and has evidence that all teachers are adhering to allocated time(s) in the master schedule

Needs for Intervention & Opportunities for Enrichment in the Master Schedule

Key Questions	Evidence Examples
1. How do you use the School Launchpad and the School Projection Summary reports in determining the design of a master schedule that provides time for intervention, as well as enrichment? 2. How do you use these reports in identifying students for intervention and enrichment? 3. How do you make staffing decisions that align with PVAAS student projections?	▪ School leader is able to use the School Launchpad and School Projection Summary reports to determine if efforts need to be focused on Tier 1 and/or Tiers 2 and 3 support ▪ School leader is able to interpret the PVAAS Diagnostic data and Projection Summary data to identify the proportion of students in need of intervention or enrichment support ▪ School leader is able to discuss how the master schedule is adjusted annually based on PVAAS student projection reports, including planning for number of sections in a course ▪ School leader uses PVAAS student projection reports to substantiate staffing needs for specific courses/subjects

AP Course Offerings

Key Questions	Evidence Examples

1. How are you using PVAAS Projection Summary reports to determine the following?
   a. Are we offering the appropriate number of AP courses? Should we offer additional AP courses? In which subjects?
   b. Do we have sufficient numbers of students enrolling in AP courses?
   c. Are sufficient numbers of students taking the AP exams?
   d. Are we having conversations with individual students and their families to encourage appropriate course sequencing that results in enrollment in AP courses?
   e. Do we have the "right" students in our AP courses?
	▪ Evidence exists that teachers and school counselors have access to individual Student Projection and Child Success Summary reports
	▪ School leader discusses and provides evidence that school counselors are aware of and using Projection Summary, individual Student Projection, or Child Success Summary reports to assist in course sequence decisions for individual students
	▪ School leader has evidence in faculty meetings, PLCs, and/or professional learning sessions that PVAAS student projections are understood and used by staff
	▪ School leader has evidence that student projections to AP courses are used by subject department chairs and AP staff in decision-making regarding specific students
	▪ School leader provides crosswalk documentation that demonstrates that students who have greater than 70% probability of reaching a 3 or higher on AP exam are enrolled in AP course(s)

Course Sequences

Key Questions	Evidence Examples

1. How are you using PVAAS reports to assist you and staff in the following?
  a. Designing course offerings? *(Example: Are there students in need of SAT/ACT test prep course? What proportion of students are in need, and how can this be addressed within the school system? With students and families?)*
  b. Deciding on grade placement for Keystone courses?
  c. Designing Pre-Algebra, Algebra, and Math course sequencing?
    ▪ How are PVAAS student projection reports used to plan scope and sequence of course offerings in mathematics?
    ▪ How are PVAAS student projection reports used to identify students for early Algebra course enrollment?
    ▪ How are PVAAS student projection reports used to identify individual student enrollment in specific math courses leading to Keystone Algebra I?
	▪ School leader allocates staff member(s) to teach an SAT/ACT prep course based on PVAAS projections of high numbers of students who may need support in reaching SAT/ACT benchmarks
	▪ School leader can defend decisions about grade placement and course sequencing leading up to the various Keystone course
	   ○ Example: Keystone Literature offered in grade 10 vs. grade 9 based on both growth and projection data
	▪ School leader is able to provide evidence that teachers and school counselors include individual student projections in making recommendations for student course placement and enrollment

Individual Student Planning for Course Selection; Individual Student Planning for College & Career Readiness

Key Questions	Evidence Examples

1. How are individual student projections to PSSA and Keystone courses used to place students in courses?
2. How are individual student projections to AP courses, PSAT, ACT, and SAT used to support decisions for students?
  a. AP course placement?
  b. Career counseling?
  c. Level of course placement (honors, AP, etc.)?
  d. Need for SAT/ACT prep?
3. How do teachers use these reports in recommendations for next year's course enrollment?
4. How do school counselors use these reports in final placement decisions?
5. How are students and families apprised of these reports in assisting in decision-making?
6. How is this information used in IEP and GIEP planning and transition planning?
	• School counselors demonstrate ease in accessing individual Student Projection and/or Child Success Summary reports
	• Teachers know how to access individual Student Projection and/or Child Success Summary reports
	• Teachers create Custom Student Reports by class period
	• Decision-making criteria for AP, Honors, intervention, and enrichment include PVAAS projections as a key component of selection criteria
	• Documentation of decision-making/selection criteria is available in writing
	• Teachers include PVAAS student projections in discussions with students and families about course placement
	• Special Education and Gifted supervisors and teachers understand the projection reports are a "call to action" and use them appropriately in IEP and GIEP development and discussions with students and families