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

PVAAS reports help you with the work you are already doing.

Purpose	PVAAS Reports	Questions
Know Your System	• Scatterplots • School Value-Added • School Diagnostics • School Growth of Student Groups • School Teacher Summary	• How does our school compare to other schools in Pennsylvania? In our IU and/or county region? To other schools with similar characteristics? • Are the curriculum, instruction, and assessment practices in our school working for all students, across grade levels and subjects, and for all student groups? What patterns are evident over time? • Are the curriculum, instruction, and assessment practices in our school working for students with various achievement histories? What patterns are evident over time? • In looking at teachers' growth data, what patterns exist across grades and subjects? Where is support needed?
Enhance and Support Professional Practice: Teacher Leaders, School Counselors, and Teachers	• School Teacher Summary • Teacher Value-Added • Teacher Diagnostics • Custom Student Report	• What growth patterns exist – across grades, across subjects, across the school? • Is there a system-wide issue? Or, is there a need for targeted support to an individual teacher or classroom? • How can my supervision plan be modified to differentiate my support of teachers? • Did each teacher's group(s) of students, on average, meet, exceed, or fall short of the growth standard? • Did students with histories of higher, average, and lower achievement meet, exceed, or fall short of the growth standard? • How can teachers learn from growth reports of previous years' students and apply it to current students with similar achievement histories?
Inform Continuous Improvement: School	• Scatterplots • School Value-Added • School Diagnostics • School Growth of Student Groups • School Teacher Summary	• What grade level or specific content area would benefit from increased evidence of growth? • What demographic student group would benefit from increased evidence of growth? • What achievement and growth goals would be appropriate based on the data? • What areas of focus and priority are warranted based on the data?

Purpose	PVAAS Reports	Questions
Plan and Evaluate Programs & Student Supports: School	• School Diagnostics • School Projection Summary • Custom Student Report • Child Success Summary • Student Reports (History & Projections)	• How did specific supports or programs influence student growth? Did they have the expected impact on student growth? • What patterns of growth are evident across various student supports and programs? • What is the level of support needed for individual students? What supports are available to meet the needs of each student? • Which students need intervention, remediation, or enrichment? Are these supports available for the students who need them? • Which students are on target for taking AP courses, Keystone courses, etc.? Are the students aware of their potential and of the support that is available to them? • When should individual students take Algebra I? • How can I learn from previous years' growth reports and apply it to current students with similar achievement histories? • What is the student's history of performance on state assessments? How is that impacting the student's schedule? • How likely is the student to score Proficient or higher on a future PSSA and/or Keystone exam? How does this likelihood impact the student's schedule? • How likely is the student to score a 3, 4, or 5 on a future AP exam? How can this likelihood inform the student's schedule?
Plan Professional Learning: School	• School Value-Added • School Diagnostics • Growth of Student Groups	• Are the curriculum, instruction and assessment practices in our school working for all grade levels and subject areas? What patterns of growth are evident over time? • Are the curriculum, instruction and assessment practices in our school working for students with all types of achievement histories? Is it working for all demographic student groups? What patterns of growth are evident over time? • In what grades or subjects is there a need for increased evidence of growth? What professional learning is needed to support an increase in student growth? • Are there specific groups of students for whom the growth pattern is less than the growth of the group overall? If so, what professional learning might support teachers in meeting the needs of these students?
Design School Schedule, Course Offerings, and Student Schedules	• School Value-Added • School Diagnostics • School Projection Summary • Child Success Summary • Student Reports (History & Projections)	• What does the proportional level of students' needs in each subject/grade/course tell us about needs in our overall school schedule? • Which students need support, and at what level? What schedule of courses would support their needs? • Do our course offerings and sequence allow sufficient options and stretch to meet the academic needs of our students? • What is the student's history of performance on state assessments? How might this impact the student's individual schedule? • How likely is the student to score Proficient or higher on a future PSSA and/or Keystone exam? How might this likelihood inform the student's schedule? • How likely is the student to score a 3, 4, or 5 on a future AP exam? How might this likelihood impact the student's schedule?