



Teachers: Connect PVAAS Reports to Your Purpose(s)

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

Purpose	PVAAS Reports	Questions
<p>Enhance and Support Professional Practice: Engage in Self-Reflection</p>	<ul style="list-style-type: none"> • Teacher Value-Added Summary • Teacher Value-Added • Teacher Diagnostic Summary • Teacher Diagnostic 	<ul style="list-style-type: none"> • Did my curriculum, instruction, and assessment practices work in all grades and subjects for which I was responsible the previous school year? • What is my multiple year history of growing students in each subject and each grade for which I've been responsible? What patterns of growth are evident? • Did my curriculum, instruction and assessment practices work in each grade and subject for students with varying achievement histories (high, middle, and low)? • Do I see consistent growth patterns of gaining, maintaining, and/or falling behind? Where are strengths and areas for improvement? • What does my growth data indicate that may lead me to the creation of my Act 13 SPM? (Student Performance Measure)
<p>Inform Continuous Improvement: School and Students</p>	<ul style="list-style-type: none"> • Teacher Value-Added • Summary • Teacher Value-Added • Teacher Diagnostic Summary • Teacher Diagnostic • Custom Student Report 	<ul style="list-style-type: none"> • Do I see strengths in one subject or grade over another? • Which groups of students (those with histories of higher, middle, or lower achievement) have I been most successful at growing? And, in which subject(s)? • Which groups of students (those with histories of higher, middle, or lower achievement) warrant a heightened focus to improve their outcomes? Is this grade-specific or subject-specific? Or is it a consistent pattern across all subjects/grades for which I've been responsible? • Who (and how many) of my current students fall in the lowest third, middle third, and highest third achievement groups?



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<p>Plan and Differentiate for Individual Students</p>	<ul style="list-style-type: none"> • Child Success Summary • Student Report (Projections) • Custom Student Report • Teacher Diagnostic 	<ul style="list-style-type: none"> • What is the current likelihood of reaching proficiency (low, moderate, or high) for an individual student on upcoming state assessments (PSSA and/or Keystones)? • What is an individual student’s likelihood (low, moderate, or high) of reaching a specific benchmark on upcoming AP, PSAT, SAT, and ACT exams? • Who are the students (in my class or in each section) who fall into the highest achieving, middle achieving, and lowest achieving groups? • Who are my students with various needs for support in each grade or Keystone content area (likelihood of proficiency: 70% or higher, 40-70%, less than 40%)? • What is my history in growing students at various achievement levels (those with histories of high, middle, and low achievement)?
<p>Collaborate and Communicate with Colleagues, Families, and Students</p>	<ul style="list-style-type: none"> • Scatterplots • School Value-Added • School Diagnostics • School Growth of Student Groups • School Projection Summary • Child Success Summary • Student Reports (History & Projections) 	<ul style="list-style-type: none"> • How do students in our school compare in achievement and growth to students in other schools across Pennsylvania with similar demographics? • In which scatterplot quadrant does our school fall: higher achievement & higher growth, higher achievement & lower growth, lower achievement & higher growth, or lower achievement & lower growth? • Is our academic program working in ELA/Literature, Math/Algebra I, and Science/Biology? • Are the curriculum, instruction and assessment practices in our school working in ELA/Literature, Math/Algebra I, and Science/Biology for all types of learners (history of higher, average, and lower achievement) and all student groups? • Are there specific student groups at our grade level and subject area who warrant a targeted focus? • Who are the students who may need intervention and/or enrichment opportunities? • What is the history of the state performance (i.e., PSSA, and Keystones) for these students? • How likely are these individual students to score Proficient or Advanced on a future PSSA or Keystone exam?