

# Using PVAAS to Inform Your Comprehensive Plan

*Powerful reporting to reveal your deeper data story*

Developing data statements about student growth is an essential part of the needs assessment, as you identify both strengths and needs in student performance. Both academic growth and student projection data can inform feasible growth and achievement goals for your LEA.

PVAAS reports can provide these key insights and support the **Set** phase of your comprehensive planning process. Explore each report to the right to find out how.

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*Additional resources:*

[District Leaders: Connect PVAAS Reports to Your Purpose \(PDF\)](#)

[School Leaders: Connect PVAAS Reports to Your Purpose \(PDF\)](#)

[PVAAS Virtual Library: "A Teacher's Guide to Data Conversations for Continuous Improvement" | For administrators and teachers](#)

[PVAAS Methodologies: Measuring Growth & Projecting Achievement \(PDF\)](#)

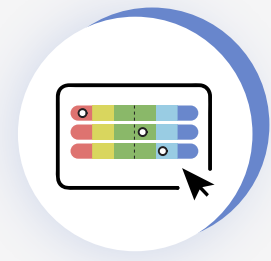
[Changes in PA's Assessment System: Does It Have an Impact on PVAAS?](#)

*For questions and personalized support, contact:*

PVAAS Statewide Team for PDE: [pdepvaas@iu13.org](mailto:pdepvaas@iu13.org)

FRCPP Support: [RA-EDFRCPP@pa.gov](mailto:RA-EDFRCPP@pa.gov)  
*(for support with Comprehensive Plans and associated reports)*

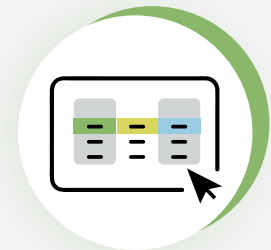
Future Ready PA Index Support: [RA-EDFUTUREREADYP@pa.gov](mailto:RA-EDFUTUREREADYP@pa.gov)



**Value-Added Report**  
**GO ►**



**Growth of Student Groups Report**  
**GO ►**



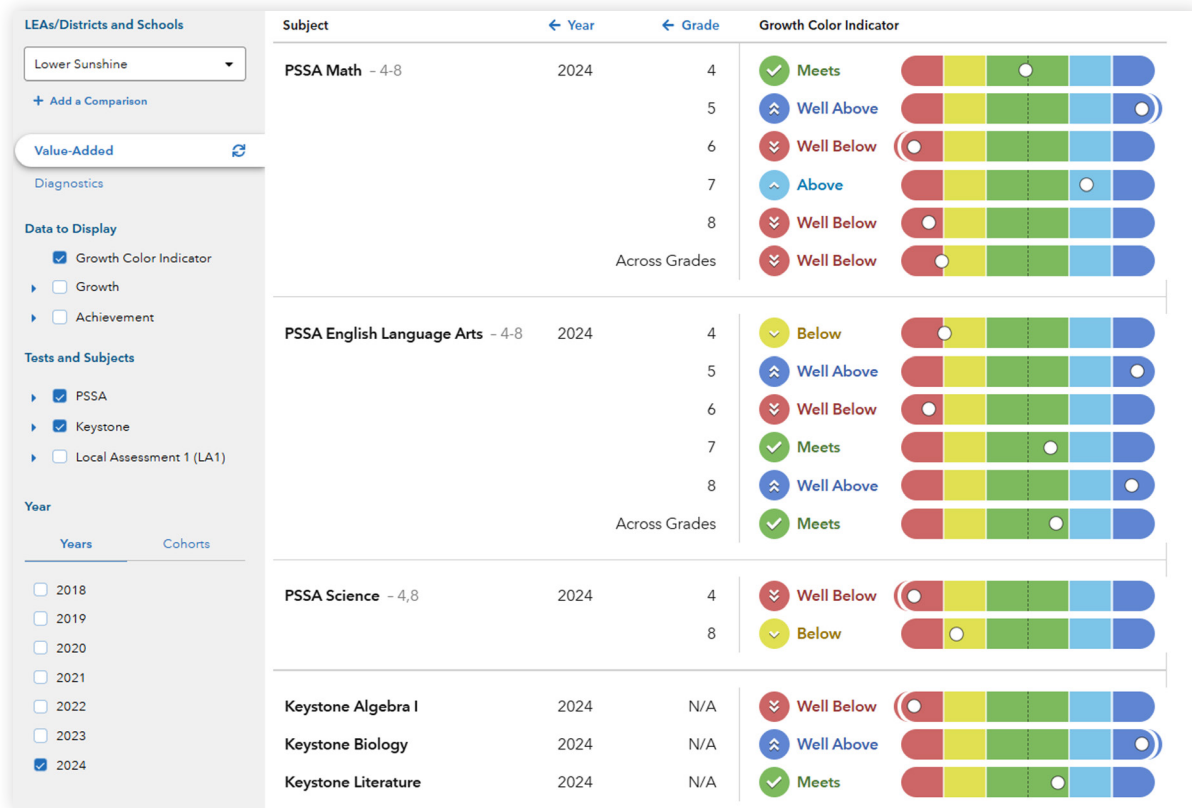
**Diagnostic Report**  
**GO ►**



**Projection Summary Report**  
**GO ►**

# PVAAS Value-Added Report (LEA/District and/or School Level)

The **Value-Added Report** provides reliable measures of the average academic growth that the LEA/district's students made in each grade and subject — for a single year, or over time. The Average Growth Indices (AGIs) and Growth Color Indicators indicate how successful the LEA/district was in supporting students to meet or exceed the growth standard. These measures are available for both state assessments—PSSA and Keystone exams—as well as for local assessments (K-12) when submitted into PIMS by the LEA.



An additional comparison feature in PVAAS allows users (with permission) to compare up to 10 different schools to the LEA, to assist in determining if the growth pattern is consistent across schools. This can indicate a broader, system-wide issue. If the growth pattern is limited to specific schools, this can indicate a narrower, school-level issue.

## As you examine the Value-Added Report, ask:

1. In which grade levels and subjects are students making academic growth?
2. In which grade levels and subjects is there room for improvement?
3. In which grade levels are students making academic growth across all subject areas?
4. In which grade levels is there room for improvement when examining growth across subject areas?
5. Is growth consistent across grade levels in all subject areas?
6. When looking across years, do you see trends where growth is increasing or decreasing in a specific grade or subject area?

## More about this report:

- [Value-Added e-Learning](#)
- [Value-Added Help](#)
- [PVAAS Virtual Library:](#) see “Value-Added Desk Reference”
- [Including Re-testers’ Keystone Scores in District & School Growth Calculations](#)



# PVAAS Growth of Student Groups Report (LEA/District Level)

The **Growth of Student Groups report** provides reliable measures of the average academic growth that an LEA/district’s specific student groups made in each grade and subject. The Growth Measures and Average Growth Indices indicate how successful the LEA/district was in supporting student groups to meet or exceed the growth standard. Student groups viewable for reporting include Racial/Ethnicity groups, Economically Disadvantaged, English Learners, Students with IEPs, Students with GIEPs, and the Lowest Performing 33% of Students. Like the Value-Added Report, these measures are available for both state assessments—PSSA and Keystone exams—as well as for local assessments (K-12) when submitted into PIMS by the LEA.

Student Group	Growth Measure	Standard Error	Growth Index	Growth Color Indicator
▶ All Students				
▶ Asian				
▶ Black				
▼ Economically Disadvantaged				
▶ PSSA			1.82	Above
▶ Keystone			0.63	Meets
▶ Local Assessment 1				
▼ English Learner				
▶ PSSA			2.38	Well Above
▶ Keystone			1.1	Above
▶ Local Assessment 1				
▶ Hispanic				
▼ Lowest performing 33% of students				
▶ PSSA			0.11	Meets
▶ Keystone			1.51	Above
▼ Students with GIEPs				
▶ PSSA			-0.59	Meets
▶ Keystone			1.85	Above
▶ Local Assessment 1				
▼ Students with IEPs				
▶ PSSA			1.71	Above
▶ Keystone			-0.19	Meets

### As you examine the Growth of Student Groups Report, ask:

7. Is growth consistent across student groups?
8. In which student groups in each subject area are students making academic growth?
9. In which student groups in each subject area is there room for improvement?
10. In which grade levels are student groups making academic growth?
11. In which grade levels is there room for improvement when examining growth across student groups?

### More about this report:

- [Growth of Student Groups e-Learning](#)
- [Growth of Student Groups Help](#)
- [Including Re-testers' Keystone Scores in District & School Growth Calculations](#)



# PVAAS Diagnostic Report (LEA/District Level)

**PVAAS Diagnostic Reporting** allows LEAs/districts to view academic growth disaggregated by students with varying achievement levels. This report can be viewed for an entire grade level or subject/content area, or for different demographic student groups within a specified grade and subject/content area. Like the Value-Added Report, these measures are available for both state assessments—PSSA and Keystone exams—as well as for local assessments (K-12) when submitted into PIMS by the LEA.



Growth can be displayed and compared across years, grade levels, subjects, and demographic student groups. Users may also create a customized diagnostic report to view the academic growth of students they select.

### As you examine the Diagnostic Report, ask:

1. What growth pattern is evident for the most recent year in each grade/subject area? Is this growth pattern the same or different than what occurred in prior years?
2. Are growth patterns different or similar across subjects?
3. Are the same patterns found when viewing the data for various demographic student groups?
4. Are there achievement groups with positive growth (indicating strengths), or negative growth (indicating areas for improvement)?

### More about this report:

- [Diagnostic e-Learning](#)
- [Diagnostic Help](#)
- [PVAAS Virtual Library](#): see “Diagnostic Desk Reference”
- [Including Re-testers’ Keystone Scores in District & School Growth Calculations](#)

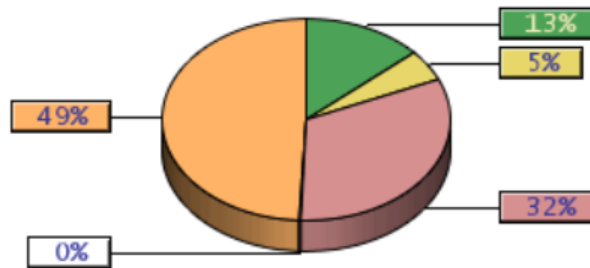
## PVAAS Projection Summary Report (LEA/District Level)

The PVAAS Projection Summary Reports provide educators with a visual display of how groups of students are projected to achieve on future state assessments (PSSA or Keystone) or future college readiness exams (AP, PSAT, SAT, and ACT) based on their prior testing history on state assessments.

Projection Summary Reports are based on current student enrollment data submitted into PIMS. They are available for an entire grade-level group of students or specific student groups within a grade level. Projections to state assessments are available one or more years into the future, allowing educators to view reliable indicators of possible future achievement several years into the future, for planning purposes.

### Enrolled 9th Grade Projected to Keystone Algebra I (Proficient)

Probability	Student Count	Percentage
<u>Greater than 70%</u>	<u>67</u>	13%
<u>Between 40% and 70%</u>	<u>25</u>	5%
<u>Less than 40%</u>	<u>160</u>	32%
<u>Students without a projection</u>	<u>1</u>	0%
<u>Students at or above proficiency</u>	<u>245</u>	49%



Viewing the percentages of students with higher probabilities to proficiency (greater than 70%) and moderate probabilities for reaching proficiency (between 40% and 70%) allows educators to determine realistic achievement goals that also provide stretch toward higher levels of achievement.

#### As you examine the Projection Summary Report, ask:

1. What is the support level needed for groups of students relative to upcoming PSSA, Keystone, AP, or college readiness assessments?
2. What proportion of students are on a trajectory for success on upcoming PSSA, Keystone, AP, or college readiness assessments?

#### More about this report:

- [Projection Summary e-Learning](#)
- [Projection Summary Help](#)
- [What Educators Should Know about PVAAS Student Probabilities \(PDF\)](#)