TEACHER LEADERS
ENGAGE. EMPOWER. INSPIRE.

**2015-2016 Compass Framework
& Goal Setting for Principals**

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Session Logistics

Logistics for Today

- Be sure to sign in for the first half of the session. An additional electronic sign in will take place after the break. This will serve as the attendance verification to be sent to districts.

- Pick up print copies of excerpts from the Louisiana Principals' Teaching and Learning Guidebook or access online. Hard copies will be delivered to districts by the end of June.

- Please silence all electronic devices.

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Today's Goals

Participants will…

- Describe the Compass policy improvements and their connection to goal setting.

- Use resources to practice setting principal goals.

- Use resources and practice guiding other educators to set goals.

Session Engagement

ENGAGEMENT: QUESTIONS

- Please record questions on sticky notes. During the appropriate time, post to the Parking Lot area. Include your name and email address so we can be sure to follow-up with you if needed.

- Include the number and/or title of the slide when questions are specific to the content being discussed.

- We will respond to most questions throughout our time today but recognize some questions may require more of an explanation than others.

- For questions requiring a response outside of this session, there are multiple options for support after the session.

    - ✓ Email compass@la.gov with your question or to set up a phone call to discuss

    - ✓ Request support from your Network Contact

    - ✓ Additional Sessions & Materials: Goal Setting for Teachers, Principal Guidebook, *Compass Observation & Feedback Practices (*ELA/Math, ELA, Math*)*

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Agenda

- Compass Improvements 2015-2016
- Understanding Results
- Setting Goals

Session Break

- Case Study Activity
- Guide Others to Set Goals
- Closing Reflection

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Compass Improvements

Louisiana educators helped create a more authentic educator evaluation process. The Act 240 Subcommittee reviewed Compass and noted that all schools need a leader who:

1. Sets academic improvement goals and the direction for the school

2. Implements structures and processes designed to improve instruction

3. Uses multiple measures to evaluate and provide feedback to all teachers

The Department will support principals in this work through:

*   **Policy Improvements** based on recommendations

*   **Resources** to provide principals support with instructional decisions

*   **Direct supports** that target school-wide instructional structures and skill development

Compass Improvements: Policy

Policy Improvements based on recommendations:

1. Transition policies extended to ensure all educators and students have time to learn higher expectations
2. Trusting principals through removal of the ineffective override
3. Multiple measures of student growth considered for teachers
4. Aligned principal accountability through goals based in SPS

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Compass Improvements: Transition Policy

Transition Policy

"Time to learn" policies extended through 2015-2016 to establish a two year baseline.

Teacher Accountability

- For the 2013-2016 school years, transitional student growth data (TSGD) produced for use.
- At the evaluator's discretion, TSGD can be used as a measure of student growth.
- LEAs may define local rules pertaining to the use of such data.

Transition policies are also in place for school and student accountability. Click here for more information.

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Compass Improvements: Overview

Policy Improvements based on recommendations

	2014-2015	**2015-2016**	**2016-2017**
Improvements	**No Changes**	**Removal of Ineffective Override**	**VAM is available**
Samples and Details	Professional Practice: 3	Professional Practice: 3	**When assigning a final student growth score, the administrator may adjust the value-added rating by plus or minus one rating level**, based on the teacher's student learning target performance.
	Student Growth: 1	Student Growth: 1	*Value-added data will not be available in 2013-2014, 2014-2015, or 2015-2016. In advance of 2016-2017, the Department will provide updated guidance to support the use of VAM in the teacher evaluation process.*
	Overall: Ineffective (Override)	Overall: 2 (Effective Emerging)	

Compass Improvements: Removal of Ineffective Override

PRIOR TO 2015-2016: If ineffective in the student growth or the qualitative evaluation, the teacher or leader automatically received an overall final evaluation rating of ineffective.

BEGINNING WITH THE 2015-2016 SCHOOL YEAR, the automatic "override" **will not apply.**

OVERRIDE EXAMPLE 1			
	Student Growth Score	**Professional Practice Score**	**Overall Rating**
Prior to 2015-2016	1	4	1 (Ineffective)
2015-2016	**1**	**4**	**2.5 (Effective: Proficient)**
OVERRIDE EXAMPLE 2			
	Student Growth Score	**Professional Practice Score**	**Overall Rating**
Prior to 2015-2016	2.5	1	1 (Ineffective)
2015-2016	**2.5**	**1**	**1.75 (Effective Emerging)**

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Compass Improvements:
Multiple Measures 2015-2016

STUDENT GROWTH IN LEARNING

Progress towards pre-determined student learning targets **shall inform** the **student growth component** of the evaluation.

A **minimum of two student-learning targets** shall be identified for each teacher.

Student learning targets shall include goals:
- which express an expectation of growth in student achievement over a given period of time
- use common measures for assessing attainment of those goals, such as an identified assessment and/or a body of evidence

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Compass Improvements:
Multiple Measures 2016-2017

STUDENT GROWTH IN LEARNING WHEN VALUE ADDED DATA IS AVAILABLE

- Progress towards pre-determined student learning targets **shall inform** the **student growth component** of the evaluation.

- A **minimum of two student-learning targets** shall be identified for each teacher.

- **When assigning a final student growth score, the administrator may adjust the value-added rating by plus or minus one rating level**, based on the teacher's student learning target performance (e.g., the overall student growth rating may be a 2.0 (effective: emerging*)* or 4.0 (highly effective) if the value-added rating is 3.0 (effective: proficient)).

Value-added data will not be available in 2013-2014, 2014-2015, or 2015-2016. In advance of 2016-2017, the Department will provide updated guidance to support the use of VAM in the teacher evaluation process.

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Compass Improvements: Principal Goal Setting

PRIOR TO 2015-2016: Principal set a minimum of two goals, which express an expectation of student growth. SPS available for use as the measure of student growth.

BEGINNING 2015-2016: Principals will set goals where two are based in SPS with:

- One goal based on overall SPS improvement
- One goal aligned to components of school performance improvement

| Sample Principal Goals: PRIOR to 2015-2016 |
|---|
| **Goal 1**: 80% of students in **grade 3** will meet or exceed 80% proficiency on the end of year teacher administered **math fluency** assessment.

 Goal 2: 80% of my **teachers** will score a 3 or higher on their **end of year Compass** ratings. |
| **Sample Principal Goals: BEGINNING 2015-2016** |
| **Goal 1:** Current year student achievement, as measured by **SPS**, will meet or exceed _____ which is an increase of _____ points in **overall SPS**.

 Goal 2: Current year student achievement, as measured by the **Math Assessment Index**, will meet or exceed _____. |

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Tools and Resources:
The Principals' Teaching & Learning Guidebook

This guidebook illustrates the tools the Department provides principals to:

- Build a team,

- Choose and use curriculum, assessments, professional development, and collaboration, and

- Set goals and provide support to teachers.
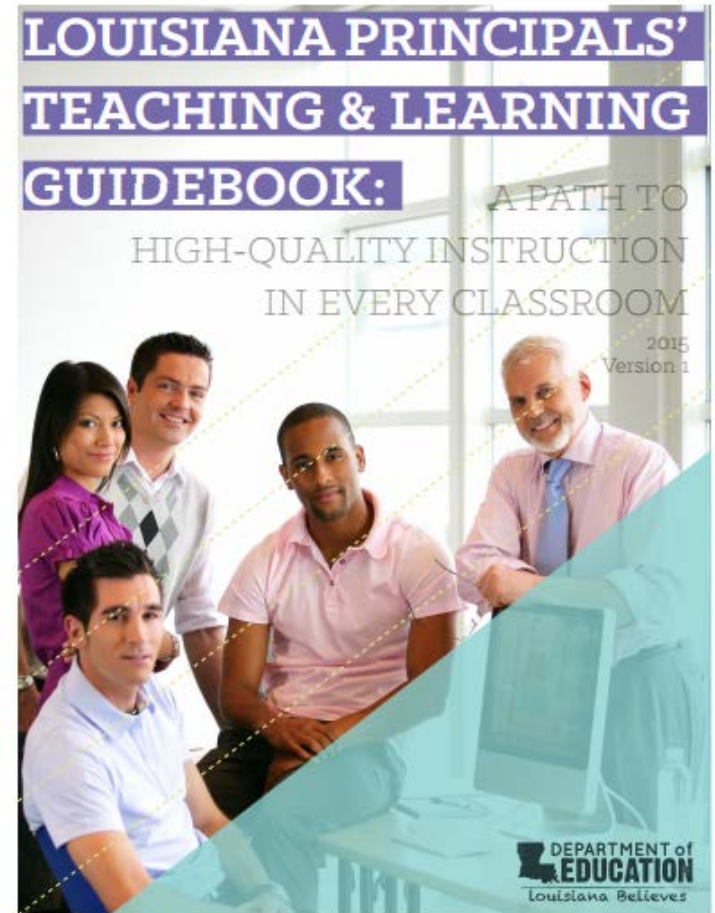
For additional Principal support resources click here.

Teaching & Learning Guidebook

STAKEHOLDER INPUT
- Principals
- Teachers
- District Staff
- Content Experts

"Our teachers help students set individual goals and we monitor progress through interval assessments given each quarter. Teachers use this information to adjust instruction and track individual student progress."

-Denise Rehm, Joshua Butler Elementary School, Bridge City, LA

CONNECTION
- Aligns to the Louisiana Standards for Educational Leaders
- Supports as a tool Compass Framework for Educator Effectiveness

Compass Leader Connection

Domain III: Instruction

Observes teachers and provides feedback on instruction regularly.

Tools and Resources:
Instructional Leadership Framework

LOUISIANA PRINCIPALS' TEACHING AND LEARNING GUIDEBOOK

Part III: Instructional Leadership (Goals and Support):

- Understand Results
- Set Goals: Principal and Others
- Monitor Progress
- Differentiate Teacher Support
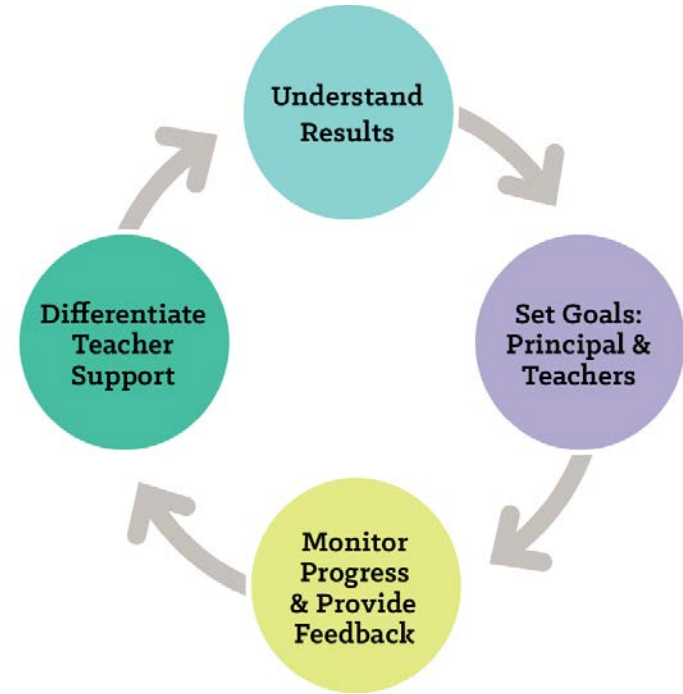
Take a few minutes to mark (sticky notes provided) the following pages in your copy of the Louisiana Principals' Teaching and Learning Guidebook:

Pgs. 15, 17, 18, 19, 26, 27, 35, 43, 44, 52, 53

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Agenda

- Compass Improvements 2015-2016
- Understanding Results
- Setting Goals

Session Break

- Case Study Activity
- Guide Others to Set Goals
- Closing Reflection

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Goal Setting Overview

STEPS	TO CONSIDER
Step 1: Understand School Results	For the **school**, consider: • School performance score (SPS) and letter grade • Performance on specific indices within the SPS (e.g., ACT, EOC) • Performance by grade and subject • Teacher performance via Compass and value-added
Step 2: Set Goals	**Principals** set at least two school goals, including: • Overall SPS growth goal; and more specific SPS growth goal, based on a component **Principals, teachers & others** set goals that are: • Ambitious and grounded in school-wide student achievement goals • Are aligned to what students should know and be able to do by the end of the course/year • Determined using appropriate student diagnostic data • Assessed using quality aligned assessments

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Understand Results

Key Actions and Resources

- Locate the Instructional Leadership Framework in the Principal Guidebook
  - This table includes suggestions for the key actions and resources associated with each step of the Instructional Leadership Framework.
- Review the **Key Actions** for **Step 1 (Understanding Results).**

INSTRUCTIONAL LEADERSHIP FRAMEWORK		
Step	**Key Actions**	**Resources**

Step 1: Understand School Results
 	
• **Elementary**
• **Middle**
• **High**
	• Identify members to serve as the school leadership team
	• Review and understand the school accountability structure
	• Understand school performance results (SPS and Components of SPS)
	• Analyze student achievement results
	• Analyze teacher performance results
		• School Accountability Overview
		• K-8 Accountability Overview
		• High School Accountability Overview
		• K-12 Accountability Overview
		• **Principal Report Cards:**
		  • K-8
		  • High School
		  • K-12
		• School Report Cards
		• District/School Assessment Results
		• Compass Reports

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Understand Results: Evidence of Student Learning

As you seek to understand how student learning is progressing, what data do you access?

How can the data collected at each level be used to inform the goal setting process?

LEVELS	DATA AVAILABILITY
DISTRICT	
SCHOOL	
CLASS	

5 min: Discuss in your groups and have one person post your set of group responses on the appropriate chart paper.

2014-2015 Assessment and Accountability Results

Assessment and Accountability Releases		Date Available	Method of Delivery
LEAP, iLEAP, LAA 1, LAA 2 and ELDA	Student Level Results (LAA 1 and ELDA)	End of April	LEAPweb
	Student Level Results (LEAP, iLEAP, and LAA 2)	Late May	LEAPweb
	Summary Reports	Late July	LDOE secure FTP
EOC	Student Level Results	During Testing Window	EOC System
	Post-Window Results	Mid-June	
	Summary Reports	Mid-July	
EXPLORE and PLAN	Summary Reports and Student Files	Week of May 11	District Delivery from ACT
ACT	School and District Summary Reports	Week of July 20	District Delivery from ACT
WorkKeys	Student Files	Week of July 20	School Delivery from ACT
PARCC ELA and Math	Standard Setting Process	Summer 2015	
	Student Level Results	Fall 2015	LDOE SFTP
	Summary Reports	Fall 2015	LDOE SFTP
Accountability Results	Data Certification	Fall 2015	
	School Report Cards with Letter Grades	Late Fall 2015	LDOE SFTP and website
	Principal Report Cards	Winter 2015	LDOE SFTP
	PARCC Transitional Student Growth Data	Winter 2015	

Agenda

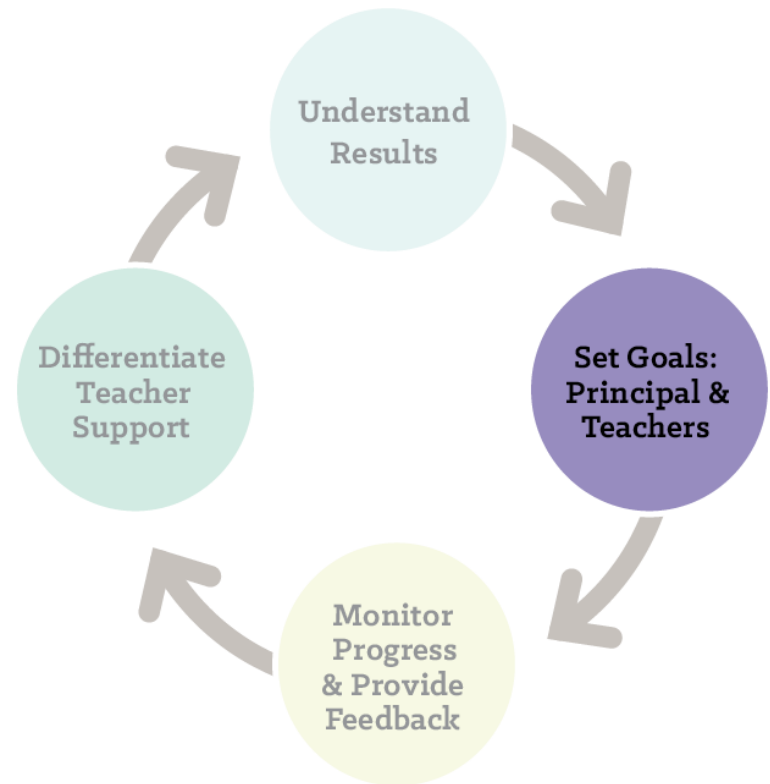- Compass Improvements 2015-2016
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Principals set at least two goals where:

- One goal is based on overall SPS improvement
- One goal is aligned to a component of school performance improvement (e.g., ACT for a high school, math achievement for an elementary school).

Understand Results

Set Goals: Principal & Teachers

Monitor Progress & Provide Feedback

Differentiate Teacher Support

Key Actions and Resources

- Locate the Instructional Leadership Framework table in the Principal Guidebook
  - This table includes suggestions for the key actions and resources associated with each step of the Instructional Leadership Framework
- Review the **Key Actions** for **Step 2 (Set Goals).**

Step 2: Set Goals		

• Elementary
• Middle
• High
	• Identify targets and SPS components needing more attention than others
	• Identify students needing more attention than others
	• Define how the identified priorities and targets will be reflected in individual goals
	• Write leader goals including:
	  » One that is based on overall SPS
	  » One that is a component of SPS reflective of the overall SPS goal
	• Share performance, school-wide goals and leader SLTs with school staff
	• Guide others (teachers, counselors, librarians) to set goals
		• Principal Goal Setting Support and Examples
		• Teacher Goal Setting Resources by Grade/Subject
		• Interim Assessment Reviews

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Set Goals (3 of 4)

Each year, with feedback from the field, the Department has developed additional guidance, tools and resources to support goal setting and overall school improvement efforts.

Summer 2014: Teacher and Leader Goal Setting Guidance and Sample Annual Goals

Winter 2015: Revised Principal Report Cards with expanded data sets including components of SPS, teacher effectiveness ratings and peer comparisons.

- K-8
- High School
- K-12

The **Principal Report Card** released this past year gave school leaders the ability to access data related to student achievement, teacher quality, and school performance within one document. Educators from across the state found value in the ability to review and act upon the date related to how schools of the same letter grade were performing (on average).

"When setting goals, we used the Principal Report Cards that provide a summary of how each Letter Grade performed on average for each component of SPS. This helped us understand and take ownership of school goals."

-Chandler Smith, Plaquemine High School, Plaquemine, LA

How do we compare to other schools?

School Performance at a Glance: Average School Performance By Letter Grade and Index*

	# of K-8 Schools	% K-8 Schools	Avg. Basic and Above	Avg. Basic and Above (ELA)	Avg. Basic and Above (math)	Avg. Mastery and Above	Avg. Mastery and Above (ELA)	Avg. Mastery and Above (Math)	Avg. K8 AI	Avg. DCAI	Avg. Total Progress Points
XX School**											
A Schools											
B Schools											
C Schools											
D Schools											
F Schools											
Total***											

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Set Goals: Discussion

DISCUSSION:

When setting student achievement goals, what processes have you used to answer the following questions? What tools have guided the process?

How have our students achieved in comparison to peers?

What student achievement impact do we seek to make?

What school wide goals reflect realistic expectations for student achievement?

What level of student achievement reflects a "considerable impact on student learning" (i.e. Full Attainment)?

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2015-2016 Goal Setting Support:

To further support leaders, the Department built upon the success of the Principal Report Card to develop a tool to further guide the goal setting process.

This tool will be available for each school letter grade and configuration.

Shown here is data for K-8 with a School Letter Grade of B. Each component of SPS is represented with data for the most recent year.

School Letter Grade Growth	B	2013-14 Information
		Avg. SPS: 92.6

Student Achievement Data Component		2013-14 Information (Average)
Assessment Index Growth	Overall Index	85.0
	ELA Assessment Index	85.5
	Math Assessment Index	87.1
	Science Assessment Index	82
	Social Studies Assessment Index	82.2
Dropout/ Credit Accumulation Index Growth	DCAI Index	134.0
Progress Points Growth	Math: % of non-proficient students exceeding their target	57.5%
	ELA: % of non-proficient students exceeding their target	58.7%

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Principal Goal Setting Templates: 2014-2015
K-8 School with "B" Letter Grade

Goal #1: Improvement in Overall School Performance Score

School Letter Grade Growth	B	2013-14 Information	2014-2015 LDE Recommended Targets				2015-2016 Goal
			Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds	
		Avg. SPS: 92.6	≤ 0.0^	0.1 - 4	4.1 - 7.9	> 7.9	

Goal #2: Improvement in a Component of the School Performance Score

Student Achievement Data Component		2013-14 Information (Average)	2014-2015 LDE Recommended Targets				2015-2016 Goal
			Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds	
Assessment Index Growth	Overall Index	85.0	≤ 0.0^	0.1 - 2.3	2.4 - 4.6	> 4.6	
	ELA Assessment Index	85.5	≤ 0.0^	0.1 - 1.6^	1.7 - 3.3	> 3.3	
	Math Assessment Index	87.1	≤ 0.0^	0.1 - 4.3	4.4 - 8.3	> 8.3	
	Science Assessment Index	82	≤ 0.0^	0.1 - 2.3	2.4 - 4.5	> 4.5	
	Social Studies Assessment Index	82.2	≤ 0.0^	0.1 - 2.7	2.8 - 5.4	> 5.4	
Dropout/ Credit Accumulation Index Growth	DCAI Index	134.0	≤ 0.0^	0.1 - 1.8^	1.9 - 3.6	> 3.6	
Progress Points Growth	Math: % of non-proficient students exceeding their target	57.5%	≤ 0.0^	0.1 - 6.5	6.6 - 12.8	> 12.8	
	ELA: % of non-proficient students exceeding their target	58.7%	≤ 0.0^	0.1 - 6.2	6.3 - 12.3	> 12.3	

K-8: Additional Background Information

School Letter Grade	B	Average School Characteristics			
		Average Enrollment	Average % of Students FRL	Average % of Students Special Education	Average % of Students ELL
		514	67.1%	11.1%	3.5%

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GOAL #1: Improvement in Overall School Performance Score

Principals review their own school performance in comparison to the average school, by letter grade (e.g., a principal at a B letter grade school would review their performance relative to other B letter grade schools). The table below shows recommended targets for, based on below average, average, and above average improvement.

School Letter Grade Growth	B	2013-14 Information	2014-2015 LDE Recommended Targets				2015-2016 Goal
			Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds	
		Avg. SPS: 92.6	≤ 0.0^	0.1 - 4	4.1 - 7.9	> 7.9	

^Indicates an adjustment to represent growth.

GOAL #2: Improvement in a Component of the School Performance Score

Principals review their own school performance and identify areas for improvement (e.g., a subject area for improvement, performance of struggling students). The Principal Report Card and School Performance Score Calculator may be used to help identify these areas.

Student Achievement Data Component		2013-14 Information (Average)	2014-2015 LDE Recommended Targets				2015-2016 Goal
			Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds	
Assessment Index Growth	Overall Index	85.0	≤ 0.0^	0.1 - 2.3	2.4 - 4.6	> 4.6	
	ELA Assessment Index	85.5	≤ 0.0^	0.1 - 1.7^	1.8 - 3.3	> 3.3	
	Math Assessment Index	87.1	≤ 0.0^	0.1 - 4.2	4.3 - 8.3	> 8.3	
	Science Assessment Index	82	≤ 0.0^	0.1 - 2.3	2.4 - 4.5	> 4.5	
	Social Studies Assessment Index	82.2	≤ 0.0^	0.1 - 2.7	2.8 - 5.4	> 5.4	
Dropout/ Credit Accumulation Index Growth	DCAI Index	134.0	≤ 0.0^	0.1 - 1.8^	1.9 - 3.6	> 3.6	
Progress Points Growth	Math: % of non-proficient students exceeding their target	57.5	≤ 0.0^	0.1 - 6.4	6.5 - 12.8	> 12.8	
	ELA: % of non-proficient students exceeding their target	58.7	≤ 0.0^	0.1 - 6.2	6.3 - 12.3	> 12.3	

Principal Goals:
2015-2016 Timeline

Month	Process
June 2015	**Principal LDE Goal Setting Data Templates** publicly available based on the comparisons of 2012-2013 to 2013-2014.
August – October 2015	At the beginning of the year, principals use available student achievement data (state and district/school level) and the **Principal LDE Goal Setting Data Templates** to set goals.
January 2016	Upon release of **SPS** and updated **Principal LDE Goal Setting Data Templates**, principals reflect on the goals they set at the beginning of the year. Principals either set or make adjustments to goals as needed.
May – June 2016	Districts may set policies related to completing final evaluations. These policies may vary throughout a district (i.e., grade configurations, data availability). The department provides tools to guide end of year processes including the SPS calculator, cohort tracking reports, and assessment reports. Also, CIS will remain open through the release of School Performance Scores.

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- Compass Improvements 2015-2016
- Understanding Results
- Setting Goals

Session Break

- Case Study Activity
- Guide Others to Set Goals
- Closing Reflection

Agenda

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Session Break

REGISTER YOUR ATTENDANCE AT THE LINK BELOW:

<insert unique web address>

This registration list will be forwarded to district Compass contacts at the end of June.

- Case Study Activity
- Guide Others to Set Goals
- Closing Reflection

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Principal Guidebook: Case Studies

The Principal Guidebook provides three cases studies that illustrate this work.

Appendix I: Leading Instructional Change Case Studies

• Overview & Instructional Leadership Framework (pg. 17)
• Elementary School (pg. 19)
• Middle School (pg. 35) - *to be completed August 2015*
• High School (pg. 44)

Each case study includes:

1. An overview of the key actions and related resources.

2. An illustration of the decisions made by school principals and their teams.

3. Appendices:

    ▪ **Appendix A:** School Performance Summary (pgs. 26, 52)

    ▪ **Appendix B:** Observation and Feedback Year-Long Cycle (pgs. 27, 53)

4. Teacher Support Evidence Collection Form (pg. 43)

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Case Study Activity

CASE STUDY ACTIVITY: 10 minutes

1. Access the **Instructional Framework Table** (hard copy provided or pg. 18).

2. Select either the **Elementary** or **High School** Case Study

   - **Case Study: Goal Setting Components (Understand Results & Principal Goals)**
     - Elementary (Pgs. 19-20)
     - High School (Pgs. 44-46)

2. Search the contents of the case study and make note of where you find evidence related to the **Key Actions** for **Steps 1 & 2 (up to principal sets goals).**

3. Record each piece of evidence on a sticky note and select one person to serve as the spokesperson for the group.

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Activity: Principal Goals

PRACTICE: 12 minutes

1. **Given the case study you selected, access the LDE Recommended Targets for the Appropriate Grade Level. On your copy of the LDOE Recommended Target Sheet, write the case study data shown below.**

K-8: C Letter Grade

- K-8 SPS = 81.9

- K-8 Math Index = 76.1

High School: D Letter Grade

- HS SPS = 61.9

- HS Math Index = 38.6

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Case Study: Principal Goal Examples
Goal #1 - Overall SPS

In groups, use the information below to respond to the following question. Select someone in your row to be prepared to share out.

1. If you were this principal, what would you write as the Overall SPS goal?

Examples	Overall SPS Improvement
Foundation Elementary 2013-2014 **SPS: 81.9 (C)**	Current year student achievement, as measured by SPS, will meet or exceed _____.
Success High School 2013-2014 **SPS: 61.9 (D)**	Current year student achievement, as measured by SPS, will meet or exceed _____.

School Letter Grade Growth	C	2013-14 Information	2014-2015 LDE Recommended Targets				2015-2016 Goal
			Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds	
		Avg. SPS: 77.6	< 0.0^	0.1 - 3.2	3.3 - 6.4	> 6.4	

2013-14 School Letter Grade Growth	D	2013-14 Information	2014-2015 LDE Recommended Targets				2015-2016 Goal
			Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds	
		Avg. SPS: 59.0	< 0.0^	0.1 - 0.7^	0.8 - 1.4	> 1.4	

Case Study: Principal Goal Examples
Goal #1 - Overall SPS

Examples	Overall SPS Improvement
Foundation Elementary 2013-2014 **SPS: 81.9 (C)**	Current year student achievement, as measured by SPS, will meet or exceed **85.2**.
Success High School 2013-2014 **SPS: 61.9 (D)**	Current year student achievement, as measured by SPS, will meet or exceed **62.7**.

School Letter Grade Growth	C	2013-14 Information	2014-2015 LDE Recommended Targets				2015-2016 Goal
			Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds	
		Avg. SPS: 77.6	≤ 0.0^	0.1 - 3.2	3.3 - 6.4	> 6.4	

SPS: 81.9 +

2013-14 School Letter Grade Growth	D	2013-14 Information	2014-2015 LDE Recommended Targets				2015-2016 Goal
			Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds	
		Avg. SPS: 59.0	≤ 0.0^	0.1 - 0.7^	0.8 - 1.4	> 1.4	

SPS: 61.9 +

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Case Study: Principal Goal Examples Goal #2 – SPS Component

In groups, use the information below and the **Principal Goal Setting Template** to respond to the following question. Select someone in your row to be prepared to share out.

2. Given the decision by the school team to focus on math, what could their specific goal be?

Examples	Component SPS Improvement
Foundation Elementary 2013-2014 **K-8 Math Index: 76.1**	Current year student achievement, as measured by the **Math Assessment Index**, will meet or exceed _____.
Success High School 2013-2014 **HS Math Index: 38.6**	Student achievement in **mathematics**, as measured by the EOC assessments, will meet or exceed _____.

Case Study: Principal Goal Examples Goal #2 – SPS Component

Examples	Component SPS Improvement
Foundation Elementary 2013-2014 **K-8 Math Index: 76.1**	Current year student achievement, as measured by the **Math Assessment Index**, will meet or exceed **80.3**.

Student Achievement Data Component		2013-14 Information (Average)	2014-2015 LDE Recommended Targets			
			Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds
Assessment Index Growth	Overall Index	70.7	≤ 0.0^	0.1 - 2.3	2.4 - 4.6	> 4.6
	ELA Assessment Index	72.2	≤ 0.0^	0.1 - 2.0^	2.1 - 3.9	> 3.9
	Math Assessment Index	73.3	≤ 0.0^	0.1 - 4.1	4.2 - 8.2	> 8.2

SPS: 76.1 +

Case Study: Principal Goal Examples Goal #2 – SPS Component

Examples	Component SPS Improvement
Success High School 2013-2014 HS Math Index: 38.6	Student achievement in **mathematics**, as measured by the EOC assessments, will meet or exceed **41.9**.

	Student Achievement Data Component	2013-14	2014-2015 Recommended Targets			
			Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds
EOC Index Growth	Overall Index	44.3	≤ 0.0^	0.1 - 4.1	4.2 - 8.1	> 8.1
	Math (Algebra and Geometry) Index	38.6	≤ 0.0^	0.1 - 3.2^	3.3 - 6.4	> 6.4
	English (English II and II) Index	48.9	≤ 0.0^	0.1 - 1.1^	- 2.1	> 2.1

SPS: 38.6 +

Case Study: Principal Goal Examples

DISCUSSION:

What would it mean to exceed the target?

What would it mean to have partial attainment of the target?

Examples	PARTIAL ATTAINMENT	FULL ATTAINMENT	EXCEEDS TARGET
Foundation Elementary 2013-2014 SPS: **81.9 (C)**		Current year student achievement, as measured by SPS, will meet or exceed **85.2**.	
Success High School 2013-2014 SPS: **61.9(D)**		Current year student achievement, as measured by SPS, will meet or exceed **62.7**.	

Case Study: Principal Goal Examples

DISCUSSION:

What would it mean to exceed the target?

What would it mean to have partial attainment of the target?

Examples	PARTIAL ATTAINMENT	FULL ATTAINMENT	EXCEEDS TARGET
Foundation Elementary 2013-2014 SPS: 81.9 (C)	**Current year student achievement, as measured by SPS, will meet or exceed 82.**	Current year student achievement, as measured by SPS, will meet or exceed 85.2.	**Current year student achievement, as measured by SPS, will meet or exceed 88.4.**
Success High School 2013-2014 SPS: 61.9 (D)	**Current year student achievement, as measured by SPS, will meet or exceed 62.0.**	Current year student achievement, as measured by SPS, will meet or exceed 62.7	**Current year student achievement, as measured by SPS, will exceed 63.4.**

Activity: Goals

SCHOOL	2013-2014 Performance Data		
	Overall SPS	**Identified SPS Component**	**Other Component**
Generation Middle School	88.5 (B)	Math Index: 70.2	Overall A.I.: 84.0
Millennial High School	77.5 (C)	EOC: 57.3	ACT: 55

PRACTICE: 10 minutes

1. Access the **Letter Grade Recommended Target Template** for the B M**iddle School (K-8)** or **D High School.**

2. Consider the data provided for **Overall SPS**. What range would represent **Full Attainment**?

3. Consider the data provided for the identified components. What range would represent **Full Attainment**?

Activity: Goals

SCHOOL	2013-2014 Performance Data		
	Overall SPS	**Identified SPS Component**	**Other Component**
Generation Middle School	88.5 (B)	Math Index: 70.2	Overall A.I.: 84.0
Full Attainment	92.6 – 96.4	Math Index: 74.5 – 78.5	Overall A.I.: 86.4 – 88.6
Millennial High School	77.5 (C)	EOC: 57.3	ACT: 55
Full Attainment	79.8 – 81.9	EOC: 61.2 – 64.9	ACT: 57.6 - 60

Agenda

- Compass Improvements 2015-2016

- Understanding Results

- Setting Goals

Session Break

- Case Study Activity

- Guide Others to Set Goals

- Closing Reflection

Set Goals (Guide Others)

Educator goals should be *:*

- Ambitious and grounded in school-wide student achievement goals
- Are aligned to what students should know and be able to do by the end of the course/year
- Determined using appropriate student diagnostic data
- Assessed using quality aligned assessments

ALL EDUCATORS SET ANNUAL GOALS
1. Priority Content/Skills and End of Year Assessment 2. Baseline and Diagnostic Data 3. Focus Student Population 4. Student Learning Target and Scoring Plan 5. Monitoring Progress
PRINCIPAL NOTE: SUPPORTING THE GOAL SETTING PROCESS
• Communicate school wide progress toward goals and expectations for student success. • Given the individual roles of teachers and other educators, ensure student achievement expectations are realistic. • Provide access to quality tools and resources to ensure understanding of expectations.

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Case Study Activity

CASE STUDY ACTIVITY: 10 minutes

Topic: Guiding Others to Set Goals

1. **Go back to the case study for the school you choose earlier and access the following.**

   - **Case Study: Goal Setting Components**
     – Elementary (Pgs. 20)
     – High School (Pgs. 46)

   - **Appendix: Observation & Feedback Year-Long Cycle**
     – Elementary (Pg. 27)
     – High School (Pg. 53)

2. **Based on the goals set, is there evidence that the principal engaged in the following? If so, explain and select one person in each row to be prepared to share.**
   - communicated school-wide progress toward goals and expectations for student success
   - guided the setting of goals based on the individual role of teachers and other educators to ensure student achievement expectations are realistic

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Case Study:
Guide Others to Set Goals

Elementary: Goal Setting Alignment (pg. 20)		
Role	**Focus Area**	**Alignment**
Assistant Principal	**ELA Assessment Index**	Assessment Index
2nd grade teacher: *All subjects*	Fluency and Mastery of current grade level content and fluency	Mathematics was identified as the lowest performing subject area
4th grade teacher: *ELA & Math*	Student Writing Mastery of current grade level mathematics priority content	ELA and Mathematics Assessment Index
5th grade teacher: *Science & Social Studies*	Social Studies Tasks Science Tasks	Social Studies and Science Assessment Index
Special Education Teacher: *Grades 3-5*	Mathematics – Individual Learning Goals	Mathematics Assessment Index Target Population Focus: Proficiency
HPE Teacher: *1st – 5th Grade*	Aerobic Capacity and Body Composition	

Case Study: Guide Others to Set Goals

High School: Sample Goal Setting Alignment (Pg. 46)		
Role	**Focus Area**	**Alignment**
Assistant Principal 1	English II and III EOC	ELA Assessment Index
Assistant Principal 2	U.S. History and Biology EOC Assessments	U.S. History Assessment Index Biology Assessment Index
11th/12th Grade Counselor	ACT	ACT Assessment Index & Target Population
English I & II Teacher	English I: Writing English II EOC Goal	ELA Assessment Index
Math Teacher	Algebra I EOC: A.I. Goal Algebra II Goal	Math Assessment Index
Science Teacher	AP Physics Success	Graduation Index
Social Studies Teacher	U.S. History EOC World History	U.S. History Assessment Index
CTE Teacher	IBC Credentialing Assessments	Graduation Index
Visual Arts Teacher	ART I & II AP STUDIO	Graduation Index

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Case Study: Beginning of the Year

English Teacher Case Study: Goals (pg. 53)	
Beginning Year Process	At the beginning of the year, the Instructional Leadership Team shared school-wide progress toward goals and the targets set for 2015-16. This set the expectation for individual goal setting and the teacher collaborated with his evaluator throughout the process to arrive at the goals below.
Goals	**Goal 1:** 85% of English I students will meet their individual growth target on the end of year writing tasks.
	Goal 2: All 22 students will score Fair or above on English II EOC AND at least 16 of the 22 students will score Good or Excellent.
Finalizing Goals	The evaluator reviewed the goals submitted by the teacher, accepted them and included comments for each.

Discussion:
- What is the potential impact on SPS when expecting all students to score Fair or above on an EOC assessment?
- What might have led the teacher to include "...at least 16 of 22 students scoring Good or Excellent?"

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Case Study:
Beginning of the Year

Scoring Plan			
Insufficient Attainment of Target (1 point):	**Partial Attainment of Target (2 points):**	**Full Attainment of Target (3 points):**	**Exceptional Attainment of Target (4 points):**
The teacher has demonstrated an insufficient impact on student learning by falling far short of the target.	The teacher has demonstrated some impact on student learning, but did not meet the target.	The teacher has demonstrated a considerable impact on student learning by meeting the target.	The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.

Guiding the Conversation (for use when supporting this step of the goal setting process):

1. Explain how the target you set will indicate that you "demonstrated a considerable impact on student learning."
2. Explain how the scoring plan you defined reflects "outstanding impact on student learning by surpassing the target by a meaningful margin."

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Case Study: Beginning of the Year

ENGLISH II TEACHER CASE STUDY: GOALS (CONT. Pg. 53)	
COMMUNICATION & DOCUMENTATION	
Evaluator Comments for Goal 1:	At Success High School, student performance in English is not progressing and writing has been identified as an area of weakness in the ELA content area. Focusing on writing in English I is important for success in future courses.
Evaluator Comments for Goal 2:	The teacher's goal is not written using Assessment Index, but he focused on a certain number of students not only passing for the purpose of graduation but scoring Good or Excellent. During my initial review of this goal, I asked the teacher how he determined that 16 students earning Good or Excellent would represent that he had **"demonstrated a considerable impact on student learning."** He shared baseline/diagnostic data for each student and explained what he is planning to accomplish by the end of the year. Additionally, he explained that 19 students scoring Good or Excellent would reflect that he **"demonstrated outstanding impact on student learning by surpassing the target by a meaningful margin."** He supported this by sharing beginning of the year diagnostic data for three students with significant deficits.

Agenda

- Compass Improvements 2015-2016
- Understanding Results
- Setting Goals

Session Break

- Case Study Activity
- Guide Others to Set Goals
- Closing Reflection

Closing Reflections

REFLECTION

When setting student achievement goals in 2015-2016, what processes will you use to answer the following questions? What tools will guide the process?

How have our students achieved in comparison to peers?

What student achievement impact do we seek to make?

What school wide goals reflect realistic expectations for student achievement?

What level of student achievement reflects a "considerable impact on student learning" (i.e. Full Attainment)?

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2015-2016 Goal Setting

The **school leader is responsible for the growth of educators and students** within the school as reflected in principals' annual goals (student learning targets or SLTs) aligned to the school performance score.

Principals consider how **each educator supports the broader school goals** in order to guide the process of defining individual goals.

Beginning in the 2015-2016 school year, the Department provides superintendents and principals with annual data to support principal goal setting, including recommended goals based on school type and prior year letter grade.

Principal Support:
Tools and Resources

AUDIENCE	TOPICS	TRAINING EVENT	DATE
Teachers	Compass Policy Goals	Teacher Leader Summit Sessions: Setting Goals	June 4-5
		Online Goal Setting Module	July 15
		Goal Setting Samples	August 1
Principals	Compass Policy Observation & Feedback Goals	Teacher Leader Summit Sessions: Content Focused Observation & Feedback (ELA/Math, ELA, Math)	June 4-5
		Regional Principal Trainings (Compass Policy & Goals): ALL Principals (1/2 Day)	June 8-18
			July 20-31
		Principal Goal-Setting Module	July 15
Districts	Compass Policy Observation & Feedback Compass Evaluator Training*	Teacher Leader Summit Sessions: Content Focused Observation & Feedback (ELA/Math, ELA, Math)	June 4-5
		Compass Modules: Observation & Feedback	July 15
		Compass Module: Differentiating Teacher Support	August 1
Compass Certification (New Evaluators) = Regional Principal Training + Observation & Feedback Module			

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TEACHER LEADERS
ENGAGE. EMPOWER. INSPIRE.

2015-2016 Compass Framework & Goal Setting for Principals

Supplemental Information

DEPARTMENT of EDUCATION
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Understanding Results:
School Performance Scores

The components of the School Performance Score (SPS) create a picture of how schools are progressing toward their goals.

Grade Configuration	Performance
K-7 (Elementary)	100% assessments + Progress Points
K-8, 7-8 (Middle)	95% assessments + 5% (dropout/credit accumulation index) + Progress Points
9-12 (High)	25% assessments + 25% ACT + 25% Cohort Graduation Rate + 25% Graduation Index + Progress Points

Compass Framework: Goals (SLTs)

The Compass Framework is a tool that empowers educators to consider multiple sources of data when determining teacher effectiveness . This applies to the professional practice (qualitative) component as well as the student growth (quantitative).

TEACHER EFFECTIVENESS: STUDENT GROWTH MEASURES 2015-2016
Progress towards pre-determined student learning targets **shall inform** the **student growth component** of the evaluation.

A **minimum of two student-learning targets** shall be identified for each teacher. **Student-learning targets shall include goals:**
- which express an expectation of growth in student achievement over a given period of time
- use common measures for assessing attainment of those goals, such as an identified assessment and/or a body of evidence

TEACHER EFFECTIVENESS: AVAILABLE DATA 2015-2016
All Teachers: A minimum of two student-learning targets shall be identified for each teacher to inform the student growth component of the evaluation. Using guidance from the Department and their district, principals and teachers should collaborate to identify data that accurately communicates teacher impact on student learning over the course of the year.

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Sample Annual Goals (1 of 2)

Currently Available	
PreK Teacher - English Download	**Special Education Teacher Vision** Download
PreK Teacher - Math Download	**Special Education Teacher-Math** Download
Grades K-2 Teacher - Math Lower Elementary Download	**Special Education Teacher-ELA** Download
Grades K-2 Teacher - Special Education Download	**High School Teacher - Social Studies** Download
Grades 3-8 Teacher – English Download	**High School Teacher - Visual Arts** Download
Grades 3-8 Teacher - Health and Physical Education Download	**Counselor - Academic – ACT** Download
Grades 3-8 Teacher - Math Elementary Download	**Counselor - Academic – AP** Download
Grades 3-8 Teacher - Music Elementary Download	**Counselor - Academic – Intervention** Download
High School Teacher - 4x4 Block Algebra II Download	**Counselor - Career – Portfolio** Download
High School Teacher – AP Physics Download	**Counselor - Social – Interactions** Download
High School Teacher - English II Student Download	**Librarian-Research** Download
High School Teacher - Math Algebra II Download	

Sample Annual Goals (2 of 2)

For Release August 1, 2015
Principal K-2
Principal Alternative Schools
Principal Career Technical Schools
Teacher Career Technical
Teacher K-2
Teacher PK
Special Education
Teacher Home Bound
Teacher Alternative School
Workgroup is identifying additional samples

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Compass Timeline 2015-2016: Principal Support (slide 1 of 3)

MONTH	EDUCATOR QUALITY	STUDENT ACHIEVEMENT	OVERALL
June	✓ Review teacher evaluation data and ✓ Adjust teaching assignments as needed ✓ Fill open positions	✓ Review student achievement data ✓ Access goal setting tools (SPS Calculator; Recommended Target Template) ✓ Analyze available results ✓ Identify areas to target	✓ Finalize end of year evaluations (Due July 31) ✓ Secure curricular resources ✓ Confirm summer professional development participation
July	✓ Complete Observation & Feedback Module ✓ Assign evaluators ✓ Define observation & feedback processes ✓ Set observation schedule ✓ Prioritize support	✓ Attend Regional Principal Trainings: Goal Setting ✓ Identify focus areas ✓ Define teacher/staff goal setting expectations	✓ Finalize collaboration structures & schedule ✓ Identify school leadership team ✓ Define process for ongoing support

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Compass Timeline 2015-2016: Principal Support (slide 2 of 3)

MONTH	EDUCATOR QUALITY	STUDENT ACHIEVEMENT	OVERALL
August	✓ Support new teachers (career and to the school)	✓ Set leader goals ✓ Guide others to set goals ✓ Ensure quality goals are set	✓ Share school-wide goals and focus areas ✓ Communicate teacher support plan
September	✓ Conduct observations of highest priority groups ✓ Support new teachers with focused observation & feedback	✓ Ensure all goals (SLTs) have been reviewed and accepted ✓ Monitor progress toward goals	✓ Provide meaningful, timely and actionable feedback
October - December	✓ Complete at least one formal observation for each teacher		

Compass Timeline 2015-2016: Principal Support (slide 3 of 3)

MONTH	EDUCATOR QUALITY	STUDENT ACHIEVEMENT	OVERALL
Mid-Year	✓ Review observation results and discuss teacher support progress ✓ Assess the needs of each teacher	✓ Review available formative and summative data ✓ Identify areas making progress and those not ✓ Guide teachers to adjust instruction based as needed	✓ Plan to meet individual needs (teachers and students) throughout the remainder of the year
January - May	✓ Support teachers based on individual needs through: - focused observations - timely and actionable feedback - peer mentoring and collaboration	✓ Monitor progress toward goals (formative assessments, PLCs, classroom observations) ✓ Administer end of year summative assessments	✓ Collect sufficient evidence so that end of year ratings accurately reflect teacher effectiveness and student achievement

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Louisiana Student Standards and Assessment Update (1 of 8)

- This session, legislative leaders, BESE leaders, and the Department announced an agreement that will provide clarity, consistency, and transparency for teachers, students, and parents on issues of academic standards and tests.

- BESE will convene professional committees to review and develop Louisiana Student Standards in English and mathematics between July 2015 and February 2016. The process continues the review process BESE has already started and will be conducted through open meetings, ensuring appropriate Legislative oversight.

- If the Legislature or Governor sends the standards back to BESE for further development, our schools continue with current standards while the committees continue their work.

- Under the agreement, the Department of Education would also seek a one-year testing contract for English and math questions, no more than 49 percent of which may be developed through the PARCC process. In 2016, upon adoption of revised standards, the Department will seek a long-term testing contract in English and math.

Thank you for your thoughtful recommendations to Louisiana's English and math standards review committee.

- The Department of Education assembled diverse committees including an array of experts and practitioners from around the state.
- All districts who nominated candidates were included in the process.
- All nominees have been notified of their status and next steps.

Next steps:

- **Public posting of selected nominees (May 25)**
- **Recommended nominees submitted for BESE approval (Saturday, June 13)**
- **BESE votes on committee lists (Tuesday, June 16)**
- **Nominees notifies of status and sent logistics information (Wednesday, June 24)**

Grade	Subject	2014-2015 Assessment	2015-2016 Assessment
Grades 3 to 8	ELA	LEAP and iLEAP: PARCC Test	Same standards, same item types Exact specifications released Fall 2015
	Math	LEAP and iLEAP: PARCC Test	
	Science	LEAP and iLEAP	LEAP and iLEAP
	Social Studies	LEAP and iLEAP	Field test; grade specific only
High School	All subjects	ACT series, including WorkKEYS Advanced Placement & CLEP	ACT series, including WorkKEYS Advanced Placement & CLEP
	ELA	English II EOC English III EOC	English II EOC English III EOC
	Math	Algebra I EOC Geometry EOC	Algebra I EOC Geometry EOC
	Science	Biology EOC	Biology EOC
	Social Studies	US History EOC	US History EOC
Alternate Assessments	ELA, Math, Science (varies by grade level)	LAA1	LAA1
	ELA, Math, Science, Social Studies (varies by grade level)	LAA2 eligible testers entering high school prior to 2014-2015	LAA2 eligible testers entering high school prior to 2014-2015
	English Language	ELDA	ELDA

Assessment and Accountability Releases		Date Available	Method of Delivery
LEAP, iLEAP, LAA 1, LAA 2 and ELDA	Student Level Results (LAA 1 and ELDA)	End of April	LEAPweb
	Student Level Results (LEAP, iLEAP, and LAA 2)	Late May	LEAPweb
	Summary Reports	Late July	LDOE secure FTP
EOC	Student Level Results	During Testing Window	EOC System
	Post-Window Results	Mid-June	
	Summary Reports	Mid-July	
EXPLORE and PLAN	Summary Reports and Student Files	Week of May 11	District Delivery from ACT
ACT	School and District Summary Reports	Week of July 20	District Delivery from ACT
WorkKeys	Student Files	Week of July 20	School Delivery from ACT
PARCC ELA and Math	Standard Setting Process	Summer 2015	
	Student Level Results	Fall 2015	LDOE SFTP
	Summary Reports	Fall 2015	LDOE SFTP
Accountability Results	Data Certification	Fall 2015	
	School Report Cards with Letter Grades	Late Fall 2015	LDOE SFTP and website
	Principal Report Cards	Winter 2015	LDOE SFTP
	PARCC Transitional Student Growth Data	Winter 2015	

Resource	Currently Available	Forthcoming
Assessment Guides	- LEAP and iLEAP Science - English II EOC - English III EOC - Algebra I EOC - Geometry EOC - Biology EOC - US History EOC - LAA1	Assessment outlines *available summer 2015* Assessment guides *available fall 2015* - LEAP and iLEAP 3-8 Math - LEAP and iLEAP 3-8 ELA - LEAP and iLEAP 3-8 Social Studies *field test only*
Practice Materials	- Practice items for - LEAP and iLEAP science - English II and III EOCs - Algebra I and Geometry EOCs - Biology and US History EOCs - Eagle: K-12 math, ELA, US History, and science 14-15 LEAP and iLEAP math and ELA practice tests	- LEAP and iLEAP math and ELA practice assessments *available fall 2015* - Social studies practice items *available fall 2015*
Calendar and Technology	15-16 assessment calendar	Technology dry run schedule *announced early fall 2015*

Resource	Currently Available	Forthcoming
Teacher Goal Setting Resources	Sample Goals – Click Here • 16 Teacher • 5 Counselor • 1 Librarian	**Additional Sample Goals** *available summer 2015* • Career Technical • K-2 • PK • Special Education • Itinerant • Alternative School **Training Module:** Goal Setting for Teachers *available summer 2015*
Principal Goal Setting Resources	• ACT: SPS Component Sample goal • Principal Guidebook (complete with full goal setting case studies)	**Sample Goals and Resources** *available summer 2015* • Sample SPS Goals • Sample SPS Component Goals • Special Cases: K-2, Alternative, Career Tech • LDE Recommended Targets **Trainings** *available summer 2015* • Teacher Leader/Supt. Collaborative • Regional Training Sessions • Module: Principal Goal Setting

Resource	Currently Available
Teacher Leader Summit/Supt. Collaborative	June 3-5: Assessment and goal sessions available for educators: • Compass Framework 2015-2016 & Goal Setting for Principals • Goal Setting for Teachers • CCSS Writing Initiative: ACT Test Strategies • Scoring Student Writing in ELA • Assessing in ELA • Common Formative Assessments Make a Difference • Streamlining ELA Assessments: Our District's Journey • Louisiana EAGLE • Math Design Collaborative: Formative Assessment Lessons 6-8 and 9-12
Summer Goal Setting Training	• Regional Principal Trainings: 3 hour sessions • 6 locations across the states • 13 days scheduled in early June and late July • Goal Setting Modules Released July 15th
Teacher Leader Collaboration Events	Trainings on assessment updates and resources as they are released. • Week of September 14, 2015 • Week of November 16, 2015 • Week of January 25, 2016

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Fall 2015

- Standards review process
- Ongoing engagement regarding timeline for streamlining high school assessments

Spring 2016

- Final standards approved by BESE
- Final high school assessment transition plan announced