

# Louisiana Believes

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**Making Compass a Professional  
Development Tool by  
Increasing Clarity and Feedback**

# Louisiana believes that every child can achieve college or career.

Every child should be on track to a college degree or a professional career.

Louisiana has adopted standards for student learning that put students on a level playing field with students across the country and around the world.

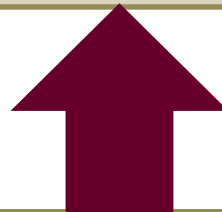
Compass is a set of tools to guide teachers in attaining these rigorous goals with *all* students.



# Compass is a central aspect of Louisiana's academic strategy.

Future academic strategy announcements will include plans for student assessment, curriculum, and professional development.

**The Common Core Standards describe what students should be able to do:** They define the skills and knowledge students need to acquire in literacy and math to be college- or career-ready.



**Compass is a guide that helps educators achieve at this level:** It defines what great teaching looks like and supports teachers and leaders in developing practices that will help students become college- and career-ready.

# Teacher Feedback and Support Before Compass

Before Compass's launch, few teachers received frequent, meaningful information about their performance. Excellence was oftentimes unrecognized and ineffective teaching went unaddressed. Many teachers did not have the feedback and support they needed to reach their potential.

Specifically:

- More than 98 percent of teachers were assigned the same rating, "Satisfactory";
- Observations occurred as infrequently as once every three years;
- Feedback provided to teachers was not necessarily based on their individual needs or the performance of their students.

# The Compass Framework

In the Compass system, educators set goals, receive feedback and support to develop their practice, and earn end-of-year ratings based on multiple sources of information.

## Student Growth

- Student learning targets
- Value-added measures, where available



## Professional Practice

- At least two observations of classroom instruction
- Measured against established performance standards



# The Compass Development Process

Compass was developed by Louisiana educators.

2010

2011

2012

2013

- Advisory Committee on Educator Evaluation (ACEE) convenes
- Educator task forces provide feedback on development of pilot tools
- Educator work groups develop first exemplar student learning targets
- Focus groups convene
- 10 districts/ charters pilot Compass process
- All districts receive value-added data for eligible teachers
- Revisions are made to Compass tools, based on pilot feedback
- Thousands are trained on Compass model
- **LDOE collects feedback; refines Compass to make the system a true professional development tool**
- **Teachers and administrators receive first Compass ratings**

# Compass's inaugural year has yielded valuable suggestions.

- The first year of Compass:
  - ✓ Approximately 6,000 evaluators have been trained;
  - ✓ Over 75,000 student learning targets have been written;
  - ✓ More than 10,000 observations have been logged;
  - ✓ Network Teams support implementation in every district.
- Along the way, and through the below interactions, the Department has received feedback on how the tool can better help educators improve:
  - ✓ Discussions with advisory committees of superintendents, school leaders, and teachers;
  - ✓ *Louisiana Believes* town halls with teachers;
  - ✓ Webinars and virtual town halls with teachers;
  - ✓ Reviews by national experts; and
  - ✓ Ed-Connect and [compass@la.gov](mailto:compass@la.gov).

# Educators suggested improvements that will yield more clarity and more feedback.

## Setting Student Achievement Goals

- Provide educators with more student-level data for goal-setting.
- Provide educators receiving value-added data with expected progress for every student early in the school year.

## Feedback on Classroom Practice

- Link Compass rubric descriptors to video exemplars of classroom practice to help define levels of performance.
- Provide greater guidance as to how the rubric applies in primary grades and for teachers of students with significant disabilities.
- Tailor frequency of observations to needs of educators.
- “Make the middle matter” for teachers scoring middle percentile on value-added.

## End-of-Year Results

- Provide educators with detailed reports of students’ expected and actual scores.
- Allow for greater flexibility in assessing the performance of teachers of students in special circumstances, such as natural disaster.
- Provide more room for growth with highest-performing students.
- Ensure districts and schools rate performance consistently and rigorously.



# Improvements: Setting Student Achievement Goals

<b>Feedback</b>	<ul style="list-style-type: none"><li>• Teachers currently start the year without a sense of the value-added model's expectations for their students' performance.</li><li>• In setting student achievement goals, more detailed data on student performance would be helpful to educators.</li></ul>
<b>Improvement</b>	<p>The LDOE will provide teachers and leaders with:</p> <ul style="list-style-type: none"><li>• Students' prior <b>scores on state assessments and other student background data</b> important for planning, including:</li><li>• <b>Estimates of the value-added model's expected scores</b> for the current year that:<ul style="list-style-type: none"><li>• Are based on achievement history and other student factors;</li><li>• Represent the best approximation of the expected scores that will be used to calculate value-added ratings at the end of the year; and</li><li>• Enable teachers to identify sub-groups of students who might need targeted goals or supports.</li></ul></li><li>• Additional available student data to assist in the goal-setting process.</li></ul>
<b>Timeline</b>	<ul style="list-style-type: none"><li>• Educators will be able to access estimated expected scores and other student-level achievement data in the <b>first half of the 2013-14 school year</b>.<ul style="list-style-type: none"><li>• This data will be available starting next year, which provides time for the development and launch of a new, accelerated roster verification process.</li></ul></li></ul>

# Sample Expected Value-Added Progress Report

Student Last Name	Student First Name	Estimated Expected Score	Free/Reduced Price Meal Status	Gifted Status
Baker	Justin	428	None	No
Clinton	Mindy	428	Free	No
Gray	Lacey	485	Reduced	Yes
Jones	Travon	375	None	Yes
Gautreaux	Melissa	428	Free	Yes
Morris	Barbara	389	Reduced	No
Smith	Taylor	399	None	Yes

Sort by student status to identify specific needs or achievement trends.

Sort by expected score to identify sub-groups that might need targeted goals or supports.

**Note:** Students' expected scores are calculated based on their prior achievement, attendance, disability/gifted/Section 504/LEP status, free/reduced lunch status, and discipline record. This report is illustrative and, due to space constraints, includes only some of the factors used to calculate the expected score.

# Improvements: Feedback on Classroom Practice

<b>Feedback</b>	<ul style="list-style-type: none"><li>• To reach the expectations outlined in the rubric, educators need examples of instructional performance across the levels and in a variety of settings.</li><li>• Some attributes (e.g., “students initiate higher-order questions”) may not be precisely observable when students are very young or have significant disabilities.</li></ul>
<b>Improvement</b>	<p>The LDOE will develop a <b>library of instructional videos</b> that align with the Compass rubric and that include footage of Louisiana educators. Videos may be used:</p> <ul style="list-style-type: none"><li>• By individual teachers or leaders, as a self-study tool;</li><li>• In collaboration meetings led by teacher leaders or school leaders; and</li><li>• In training sessions with district leaders, school leaders, or classroom teachers to promote greater understanding of effective instructional practices.</li></ul> <p>The LDOE will provide additional <b>tools that further define student performance expectations in specific grades and subjects</b>, including:</p> <ul style="list-style-type: none"><li>• Supplemental guidance and exemplars for special education and early childhood;</li><li>• Documents linking Common Core level student performance to the Compass rubric.</li></ul> <p>The LDOE will use these tools and resources to guide <b>ongoing training</b>.</p>
<b>Timeline</b>	<ul style="list-style-type: none"><li>• Additional guidance and exemplars will be released in <b>Spring, 2013</b>.</li><li>• Additional training for evaluators will take place in <b>Summer, 2013</b>.</li><li>• The video library will launch in <b>Summer, 2013</b>.</li></ul>

# Improvements: Feedback on Classroom Practice

<b>Feedback</b>	<ul style="list-style-type: none"><li>• Currently two observations, one “formal” and one “informal,” are required for all teachers. Evaluators should have flexibility to match observation type and frequency to teachers’ varied needs and skill levels.</li></ul>
<b>Improvement</b>	<p>The LDOE will change Compass regulations to customize observations to teachers’ needs.</p> <ul style="list-style-type: none"><li>• Revisions to Bulletin 130 will <b>remove the distinction between “formal” and “informal” observations</b>, allowing greater flexibility in type and duration of observation while maintaining that at least one observation be “announced.”</li><li>• Revisions will <b>add flexibility for evaluators</b> to observe teachers who have earned <i>Highly Effective</i> value-added ratings less frequently and observe lower performing teachers more frequently than two times per year.</li></ul> <p>The LDOE will develop a <b>training program for evaluators</b> that includes:</p> <ul style="list-style-type: none"><li>• Targeted support for evaluators whose ratings are misaligned with student outcomes;</li><li>• Training on observing special education teachers and early childhood teachers; and</li><li>• More robust evaluator certification practice modules and assessments.</li></ul>
<b>Timeline</b>	<ul style="list-style-type: none"><li>• Observation flexibility will be effective for the <b>2013-14 school year</b>.</li><li>• Training for evaluators will take place in <b>Summer, 2013</b>.</li><li>• The evaluator certification tools will launch in the <b>2013-14 school year</b>.</li></ul>

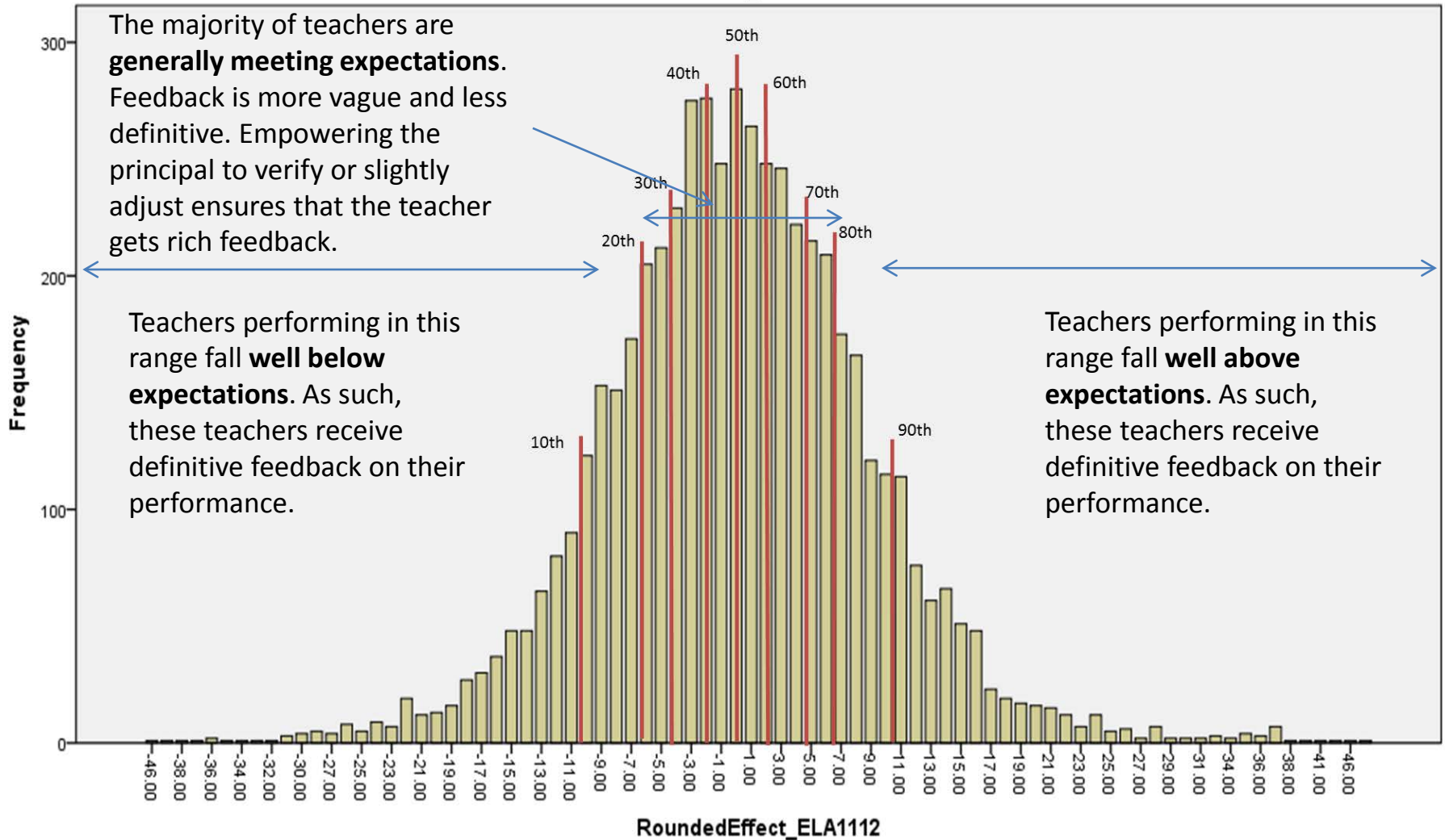
# Improvements: Feedback on Classroom Practice

<b>Feedback</b>	<ul style="list-style-type: none"><li>Teachers at the top and bottom of the value-added performance spectrum receive definitive feedback; they are doing very well or they are struggling. They also receive definitive tenure and compensation decisions. Teachers in the middle need definitive feedback too.</li></ul>
<b>Improvement</b>	<p><b>The LDOE proposes to use value-added data as a “screen,”</b> identifying an “effective range” of teachers that fall in the middle of the value-added spectrum (21<sup>st</sup> – 79<sup>th</sup> percentiles) and empowering administrators to verify or slightly adjust these teachers assigned value-added scores, using additional evidence from student learning targets as evidence.</p> <p>Adjustments would be limited to the “effective range,” but this shift requires principals to assess of the quality of student progress rather than simply deferring to the value-added formula, providing teachers in the middle with additional feedback. This change “makes the middle matter.”</p>
<b>Timeline</b>	<ul style="list-style-type: none"><li>These changes would be effective for the <b>2012-13 school year.</b></li><li>Guidance for evaluators on issuing final ratings will be provided in <b>March, 2013.</b></li></ul>



# Improvements: Feedback on Classroom Practice

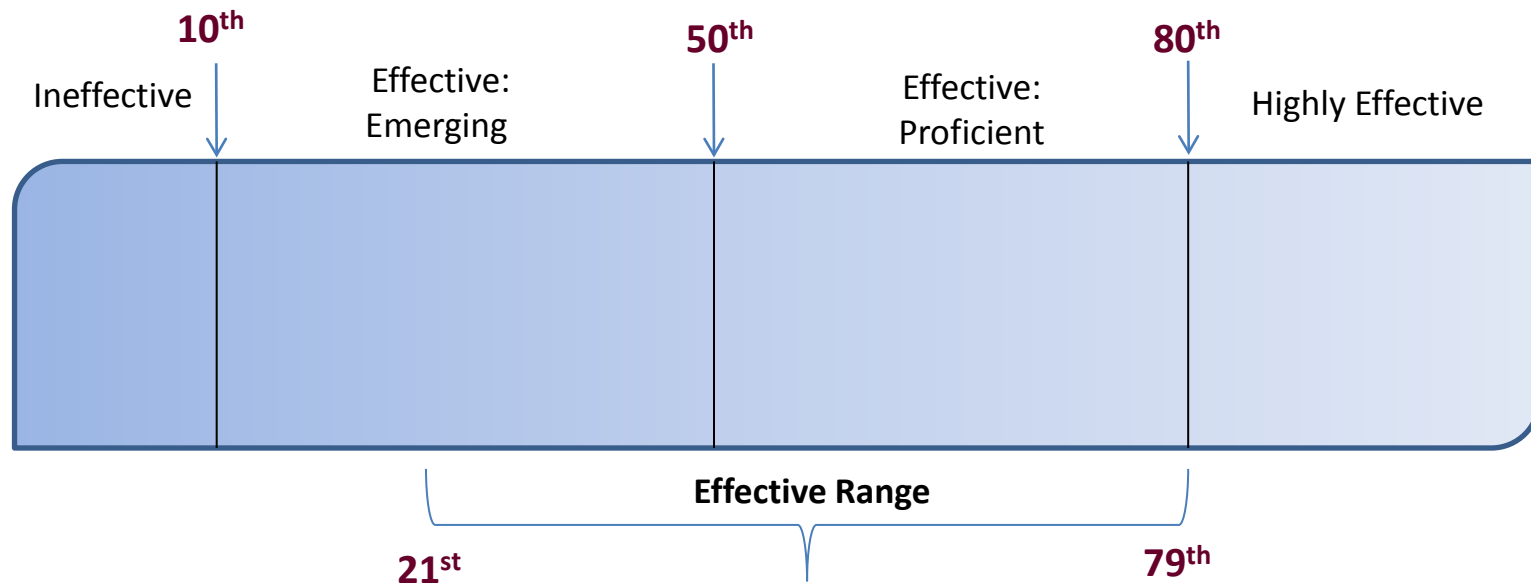
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# Improvements: Feedback on Classroom Practice

## Teacher Performance Overview

### Growth in Student Achievement



Principals review student learning target scores to confirm or shift the student outcomes score generated by the value-added model. In doing this, they provide feedback to teachers on the student progress shown in the classroom. Principals have the flexibility to assign a student outcomes rating of either *Effective: Emerging* or *Effective: Proficient* to teachers in this range.

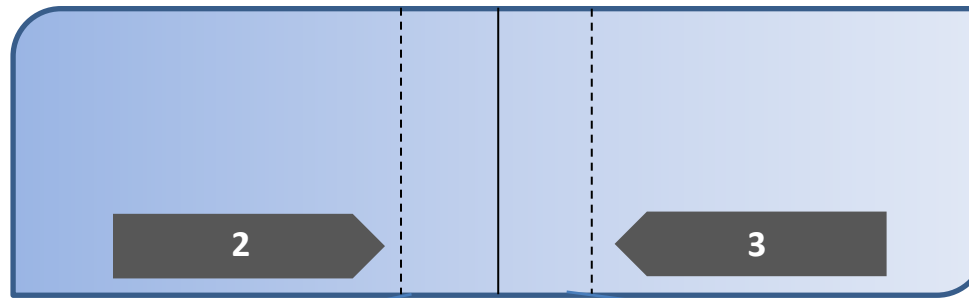
# Improvement: Feedback on Classroom Practice

## Increasing Feedback for Teachers

*Why would an evaluator shift a teacher's score in the Effective Range?*

Effective:  
Emerging

Effective:  
Proficient



After reviewing the student learning target data for a teacher in the '2' range, an evaluator finds that in addition to generally meeting the expectations for their growth on the 8<sup>th</sup> grade LEAP, students demonstrated 150% growth in their writing scores, as measured by a CCSS-aligned rubric. She **adjusts the student growth score to a 3.**

After reviewing the student learning target data for a teacher in the '3' range, an evaluator finds that while students generally met the expectations for their growth on the 5<sup>th</sup> grade iLEAP, fewer than half of students met their growth goals on the district's CCSS-aligned benchmark assessments. He **adjusts the student growth score to a 2.**

# Improvements: End-of-Year Results

<b>Feedback</b>	<ul style="list-style-type: none"><li>• Value-added results require greater explanation than currently provided. Student-level data would help educators fully analyze and learn from the value-added measures.</li></ul>
<b>Improvement</b>	<p>The LDOE will <b>revamp end-of-year value-added reports</b> so that educators have a clearer understanding of their students' performance, and so that educators can more easily analyze and learn from their results.</p> <p>New reports will include:</p> <ul style="list-style-type: none"><li>• Students' <b>expected and actual scale scores</b>, sortable by student characteristics, performance levels, etc.; and</li><li>• Explanations of the teacher's composite <b>value-added score and percentile range, and how they were derived.</b></li></ul>
<b>Timeline</b>	<ul style="list-style-type: none"><li>• Teachers will be able to access enhanced reports in <b>July, 2013.</b></li></ul>

# Sample End-of-Year Report

Student Last Name	Student First Name	Special Educ. Status	Actual Score	Expected Score	Difference
Baker	Justin	Yes	428	415	+13
Clinton	Mathleen	No	428	406	+22
Gray	Mindy	No	500	390	+110
Johnson	Pete	No	375	390	-15
Jackson	Selena	No	428	384	+44
Morris	Brett	Yes	389	389	Met target
Smith	Taylor	Yes	399	371	+28
<b>Value-Added Composite Score:</b>					<b>+28.86</b>
<b>Value-Added Percentile Range:</b>					<b>80<sup>th</sup>–99<sup>th</sup></b>
<b>Highly Effective</b>					

Sort by various student factors to identify performance trends.

Basis for the composite score is presented as a function of individual students' actual vs. expected scores.

Composite score, percentile range, and performance level appear together, painting a more complete picture of teacher performance.

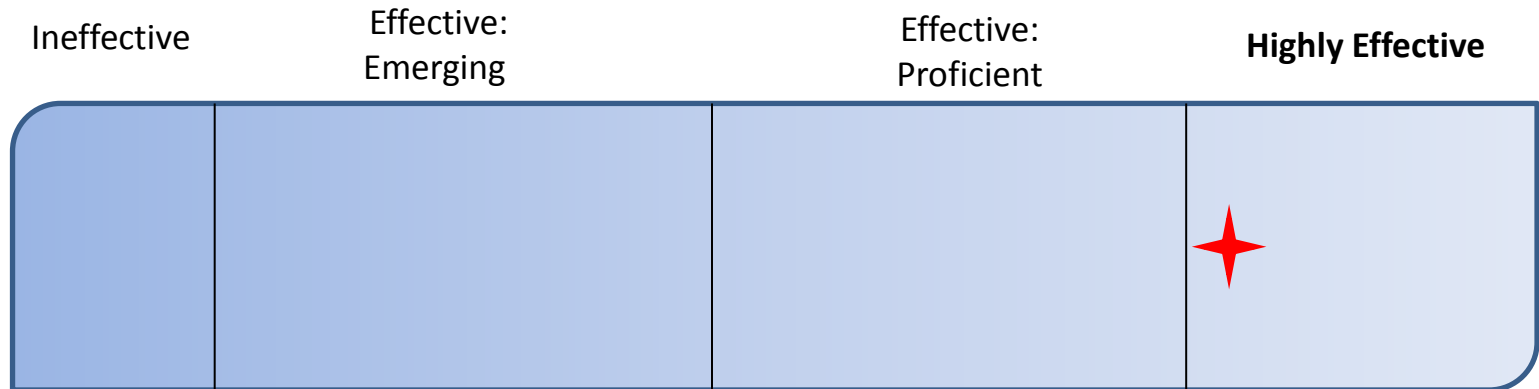
**Note:** Final Compass ratings represent a combination of the value-added score and the teacher's professional practice score.



# Sample End-of-Year Report

## Teacher Performance Overview

### Growth in Student Achievement 2013-2014 School Year



**Your Compass Value-Added Rating: *Highly Effective***

Your students' growth exceeded the growth achieved by 80% or more of students in the same content area this year.

★ Achievement Result

# Improvements: End-of-Year Results

<b>Feedback</b>	<ul style="list-style-type: none"><li>• The student results portion of Compass should do more to reflect unique circumstances of particular students and / or teachers.</li></ul>
<b>Improvement</b>	<p>In the below <b>unique circumstances</b>, the evaluator will assign a rating based on student learning targets rather than value-added data:</p> <ul style="list-style-type: none"><li>• Teachers with 60 or more excused absences in a given academic year due to approved leave, such as maternity, military, sick, or sabbatical leave.</li><li>• Other extenuating circumstances that have significantly compromised an educator's opportunity to impact student learning and have been approved by the state superintendent, at the request of the district superintendent, prior to the state's release of annual value-added results and no later than June 1.</li></ul> <p>The value-added formula will provide <b>more room for students at the highest levels to show growth.</b></p>
<b>Timeline</b>	<ul style="list-style-type: none"><li>• These changes will go into effect for <b>the 2012-13 school year.</b></li><li>• Guidance for evaluators on issuing final ratings will be provided in <b>March, 2013.</b></li></ul>

# Improvements: Reporting Results to Validate and Align Ratings

<b>Feedback</b>	<ul style="list-style-type: none"><li>Standards in the Compass system will be applied with varying levels of rigor, across various schools and districts.</li></ul>
<b>Improvement</b>	<p>At the year's conclusion, in order to be <b>transparent regarding the accuracy and rigor of ratings, the LDOE will share reports with district leaders</b> that</p> <ul style="list-style-type: none"><li>Compare and contrast trends in observation ratings with trends in value-added and goal-setting measures; and</li><li>Compare and contrast trends in ratings of educators with trends in student performance.</li></ul> <p>Reports will be shared through <b>a multi-stage process</b> that is both transparent and respectful of district leaders' need to lead the dialogue in their respective communities.</p> <p>No individual student or teacher records will ever be shared with anyone other than district staff and the teacher herself.</p>
<b>Timeline</b>	<ul style="list-style-type: none"><li>Report format will be available in HCIS in <b>February, 2013.</b></li><li>Actual reports will be communicated in stages throughout <b>Summer, 2013.</b></li></ul>

# Timeline

**Dec/Jan**

- **Conduct outreach to teachers, leaders, and policymakers**
- **Present proposed policy revisions to BESE**
- **Conduct webinars on Compass changes**

**Feb/Mar**

- Release 2013-14 academic strategy, including updated Compass guidebook for evaluators and educators
- Release additional guidance/ exemplars for special education & early childhood
- Launch completion and accuracy reports in HCIS

**Apr/May**

- Conduct webinars on updates to value-added reporting
- Evaluators begin assigning final ratings for the year
- Teacher leaders are identified to support Compass and Common Core work in 2013-14

**Summer**

- Share updated value-added results reports with eligible teachers
- Districts report final ratings for 12-13
- Release Compass implementation report
- Provide additional training to evaluators and teachers
- Launch video library

# Questions and Feedback

*Send questions and feedback to [compass@la.gov](mailto:compass@la.gov).*