Louisiana Believes

Compass System 2017-2018

DEPARTMENT of EDUCATION

Compass

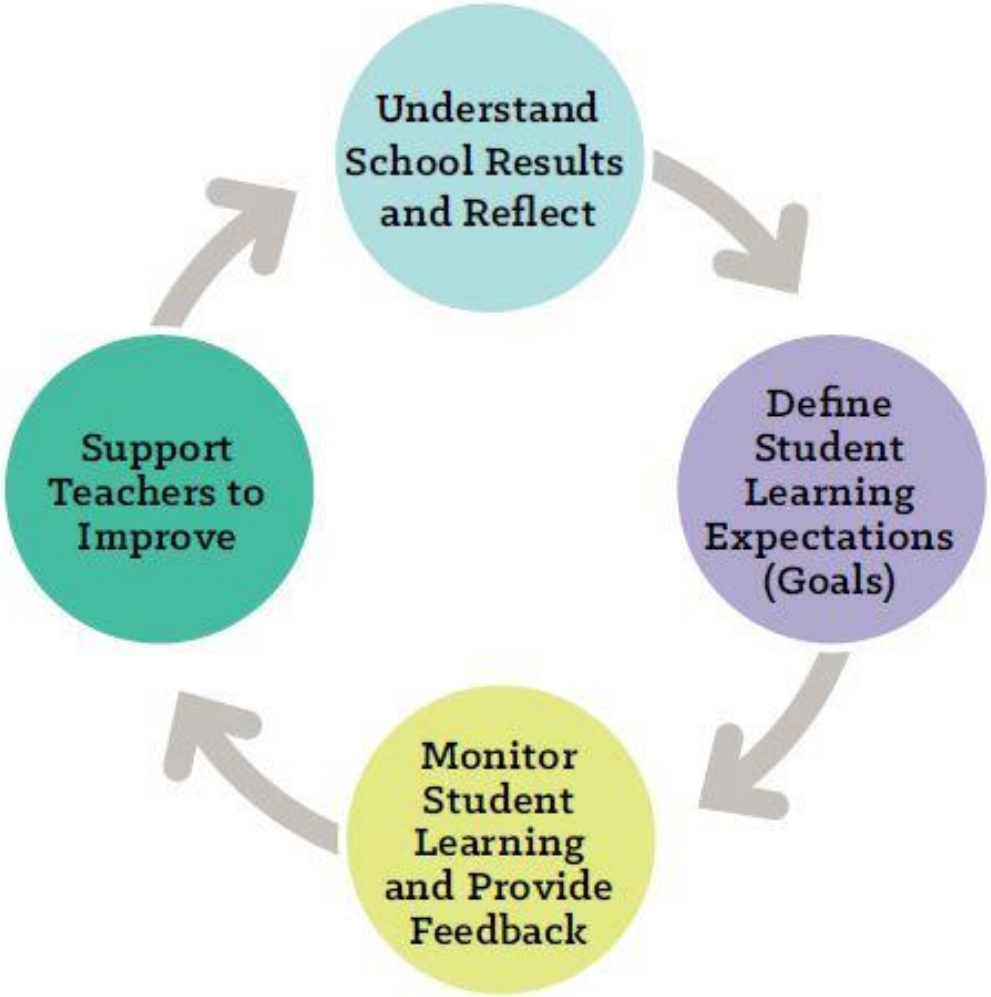
Compass is the system designed for rigorous goal setting and a strong observation and feedback cycle. Its purpose is to increase the quality of teaching and learning in the classroom, producing better student results.

Compass is characterized by local decision-making based on identified needs.

The LDE provides resources to support local educator effectiveness:

- Model SLTs
- LEAP 360
- Observation rubrics

Compass


Understand School Results and Reflect
Define Student Learning Expectations (Goals)
Monitor Student Learning and Provide Feedback
Support Teachers to Improve

Today's Objectives

1. Reflect on current goal setting, assessment, and observation and feedback practices and plan to address identified needs.

2. Discuss resources (SLT samples, LEAP 360) available to enhance goal setting, assessment, and observation and feedback practices.

3. Understand VAM for 2017-2018 and how this fits in with a comprehensive process beginning with goal setting and focusing on strong assessment and observation and feedback practices.

The Ideal Compass System

Reflect on the following practices and list 2-3 ideal characteristics for each:

- Goal setting Practices
- Assessment Practices
- Observation and Feedback Cycle

Compare the cycle you experience as a classroom teacher with the processes you use with your students.

Agenda

- **Goal Setting**
- Value Added Model
- Louisiana's Comprehensive Assessment System
- Plan to Address Identified Needs

Goal Setting

"A good goal should scare you a little, and excite you a lot" – Joe Vitale

The Focus of SLTs

In which high impact activities/tasks should teachers and students engage to produce the desired results in each content area?

What is it that students should know and be able to do?

Which assessments provide the best understanding of where students are and how to measure growth continually over time?

Commonalities

1. Attribution
2. Baseline Information
3. Checkpoints
4. Culminating Assessment
5. Success Criteria
6. Student Learning Target Process

Guidance for Districts
Student Learning Targets

Measures of Growth in Student Learning, a Step by Step Process

Step 1: Identify what students are expected to know and be able to do

Step 2: Identify available assessments being used in your district to evaluate student learning throughout the year.

Step 3: Select measures for use in educator evaluations.

Step 4: Determine success criteria for results from included measures of student learning.

5th Grade Math
Student Learning Target

Measure Name	SLT – Math
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: 5th Grade Math

Baseline Info: Students must be able to demonstrate understanding of math concepts (not just procedures); apply understanding to real world examples; use accurate procedures and skills to answer questions and demonstrate mathematical reasoning by explaining, justifying, or critiquing with precision. Initial assessments:

- Students take state 5th grade math diagnostic aligned to standards, detailing levels of 4th grade learning (August)
- Analyze data for students from state standardized math tests to determine how well they learned the previous year's content (August)

Checkpoints: State interim assessments aligned to standards for 5th grade math

- Interim 1 (October)
- Interim 2 (March)

Culminating Assessment: Students complete an assessment with a variety of item types aligned to the standards generated from EAGLE. Based on the initial assessment results, student targets will meet the following success criteria.

Success Criteria

Much Less Than Expected	Less Than Expected	Expected	More Than Expected
Fewer than __% of students meet or exceed their individual growth target	__-__% of students meet or exceed their individual growth target	__-__% of students meet or exceed their individual growth target	__-__% of students meet or exceed their individual growth target

Student Learning Target Process
Math

Over the Summer:

1. Review the standards and EOY expectations via sample LEAP practice tests and released items.
2. Define goals based on what students should know and be able to do by the end of the year.

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your goals?
4. Administer a diagnostic assessment and classroom formative task(s) to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year.

Throughout the Year:

6. Track whether students are or are not meeting their targets through classroom formative assessment and interim assessments.
7. Make any adjustments to instruction or targets based on additional information.

End of the Year:

8. Use the summative LEAP assessment or data from interim assessment to determine whether students demonstrate they have met their targets and the content goals.

Math SLT Resources

Grade Level	Resource
K - 12th	Teacher Resources by Grade
	Planning Resources
	Eureka Math
	K-12 Math Planning Resources
3rd – 8th	LEAP 360
	LEAP Practice Tests
	Released and Sample Test Items

Agenda

- Goal Setting
- **Value Added Model**
- Louisiana's Comprehensive Assessment System
- Plan to Address Identified Needs

Value Added Model

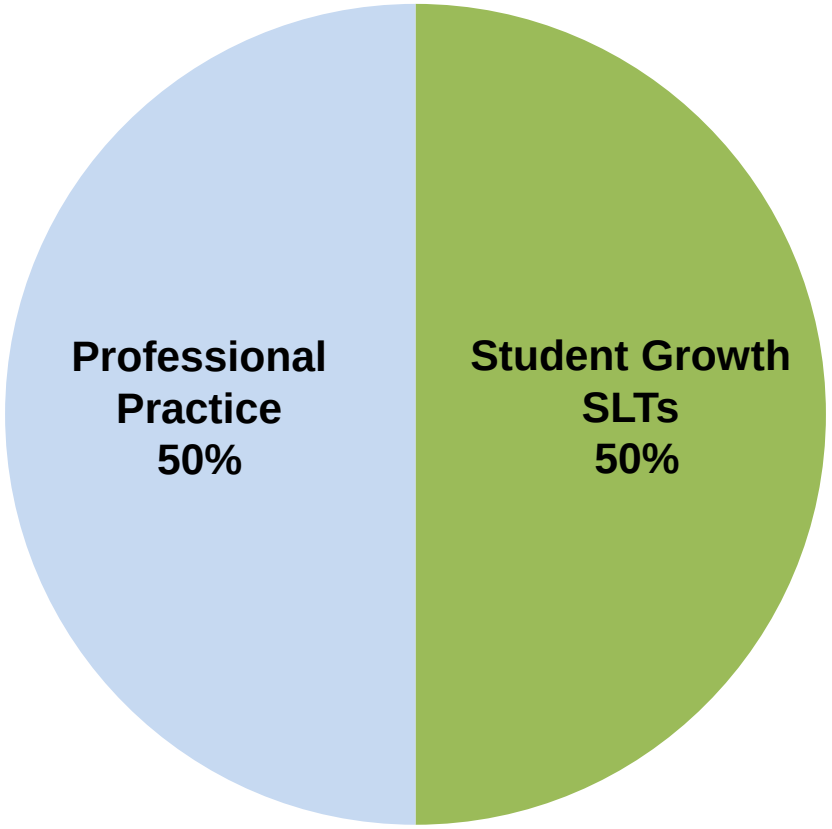
- Timeline
- Measures of Growth in Student Learning
- Value-Added Calculation
- Examples of Final Evaluation Measures
- Assessment Data Availability for Teacher Evaluations

Value-Added Model Overview

Value-Added Model (VAM) Timeline	
2011-2012	VAM was piloted in Louisiana.
2012-2013	VAM was used across the state.
2013- 2017	Value-added data was not available during the transition to new standards and assessments. Instead, the Department provided transitional student growth (TSG) data to use as a measure of student growth, at the evaluator's discretion.
2017-2018	VAM will once again be in effect statewide as a measure of growth in student learning.

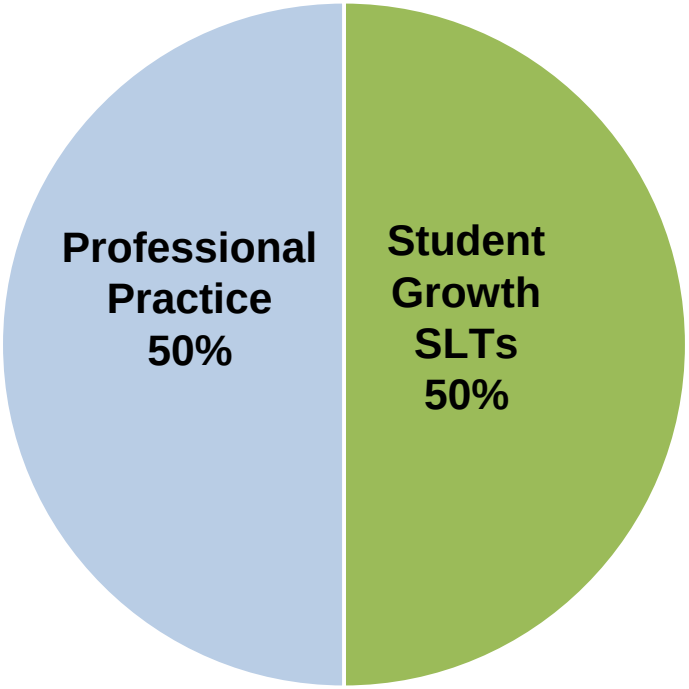
2016-2017
Measures of Effectiveness

Both the Student Growth and Professional Practice component contribute equally to the final evaluation rating.

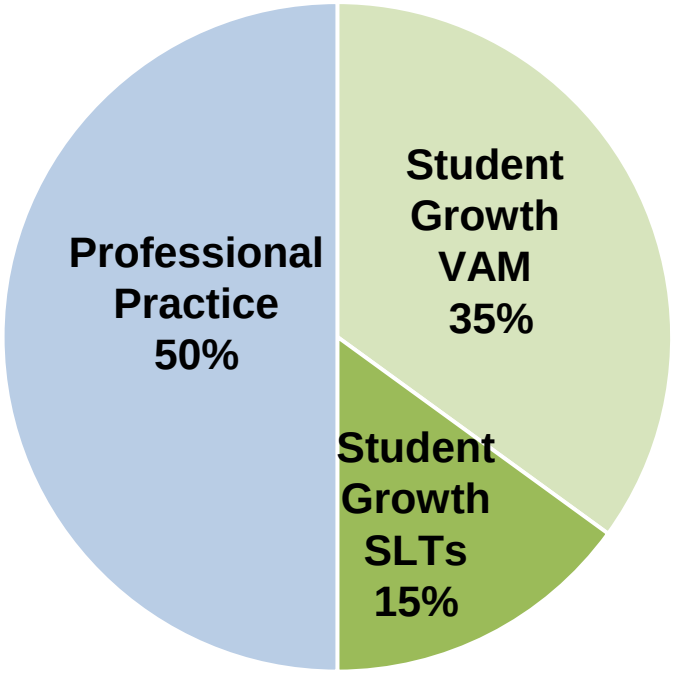


2017-2018
Measures of Growth in Student Learning (VAM)

Both the Student Growth and Professional Practice components contribute equally to the final evaluation rating.



VAM data account for 35% and SLTs account for 15% of the Student Growth Component where applicable.



Value-Added Calculation

As per its ESSA plan, Louisiana will utilize the full value-added model (VAM) model for the school growth index for teacher, school and district value-added calculations.

The model includes the following characteristics: prior achievement on assessments up to three years, special education status and disability category, economically disadvantaged status, student absences, and student suspensions.

Example:

- Suzy scored Approaching Basic in ELA each of the past three years with no grade retention. As a result, she is expected to score Approaching Basic (719) this year.
- Because Suzy has a speech/language disability, her expected score is reduced to 717.5.
- Because Suzy missed ten days of school, her expected score is further adjusted to 716.
- No other characteristics listed above apply to Suzy so they do not impact her score.

Value-Added Calculation

Sources of Data *Data used in VAM calculations originate from the following:*	Curriculum Verification & Results Portal (CVR) **Roster Verification Period**
LEADS	Annually, in the months of April and May teachers and principals review the class schedule and roster of students in CVR to verify this information is correct. • This is the only opportunity teachers have to correct any incorrect information which will then be used in the VAM calculations. • If teachers and principals do not take advantage of this CVR correction period, the data originally submitted by the LEA will be used.
Personnel Database (PEP)	
Curriculum Database (CUR) *Teacher course schedules and students assigned to those courses are utilized*	
Teacher Course Schedules	
Students Assigned to Courses	
Scholarship Enrollment Eligibility System (SEE)	

Examples of Final Evaluation Measures for 2016-2017 and 2017-2018

Evaluation Component		Rating	2016-2017 School Year		2017-2018 School Year (And Beyond)	
			Percentage of Final Rating	Score	Percentage of Final Rating	Score
Student Growth	VAM/TSG	3	N/A	N/A	35%	1.05
	SLT	2	50%	1.0	15%	0.3
Professional Practice		3	50%	1.5	50%	1.5
Final Evaluation				2.5 (Effective: Proficient)		2.9 (Effective: Proficient)

2016-2017 Assessment Data Availability for Teacher Evaluations

Data Set	Details	Availability Date	Is this data available for final evaluations?
State Assessment Data	**Grades 3-8:** ELA, Math & Science	Late June 2017	Yes
	Grades 3-8: Social Studies	Fall 2017	No
	EOC Assessments	May 2017	Yes
Transitional Student Growth Data (TSGD)	**Content Percentiles Grades 4-8:** ELA, Math & Science **EOC Assessments:** Algebra I & Geometry **Overall Percentiles**	Winter 2017	No

Teacher evaluations must be finalized by August 15, 2017.

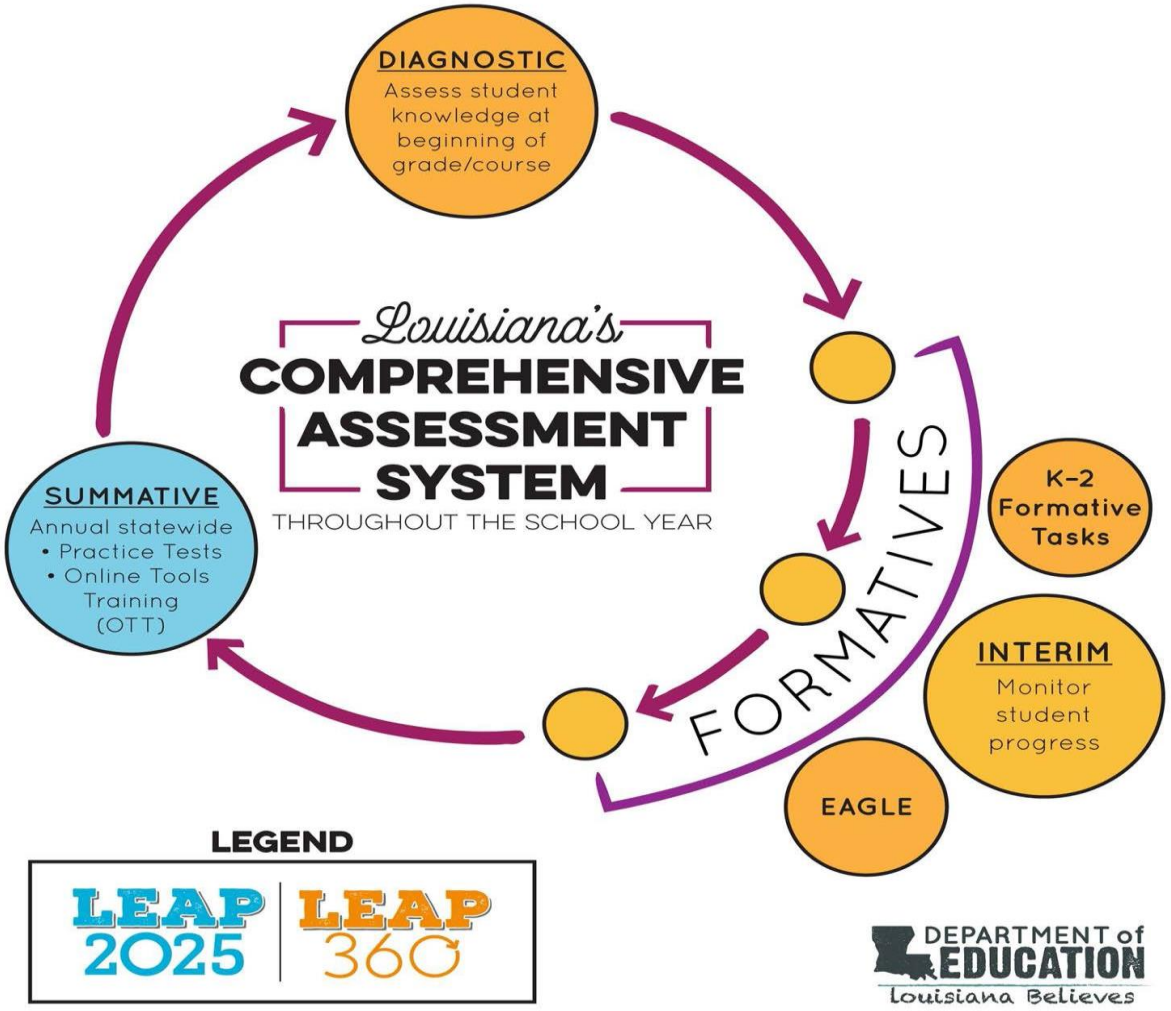
2017-2018 Assessment Data Availability

Data Set	Details	Availability Date	Is this data available for final evaluations?
State Assessment Data	**Grades 3-8:** ELA, Math & Social Studies	June 2018	Yes
	Grades 3-8: Science	**N/A Field Test Only**	
	EOC Assessments	May 2018	Yes
Student Growth Data/VAM	**Content Percentiles Grades 4-8:** ELA, Math & Social Studies **EOC Assessments:** Algebra I & Geometry **Overall Percentiles**	Late Summer 2018	Yes

Agenda

- Goal Setting
- Value Added Model
- **Louisiana's Comprehensive Assessment System**
- Plan to Address Identified Needs

Louisiana's Comprehensive Assessment System



LEAP 360

LEAP 360 is a tool to help:

- **Teachers** understand a more complete picture of student performance at the beginning, throughout, and end of the year.
  This understanding helps teachers
  - adjust their instruction to help all students achieve
  - set meaningful, yet ambitious, goals for student learning
  - monitor learning toward that goal

- **Principals** identify throughout the system where additional support is needed. LEAP 360 provides information to focus educators on the learning that matters most for students.

- **Districts** identify throughout the system where additional support is needed. LEAP 360 provides streamlined, high-quality assessments that reduce overall local testing and help monitor progress toward goals.

Diagnostics

Assessment Tool	Includes	Recommended time of year to be administered	Reporting
ELA Diagnostic (Grades 3-EOC)	1 reading form; 1 writing form	Beginning of year/course	Student, Groups, School, District, State
Math Diagnostic (Grades 3-EOC)	1 form (in 2-3 sessions)		

The diagnostic assessments are designed to:

- Identify the specific prerequisite skills individual students or groups of students need in order to be successful with grade level content
- Understand student performance on:
  - Readily accessible and moderately complex texts in ELA
  - Previous grade level content that is a precursor to major content in math
- Assist with meaningful, yet ambitious goal setting for student learning targets

LEAP 360 Interim Assessments (Grades 3-8)

Assessment Tool	Includes	Recommended time of year to be administered	Reporting
ELA Interims (Grades 3-8)	Form 1	Late October	Student, Groups, School, District, State
	Form 2	March	
Math Interims (Grades 3-8)	Form 1	December	
	Form 2	March	

The interim assessments are designed to allow districts, schools, and teachers to:

- Use results to make smart instructional decisions to improve student learning and gauge progress toward end-of-year goals
- Analyze student data to identify student-specific and classwide trends in learning and misconceptions
- Adjust instruction and target support for students in need
- Make decisions about how students are learning the appropriate content and progressing toward end-of-year goals

LEAP 360 Interim Assessments (EOC)

Assessment Tool	Includes	Recommended time of year to be administered	Reporting
EOC Interims Full-Year Course (Eng I and II; Alg I and Geom)	Form 1	October	Student, Class, School, District, State
	Form 2	January	
	Form 3	March	
EOC Interims Block Course (Eng I and II; Alg I and Geom)	Form 1	September / February	
	Form 2	October / March	
	Form 3	November / April	

The interim assessments are designed to allow districts, schools, and teachers to:

- Use results to make smart instructional decisions to improve student learning and gauge progress toward end-of-year goals
- Analyze student data to identify student-specific and classwide trends in learning and misconceptions
- Adjust instruction and target support for students in need
- Make decisions about how students are learning the appropriate content and progressing toward end-of-year goals

Math
Student Learning Target Worksheet

Measure Name	*Click here to enter text.*
Educator Type	*Click here to enter text.*
Attribution (Individual or Collective)	*Click here to enter text.*

Content Area/Other: *Click here to enter text.*

Baseline Info: Students must be able to; demonstrate understanding of math concepts (not just procedures), apply understanding to real world examples, use accurate procedures and skills to answer questions and demonstrate mathematical reasoning by explaining, justifying, or critiquing with precision. Initial assessments:

- *Click here to enter text.*
- *Click here to enter text.*

Checkpoints:

- *Click here to enter text.*
- *Click here to enter text.*

Culminating Assessment: *Click here to enter text.*

Success Criteria

Much Less Than Expected	Less Than Expected	Expected	More Than Expected
Click here to enter text.	*Click here to enter text.*	*Click here to enter text.*	*Click here to enter text.*

Agenda

- Goal Setting
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- **Plan to Address Identified Needs**

Plan to Address Identified Needs

Take time to look at sample goals.

How will you utilize the Compass System (rigorous goal setting, assessment, and observation and feedback cycle) to achieve your goal of moving students to Mastery or above?

What are your next steps for creating the ideal Compass system?

Additional SLT Samples

- 5th Grade Math Growth to Mastery
- 5th Grade Math
- 7th Grade Math
- Geometry

5th Grade Math Growth to Mastery
Student Learning Target

Measure Name	Growth to Mastery – Math
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: 5th Grade Math

Baseline Info: In a Growth to Mastery model, students must progress toward mastery in 8th grade. Initial assessments:

- Analyze data from state 5th grade math diagnostic, detailing levels of 4th grade learning (August).
- Students receive target for being on track toward Mastery levels on 8th grade assessment (August)
- Analyze data for students from state standardized math tests to determine how well they learned the previous year's content

Checkpoints:

- Teacher formative assessment aligned to the scope and sequence for state interims (throughout the school year)
- State interim assessments for 5th grade
    - Interim 1 (October)
    - Interim 2 (March)

Culminating Assessment: Students will reach their target on the state summative assessment to be on track for Mastery at the 4th grade level. Students already at Advanced will maintain that level of achievement.

Success Criteria

Much Less Than Expected	Less Than Expected	Expected	More Than Expected
Fewer than __% of students meet or exceed their individual Growth to Mastery target	__-__% of students meet or exceed their individual Growth to Mastery target	__-__% of students meet or exceed their individual Growth to Mastery target	__-__% of students meet or exceed their individual Growth to Mastery target

Student Learning Target Process
Math

Over the Summer:

1. Review the standards and EOY expectations via sample LEAP practice tests and released items.
2. Define goals based on what students should know and be able to do by the end of the year.

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your goals?
4. Administer a diagnostic assessment and classroom formative task(s) to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year.

Throughout the Year:

6. Track whether students are or are not meeting their targets through classroom formative assessment and interim assessments.
7. Make any adjustments to instruction or targets based on additional information.

End of the Year:

8. Use the summative LEAP assessment or data from interim assessment to determine whether students demonstrate they have met their targets and the content goals.

Measures of Effectiveness
Growth to Mastery Targets

Question 1: If students are not yet achieving Mastery, are they on track to doing so?

- Every student scoring below Mastery will receive a simple, clear growth target for the following year that illustrates the growth required to be on track to Mastery in ELA and math by 8th grade.
- If a student achieves the target, the school shall earn 150 points, equivalent to an A+. Otherwise, move to question 2.

Question 2: Are students growing at a rate comparable to their peers?

- Using Louisiana's value-added measurement, it is possible to compare students' individual performance to that of similar peers.
- Schools will earn points based on students' growth percentile as compared to peers.

81st-99th percentile (150 points)
61st-80th percentile (115 points)
41st-60th percentile (85 points)
21st-40th percentile (25 points)

5th Grade Math
Student Learning Target

Measure Name	SLT – Math
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: 5th Grade Math

Baseline Info: Students must be able to demonstrate understanding of math concepts (not just procedures); apply understanding to real world examples; use accurate procedures and skills to answer questions and demonstrate mathematical reasoning by explaining, justifying, or critiquing with precision. Initial assessments:

- Students complete an assessment with a variety of item types aligned to the standards (August – September)
- Analyze data for students from state standardized math tests to determine how well they learned the previous year's content (August)

Checkpoints: End of module assessments from Eureka math consisting of a variety of item types aligned to the standards (throughout the school year).

Culminating Assessment: Students will complete the 5th grade end of Module 6: Problem Solving with the Coordinate Plane assessment from Eureka.

Success Criteria

Much Less Than Expected	Less Than Expected	Expected	More Than Expected
Fewer than __% if students grow by __ or more percentage points	__-__% of students grow by __ or more percentage points	All students grow by __ or more percentage points	All students grow by __ or more percentage points with __-__% growing by __ or more percentage points

Student Learning Target Process
Math

Over the Summer:

1. Review the standards and EOY expectations via sample LEAP practice tests and released items.
2. Define goals based on what students should know and be able to do by the end of the year.

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your goals?
4. Administer a diagnostic assessment and classroom formative task(s) to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year.

Throughout the Year:

6. Track whether students are or are not meeting their targets through classroom formative assessment and interim assessments.
7. Make any adjustments to instruction or targets based on additional information.

End of the Year:

8. Use the summative LEAP assessment or data from interim assessment to determine whether students demonstrate they have met their targets and the content goals.

7th Grade Math
Student Learning Target

Measure Name	SLT – Math
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: 7th Grade Math

Baseline Info: Students must be able to demonstrate understanding of math concepts (not just procedures); apply understanding to real world examples; use accurate procedures and skills to answer questions and demonstrate mathematical reasoning by explaining, justifying, or critiquing with precision. Initial assessments:

- Students take state 7th grade math diagnostic, detailing levels of 6rd grade learning (August)
- Students complete Type II and Type III problem sets created by grade level PLC (August – September)
- Analyze data for students from state standardized math tests to determine how well they learned the previous year's content (August)

Checkpoints:

- PLC-created formative assessments, focused on Type II and Type III tasks aligned to the scope and sequence for state interims (throughout the school year)
- State interim assessments for 7th grade math
    - Interim 1 (October)
    - Interim 2 (March)

Culminating Assessment: Students complete end of year culminating assessment (April). Based on the initial assessment results, student targets in regard to Type II and Type III tasks will meet the following success criteria.

Success Criteria

Much Less Than Expected	Less Than Expected	Expected	More Than Expected
Fewer than __% of students meet or exceed their individual growth target	__-__% of students meet or exceed their individual growth target	__-__% of students meet or exceed their individual growth target	__-__% of students meet or exceed their individual growth target

Student Learning Target Process
Math

Over the Summer:

1. Review the standards and EOY expectations via sample LEAP practice tests and released items.
2. Define goals based on what students should know and be able to do by the end of the year.

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your goals?
4. Administer a diagnostic assessment and classroom formative task(s) to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year.

Throughout the Year:

6. Track whether students are or are not meeting their targets through classroom formative assessment and interim assessments.
7. Make any adjustments to instruction or targets based on additional information.

End of the Year:

8. Use the summative LEAP assessment or data from interim assessment to determine whether students demonstrate they have met their targets and the content goals.

Geometry
Student Learning Target

Measure Name	SLT – Math
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: Geometry

Baseline Info: Students must be able to demonstrate understanding of math concepts (not just procedures); apply understanding to real world examples; use accurate procedures and skills to answer questions and demonstrate mathematical reasoning by explaining, justifying, or critiquing with precision. Initial assessments:

- Students take the state Geometry diagnostic, detailing the prerequisite skills students need in order to be successful with content (August)
- Analyze data for students from state standardized math tests to determine how well they learned prior content (August)

Checkpoints:

- PLC-created formative assessments aligned to the scope and sequence for state interims (throughout the school year)
- State interim assessments for Geometry
    - Interim 1 (October)
    - Interim 2 (January
    - Interim 3 (March)

Culminating Assessment: Students complete end of year culminating assessment (April). Based on the initial assessment results, student targets will meet the following success criteria.

Success Criteria

Much Less Than Expected	Less Than Expected	Expected	More Than Expected
__-__% students score __% or better on the post assessment	__% or more students score __% or better on the post-assessment.	__% or more students score __% or better on the post-assessment.	__% or more students score __% or better on the post-assessment.

Student Learning Target Process
Math

Over the Summer:

1. Review the standards and EOY expectations via sample LEAP practice tests and released items.
2. Define goals based on what students should know and be able to do by the end of the year.

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your goals?
4. Administer a diagnostic assessment and classroom formative task(s) to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year.

Throughout the Year:

6. Track whether students are or are not meeting their targets through classroom formative assessment and interim assessments.
7. Make any adjustments to instruction or targets based on additional information.

End of the Year:

8. Use the summative LEAP assessment or data from interim assessment to determine whether students demonstrate they have met their targets and the content goals.