

IMPROVING TEACHING & LEADERSHIP

Louisiana students are just as smart and capable as any in

America. Recognizing this, Louisiana has committed to preparing its students to read, write, and perform math tasks on a par with students nationwide.

Louisiana educators make this commitment a reality in classrooms across the state through engaging lessons and a commitment to growth for all students. However, teaching to high standards is complex work and requires supportive school leadership and a collaborative work environment in which teachers come together to focus on the technical challenges of their craft.

Trends gleaned from the Compass Annual Report can assist teachers and administrators in seeing where such leadership and collaborative environments exist in Louisiana and where they do not. The information contained in the report tells thousands of different stories, providing a lens into the expectations educators have for themselves and how those expectations contribute to results they achieve with their students.



2013-2014 COMPASS REPORT SUMMARY

STATEWIDE TRENDS

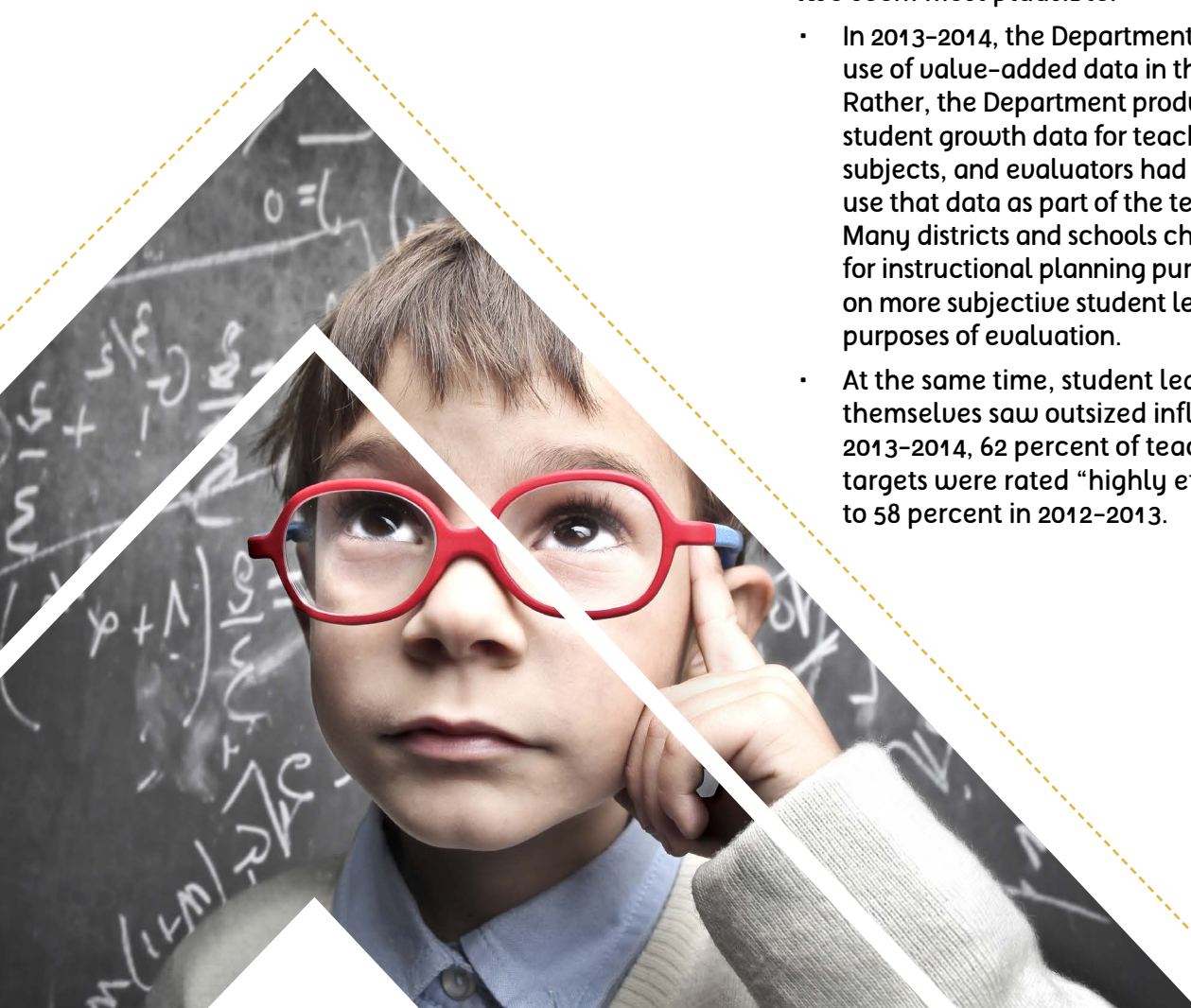
Past evaluation systems yielded uniform ratings that were not reflective of educators' diverse skills and needs. In 2010–2011, nearly 99 percent of teachers were simply rated “satisfactory” for example. In 2012–13, on the other hand, 88 percent of teachers and leaders were rated “proficient” or higher while 12 percent were given ratings indicating a need for significant improvement.

In 2013–2014, ratings continue to be more varied than they were under the previous system, and several districts used the observation and feedback cycle to set high expectations for both teaching and leading. This is particularly true in schools and districts that saw the highest gains in student achievement, which suggests that schools and districts that hold high expectations for teaching and leading see greater growth in student learning. However, 2013–2014 evaluation ratings trended upwards when compared to 2012–2013 ratings, inflating at a faster rate than student achievement gains made over the same time period:

- ▶ **92 percent of teachers were rated “proficient” or higher in 2013–2014 compared with 88 percent of teachers in 2012–2013.**
- ▶ **43 percent of teachers were rated “highly effective” in 2013–2014 compared with 32 percent of teachers in 2012–2013.**
- ▶ **93 percent of leaders were rated “proficient” or higher in 2013–2014 compared with 88 percent of leaders in 2012–2013.**
- ▶ **34 percent of leaders were rated “highly effective” in 2013–2014 compared with 27 percent of leaders in 2012–2013.**

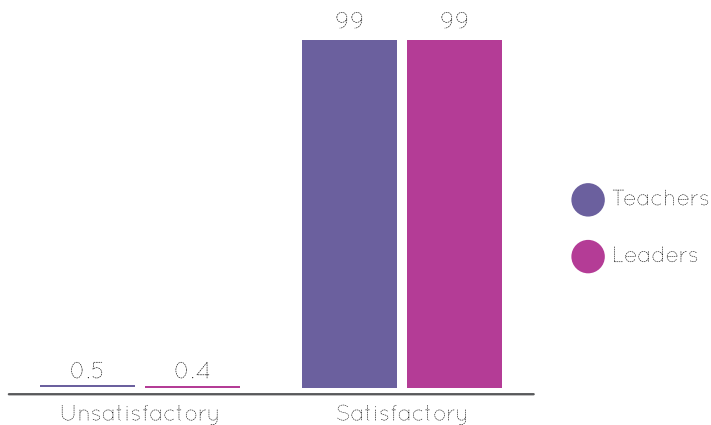
While there are likely a variety of reasons for the inflation outpacing student achievement gains, two seem most plausible:

- In 2013–2014, the Department did not require the use of value-added data in the evaluation rating. Rather, the Department produced transitional student growth data for teachers of value-added subjects, and evaluators had the discretion to use that data as part of the teacher’s evaluation. Many districts and schools chose to use that data for instructional planning purposes only and relied on more subjective student learning targets for purposes of evaluation.
- At the same time, student learning target ratings themselves saw outsized inflation statewide. In 2013–2014, 62 percent of teacher student learning targets were rated “highly effective” compared to 58 percent in 2012–2013.

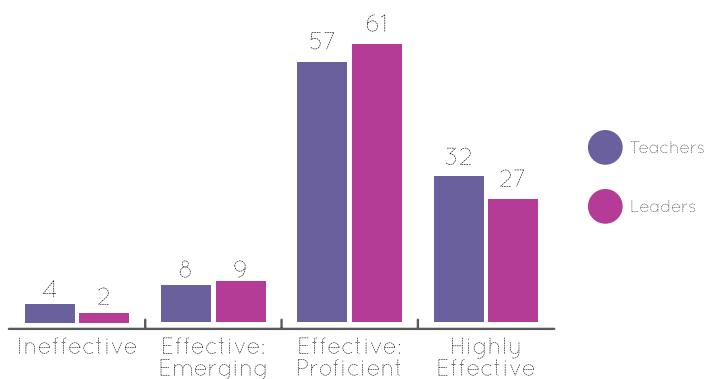


Schools and districts should review their results carefully as they refine their local observation and feedback cycle for 2014-15 and strive to establish high expectations for all educators.

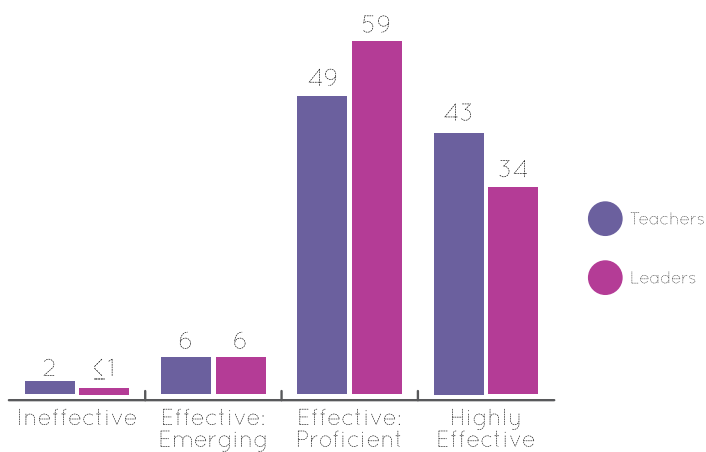
EDUCATOR RATINGS IN 2010-2011 (PERCENTAGE OF EDUCATORS)



COMPASS RATINGS IN 2012-2013 (PERCENTAGE OF EDUCATORS)



COMPASS RATINGS IN 2013-2014 (PERCENTAGE OF EDUCATORS)



TRENDS IN CLASSROOM OBSERVATIONS

While there is a general trend statewide toward higher ratings for teachers and administrators, the application of Compass varies greatly from one school to the next based on the expectations held for teaching and leading.

There is a clear connection between schools and school districts making significant academic gains and the practice of setting a high bar for teacher excellence in classroom observation. Statewide, 38 percent of teachers received “highly effective” observation ratings. The districts that achieved the most progress with students, however, generally reserved the “highly effective” designation for only for the most exceptional observed teaching.

For example:

- ▶ Of the top 10 districts that increased the percentage of students who achieved Basic and above¹, **8 rated fewer classroom observations “highly effective” than the state average.**²
- ▶ Of the top 10 districts that increased the percentage of students who achieved Mastery and above, **6 rated fewer teachers “highly effective” on observations than the state average.**
- ▶ Of the top 25 districts that increased the percentage of students who achieved Basic and above, **19 rated fewer classroom observations “highly effective” than the state average.**
- ▶ Of the top 25 districts that increased the percentage of students who achieved Mastery and above, **13 rated fewer classroom observations “highly effective” than the state average.**
- ▶ Of the top 100 schools that increased the percentage of students who achieved Basic and above, **72 rated fewer classroom observations “highly effective” than the state average.**
- ▶ Of the top 100 schools that increased the percentage of students who achieved Mastery and above, **56 rated fewer classroom observations “highly effective” than the state average.**

¹ Basic and above and Mastery and above measures in the Compass Annual Report include EOC results. Basic and above includes Good and above scores. Mastery and above includes Excellent scores.

² Statewide, 38% of teachers were rated “highly effective” on observations.

These results indicate a trend toward defining “highly effective” teaching as more of an exceptional occurrence among districts and schools making the greatest gains with students. In particular, the following districts use the Compass observation and feedback cycle to hold high expectations for teaching:

- East Feliciana Parish ranked in the top 5 districts on growth in students at Basic and above and the top 15 districts on growth in students at Mastery and above. Only 7 percent of observations were named “highly effective” as compared to 38 percent statewide. This is the second year that East Feliciana has been profiled in this report for maintaining high expectations for teachers and achieving better-than-average growth with students. They also maintained high expectations for leaders.
- Claiborne Parish ranked in the top 10 districts on growth in students at Basic and above and the top 20 districts on growth in students at Mastery and above. Only 14 percent of observations were named “highly effective,” as compared to 38 percent statewide.
- Tangipahoa Parish ranked in the top 10 districts on growth in students at Basic and above and the top 25 districts on growth in students at Mastery and above. They listed 24 percent of classroom observations as “highly effective,” as compared to 38 percent statewide.

For a full list of schools that ranked among the top in the state in terms of student outcomes and also held high expectations for teaching by assigning fewer “highly effective” observations than the average school, [click here](#).

TRENDS IN ASSESSING SCHOOL LEADERSHIP

Across districts statewide, expectations for leaders are not as consistent as are expectations for teachers. The 2013–2014 results suggest that districts can do more to establish consistently high expectations for school leadership. In 2013–2014:

- ▶ 28 districts rated 100 percent of their administrators “proficient” or higher on site visits. **Of those 28, 14 districts were below the state average in terms of the percentage of students who achieved Basic and above compared to last year.**
- ▶ **63 districts assigned no “ineffective” ratings to any administrators.**
- ▶ Administrators were assigned “ineffective” overall evaluation ratings at less than half the rate of teachers.



Interestingly, the districts that did set high expectations for administrators tended to be the same districts that set high expectations for teaching excellence. This suggests that where district leaders set high expectations for school leadership, school leaders, in turn, set high expectations for teaching:

- ▶ Of the top 10 districts that increased the percentage of students who achieved Basic and above, 8 rated fewer site visits “highly effective” than the state average.³ **Of these, 6 are listed above as having the state’s highest expectations for teaching.**
- ▶ Of the top 10 districts that increased the percentage of students who achieved Mastery and above, **8 rated fewer site visits “highly effective” than the state average. Of these, 6 are listed above as having the state’s highest expectations for teaching.**
- ▶ Of the top 25 districts that increased the percentage of students who achieved Basic and above, 20 rated fewer site visits “highly effective” than the state average. **Of these, 16 are listed above as having the state’s highest expectations for teaching.**
- ▶ Of the top 25 districts that increased the percentage of students who achieved Mastery and above, **15 rated fewer site visits “highly effective” than the state average. Of these, 11 are listed above as having the state’s highest expectations for teaching.**

In particular, the following districts set high expectations for leadership:

- Claiborne Parish ranked in the top 10 districts on growth in students at Basic and above and the top 20 districts on growth in students at Mastery and above. They rated only 11 percent of site visits to administrators as being “highly effective”, as compared to 41 percent statewide.
- Plaquemines Parish ranked in the top 20 districts on growth in students at Basic and above and the top 10 districts on growth in students at Mastery and above. They rated only 33 percent of site visits to administrators as being “highly effective”, as compared to 41 percent statewide.
- Ascension Parish ranked in the top 15 districts on growth in students at Basic and above and the top 5 districts on growth in students at Mastery and above. They rated only 30 percent of site visits to administrators as being “highly effective”, as compared to 41 percent statewide.

For a full list of districts that ranked among the top in the state in terms of student outcomes and also held high expectations for school leadership by assigning fewer “highly effective” ratings than the average school or district, [click here](#).

³ Statewide, 41% of leaders were rated “highly effective” on site visits.



PLANNING FOR THE FUTURE: CONTINUED SUPPORT AND IMPROVEMENT

The Compass tool will continue to evolve so as to provide teachers and administrators a guiding process for professional improvement. To address current challenges, the Department will take the following steps:

1. Working with a special sub-committee of the Accountability Commission convened by Representative Frank Hoffmann (R-Monroe), the Department will make recommendations to BESE for the use of value-added data after the conclusion of the “time to learn” transition period.
2. The Department will make recommendations regarding principal accountability for student learning and principal capacity to assist teachers in professional learning.
3. The Department will review tests administered by districts for their alignment with end-of-year state tests, so that teachers know whether their student learning target goals are aligned with state standards and tests.
4. The Department will expand Believe and Prepare pilots to prepare classroom educators through a year-long apprenticeship.

APPENDIX A: SUMMARY IMPLEMENTATION DATA

[TABLE 1: TEACHER COMPASS SCORES, BY PARISH \(VIEW IN LINKED SPREADSHEET\)](#)

[TABLE 2: TEACHER COMPASS SCORES, BY SCHOOL \(VIEW IN LINKED SPREADSHEET\)](#)

[TABLE 3: LEADER COMPASS SCORES, BY PARISH \(VIEW IN LINKED SPREADSHEET\)](#)

[TABLE 4: COUNSELOR COMPASS SCORES, BY PARISH \(VIEW IN LINKED SPREADSHEET\)](#)

[APPENDIX B: COMPASS ANNUAL REPORT METHODOLOGY](#)