

Louisiana Believes

**Compass: Year One of Louisiana's
Educator Support Tool
September 2013**

Louisiana has embraced the challenge of creating a level playing field for students.

New expectations call for students to demonstrate independent thinking.

Students will read more difficult materials, analyze those materials, form arguments, and defend their positions with evidence.

They will understand and apply math concepts to complex problems.

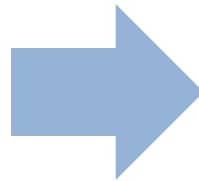


In order to teach independent thinking, educators must be able to think independently themselves.

Educators should be trusted to make decisions for themselves, on behalf of the students we serve.

Previous approach: top-down standardization.

- State-approved textbooks
- Curriculum with prescribed lessons
- State-led, one-size-fits-all professional development
- Standardized evaluations
- Lockstep, standardized pay schedules
- Automatic tenure
- Hiring rules



New approach: flexible, independent decision-making.

- Tools to support educators
- Educators design units and lessons to meet new standards
- Continuous practice, feedback and reflection, adjustment
- Goals based on unique needs of students
- Districts use data to drive decisions about development, hiring, retention, and compensation.

In place of a standardized approach, Louisiana educators practice their craft using tools.

The Classroom Support Toolbox provides resources, including Compass tools and the Instructional Video Library, to help educators refine their practice and reach their professional goals.



Compass is a tool for planning and feedback on performance

2010

- The Louisiana Legislature passes Act 54, creating the Compass framework
- Advisory Committee on Educator Evaluation (ACEE) convenes
- Educator task forces provide feedback on development of pilot tools

2011

- Educator work groups develop first exemplar student learning targets
- Focus groups convene
- Ten districts/ charters pilot Compass process

2012

- 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

2013

- LDOE collects feedback; refines Compass to make the system a true professional development tool
- Evaluators provide teachers and administrators with their first Compass ratings
- Compass Report published

Compass evaluators use tools to assess student progress and classroom or leadership practice.

Evaluators use the Compass process to provide educators with multiple measures of student, teacher, and leader performance, to help educators grow and develop.

Measures of Student Outcomes

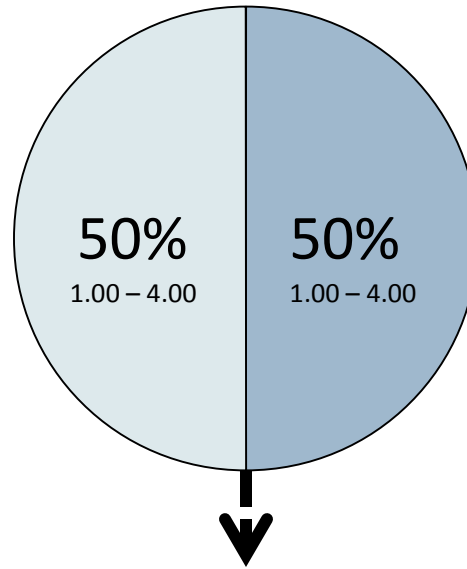
- Student learning targets, for all educators
- Value-added measures, where available

Measures of Professional Practice

- Evidence and ratings from classroom and school observations and walkthroughs

Evaluators use student progress and observations to generate a final evaluation.

Student Growth Score
(A combination of learning target scores and value-added scores)



Professional Practice Score
(Observation scores)

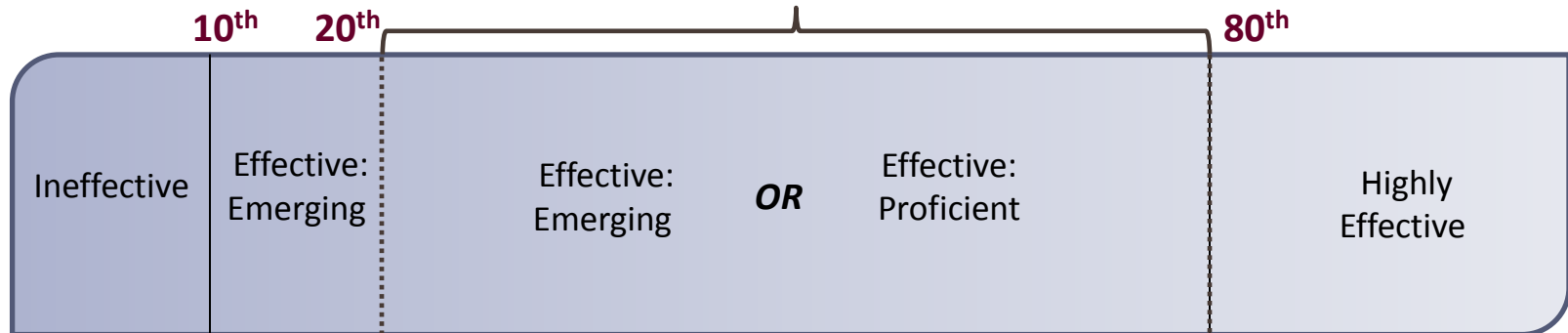
OVERALL EVALUATION RATING

(average of Student Growth and Professional Practice scores)

1.00 – 1.49	1.50 – 2.49	2.50 – 3.49	3.50 – 4.00
<i>Ineffective</i>	<i>Effective: Emerging</i>	<i>Effective: Proficient</i>	<i>Highly Effective</i>

*A score of Ineffective in either Student Growth or Professional Practice results in an overall rating of Ineffective.

In Louisiana, how evaluators use value-added results varies based on the data itself



Highly effective (top 20 percent) results yield a highly effective student growth score.

Results in the “big middle” effective range guide the evaluator to use other sources of information and arrive at a score based on his or her discretion.

Results at the *emerging* level (between 10 and 20 percent) yield an emerging growth score.

Ineffective (between 0 and 10 percent) results yield an ineffective overall evaluation.

Beyond these basic requirements, districts design the Compass process.

Compass is a locally designed tool that empowers districts to make the most important design and implementation decisions.

Statewide Compass Standards

- At least two observations
- At least two goals, called student learning targets
- Value-added data (when available)
- Annual summative evaluation

Local Decisions

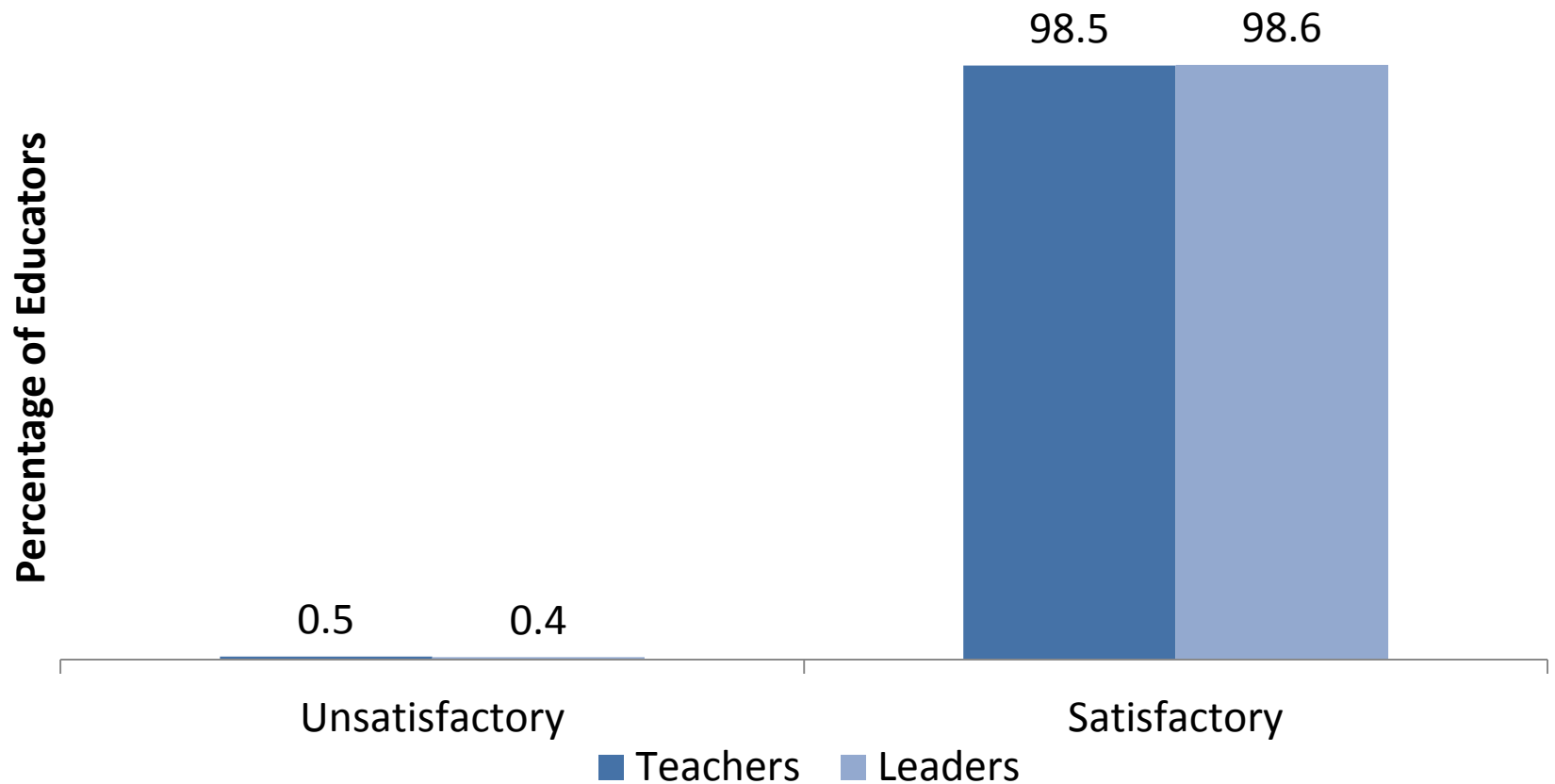
- Rubric used to rate performance
- Assessments used to set student learning targets
- Frequency and number of observations beyond the minimum
- Style and duration of observations and feedback conferences
- Types of evidence used to rate performance
- Compensation to recognize and reward performance

The purpose of the Compass Annual Report

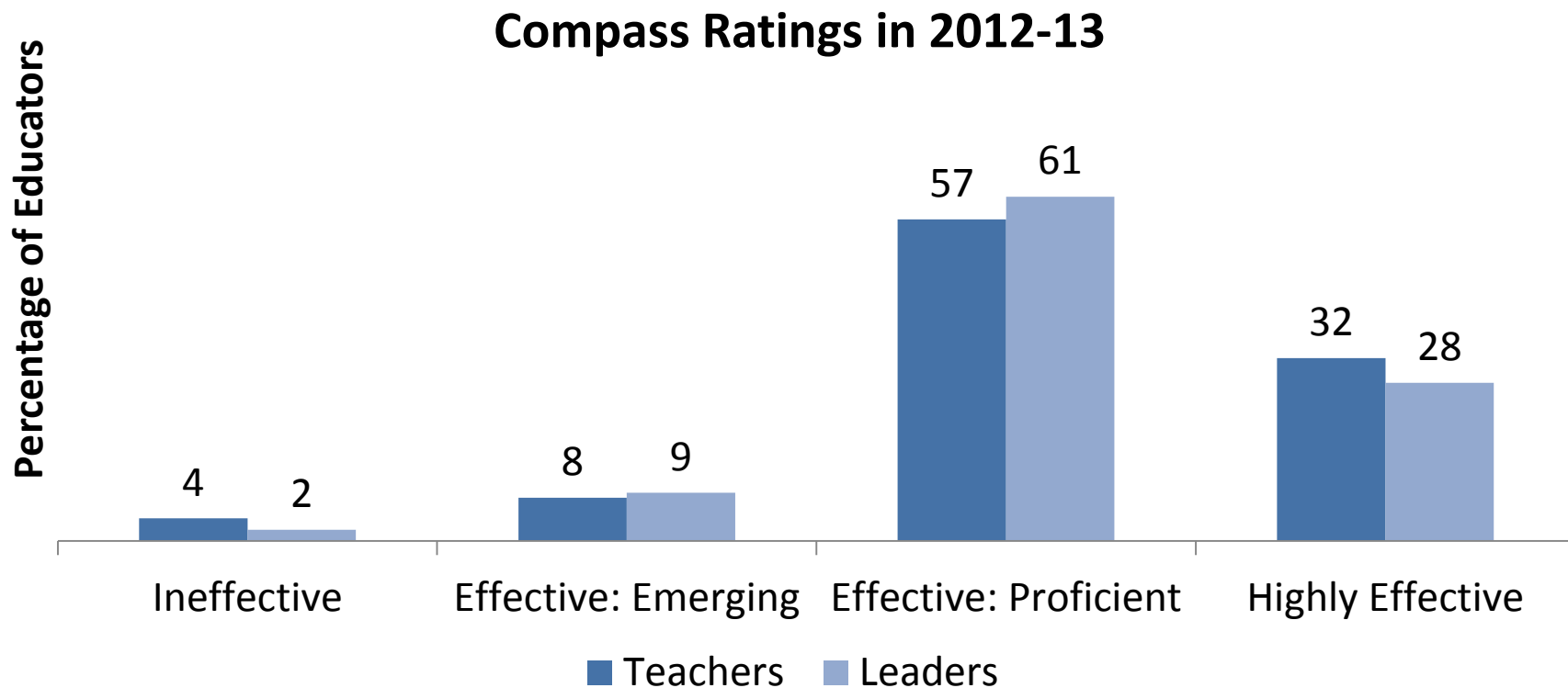
- Districts and evaluators created final ratings April through July and have thus had results entailed in the report for several months. No data contained in the report are new.
- The report does not tell the full story of how every evaluator or educator used the Compass tool. It cannot speak, for example, to the value of an attentive principal or a thoughtful observation process.
- Like the Compass instrument, the report is a tool, meant to provide a field of information through which administrators, educators, and others can draw conclusions about commonalities and contrasts among schools and among school districts.
- In identifying trends and in identifying outliers, we better understand our own expectations and can find potential areas for improvement and potential ways of improving.

In the past, administrators' feedback did not vary, limiting the improvement process.

Educator ratings in 2010-11



This year administrators assessed performance across a wide spectrum.



Evaluators' ratings were generally consistent with student progress.

The distribution of Compass ratings from one school district to the next generally aligns with student progress trends in those districts.

- Of the ten parishes with the highest percentage of teachers rated in the top two levels, seven were in the state's top 25 percent in student progress or student achievement. All are in the top half of districts in terms of student achievement.
- On average, parishes in the top 50 percent in terms of student progress rated 10 percent of teachers in the bottom two categories. Parishes in the bottom 50 percent of student proficiency growth rated, on average, 17 percent of teachers in the bottom two categories.
- Of the ten parishes with the highest percentage of teachers rated in the bottom two categories, nine were in the bottom quartile in student progress or student achievement.
- Of the ten parishes with the highest percentage of teachers rated in the bottom category, seven experienced an aggregate drop in student proficiency.

Several high-progress districts conducted notably rigorous classroom observations.

Several of the districts making the highest growth with low-income students established a notably high bar for classroom observations.

- Evaluators in the **Recovery School District (RSD) in New Orleans**, where the district ranked in the 97th percentile in terms of student progress, set a high bar and were less likely to assign highly effective observation ratings: 9 percent in the RSD versus 27 percent statewide.
- **St. Bernard Parish** ranked in the 96th percentile in student growth and in the 88th percentile in terms of student proficiency. The parish also had the highest percentage of teachers with value-added scores in the top two levels (81 percent). Evaluators were less likely to assign highly effective observation ratings, though: 8 percent in St. Bernard Parish versus 27 percent statewide.
- **East Feliciana Parish** ranked in the 94th percentile in terms of student growth yet assigned substantially more rigorous observation scores. East Feliciana evaluators assigned 64 percent of teachers Proficient or Highly Effective observation ratings compared to 90 percent statewide.
- **Ascension Parish** student progress ranked in the state's top quartile, but because of a very high bar for classroom teaching, 6 percent of observations yielded a highly effective measure, compared to a statewide average of 27 percent.

In year two, Compass evaluators should strive for a common, rigorous standard.

Statewide statistics show that, though some districts maintained a notably high bar in areas of the process where evaluators have discretion, the standard evaluators maintained for teaching and principal excellence varies from school to school and across the state.

- Evaluator observations yielded scores with 90 percent of teachers and administrators in the top two categories and fewer than 1 percent in the bottom category, a contrast with student progress results.
- Average observation scores for administrators and teachers varied widely across districts.
- On average, districts evaluated administrators and counselors less rigorously than they did teachers.

To support evaluators in achieving a more common, rigorous bar for teaching and principal excellence, the Department of Education will

- Expand the Toolbox's Instructional Video Library, allowing for visual examples of teaching excellence.
- Promote inter-district and inter-school collaboration, such as learning walks, through the Department's Network Teams, led by former Louisiana administrators.
- Orient online classroom observation tools toward more frequent classroom visits for administrators by adjusting technology to be less cumbersome and more versatile.
- Adjust the leader observation rubric to be more specific and to focus principals on more frequent observations with clear feedback for teachers.

The Compass Report provides several tools to consider Compass implementation.

- [District-](#) and [school-level](#) data on performance across all Compass measures
- [District-level summary reports](#)
- [Information on value-added data](#)