

Louisiana Believes

Compass Improvements

Compass Improvements: Background

Background

Act 240 of the 2014 Legislative session established a subcommittee, comprised of accountability commission members, educators, and legislators, to “report on and make recommendations regarding the overall effectiveness of the evaluation program, including but not limited to any recommendations for changes to board policy or state law with respect to”:

- (a) “value-added assessment model,”
- (b) “measures of student growth for grades and subjects for which value-added data are not available and for personnel for whom value-added data are not available,” and
- (c) “elements of evaluation and standards for effectiveness as defined by the board.”

The Department has added a set of recommendations to the subcommittee recommendations to guarantee principals maintain high expectations and a commitment to accountability in using the Compass instrument.

Improving Compass: The Role of the School Leader

To create the authentic process we seek, all teachers deserve schools where:

1. The school leader sets goals and direction for the school with a focus on academic improvement.
2. The school leader implements structures and processes for the team (teachers, supervisor, school leaders) designed to improve instruction through skill development and a focus on constant improvement.
3. In evaluating and providing feedback to all teachers, school leaders rely on multiple measures, as part of these structures and processes.

In schools where teachers receive these supports and direction, the Compass tool is used as part of daily routines and practices to improve educators' skills and student achievement.

In schools where these supports and sense of direction are lacking, we see the concerns noted on the previous slide.

Compass Framework

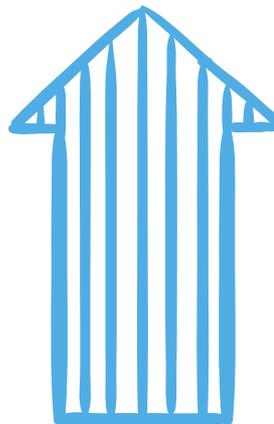
The Role of the School Leader

- **Support:** The school leader leads teachers through daily practices and supports focused on educator skill development and student achievement. Like teachers, the school leader receives direct support.
- **Goal Setting:** The school leader sets goals for the school, including the success of the educators and the students within the school.
- **Empowerment:** The school leader is empowered to make decisions about how best to support and lead educators.

AN AUTHENTIC COMPASS PROCESS FOR IMPROVEMENT



SUPPORT



GOAL SETTING



EMPOWERMENT

Recommendation: Transition

During the transition to new standards and assessments, to ensure an accurate measurement of student achievement, Louisiana will establish a two-year “baseline” period (2015 and 2016). During this baseline period:

- School and District Accountability: Distribution of schools cannot drop below the 2012-2013 distribution.
- Compass: Value-added data will not be required for use.
- Student promotion: Local flexibility to make 4th grade promotion decisions.

For more information on the transition policies, please click [here](#).

Recommendation: Compass & Support for Leaders

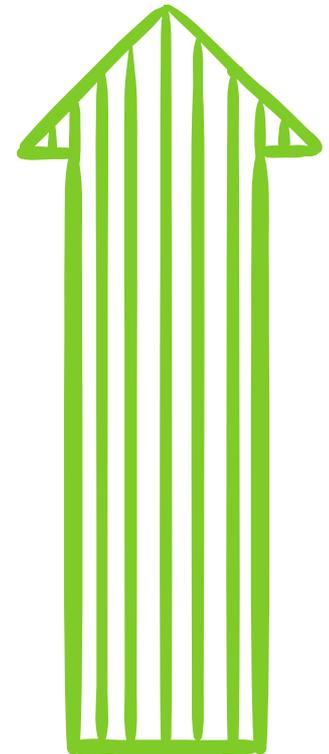
Support for School Leaders: Train school leaders on how to create and manage schools where teachers collaborate to ensure student growth and build professional skills.

Expand the use of TAP:

- The TAP initiative, which establishes collaboration and feedback routines that support educator reflection and improvement, is expanded to support school leaders.
- The Department and TAP leadership districts support interested districts as they incorporate TAP Best Practices (in part or whole) throughout their district or in targeted schools.

Develop a Statewide Principal Fellowship Program:

- The Department will initiate a fellowship for school leaders.
- The fellowship will help school leaders use the Compass tool to improve instruction by supporting teacher improvement through collaboration, observation, and feedback.



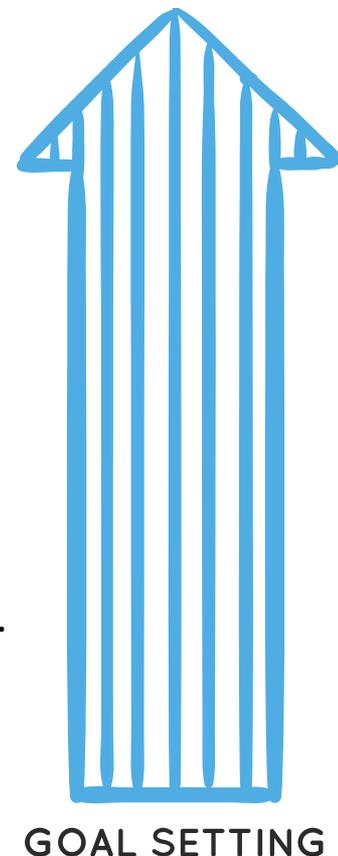
SUPPORT

Recommendation: Compass & Leader Goal Setting

Goal Setting for School Leaders: School leaders set ambitious goals, grounded in school performance (student performance), to guide the school team.

School Leader Goals Overview: Student learning targets based on the performance of students at the school.

- One learning target based on overall school performance improvement in the current school year, as measured by SPS.
- One learning target based on a component of school performance improvement (e.g., ACT improvement for a high school, math achievement for an elementary school).
- To support and guide school leaders, recommended targets based on historical performance of similar schools will be provided by the Department.
- School leaders at alternative, juvenile, K-2, and special schools will have alternate frameworks and recommended goals, with Department-provided supports. The Department, in the spring and summer of 2015, will work with school leaders from these schools to develop alternate frameworks for goal setting.

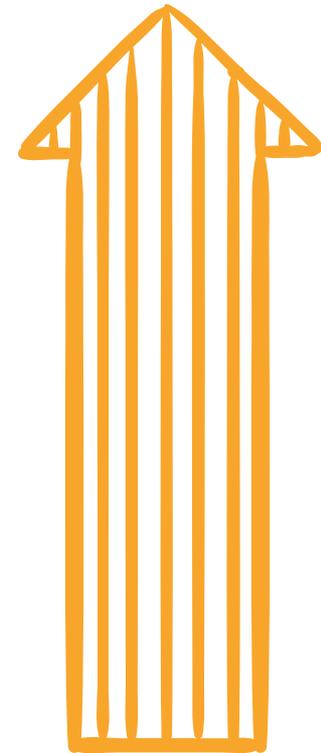


Recommendation: Compass & Empowerment

Empowerment of School Leaders: School leaders provide feedback for improvement and final ratings based on multiple measures of educator and student success.

Final Evaluation Overview:

- For all teachers, leaders consider multiple measures to determine teachers' ratings, including value-added (where available) and student learning targets (goals) for the student growth score.
- For all teachers, an "ineffective" score on either half of the evaluation will no longer override other measures or the principal's judgment.
 - Value-added data continues to provide important information to school leaders and educators, but does not override school leaders' decision-making.
- For teachers with value-added data, leaders may adjust the student outcomes score by +/- 1 level from the VAM score received, based on the learning targets.



EMPOWERMENT

Recommendation: Observation and Rubric Support

The Department, in partnership with the Louisiana Association of Principals (LAP), will convene a working group of principals and teachers to consider best practices for making the observation process as efficient and effective as possible. The Department and LAP will release guidance and information on:

- The alternate rubric process and rubric tools, in consultation with principals and educators.
- Best practices and strategies for efficient, effective observations, as well as for setting SLTs.

Resources and Next Steps

Resource	Timeline
Principal Guidebook, including best practices, resources, etc.	March 2015
TAP expansion support	April 2015
Principal fellowship information	April 2015

Please contact Compass@la.gov with any questions.

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