

# Louisiana Believes

---

## Compass Implementation 2017-2018

LEA Human Resource Contacts  
August 15, 2017

# Today's Goals

**By the end of this session, we will address these questions:**

- How will 2017-2018 Compass end of year evaluations be calculated?
- What are the timelines for closing out 2016-2017 and completing 2017-2018 action steps?
- What tools and resources are available to support implementation?

## Guiding Beliefs

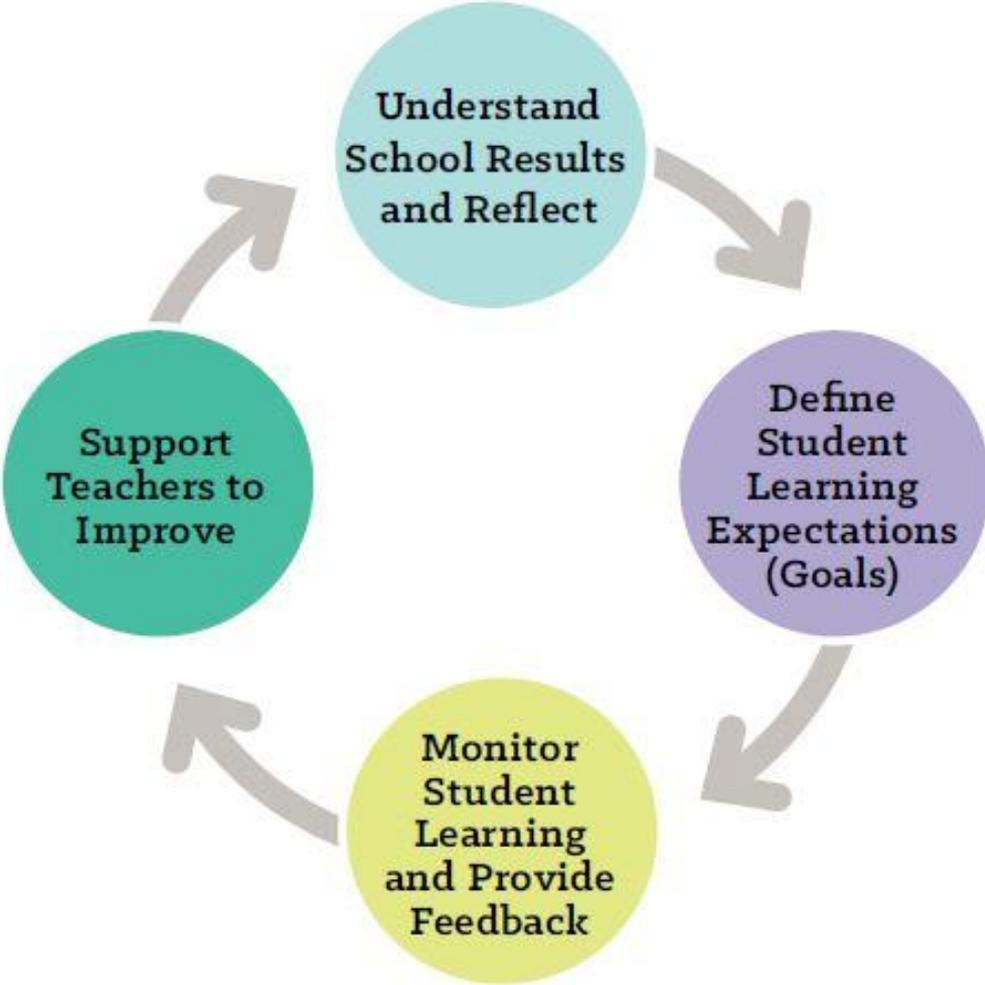
Louisiana's students – all of them, no matter race, disability, or creed – are as smart and capable as any in America. They have gifts and talents no lesser than those given to any children on this earth.

Louisiana has worked hard to raise expectations for students, and as a result, students are performing at higher levels than ever before.

While Louisiana has made great strides in increasing life opportunities for its students, there remain serious challenges in Louisiana's schools. Often these challenges are experienced to the greatest extent by children of historically disadvantaged backgrounds.

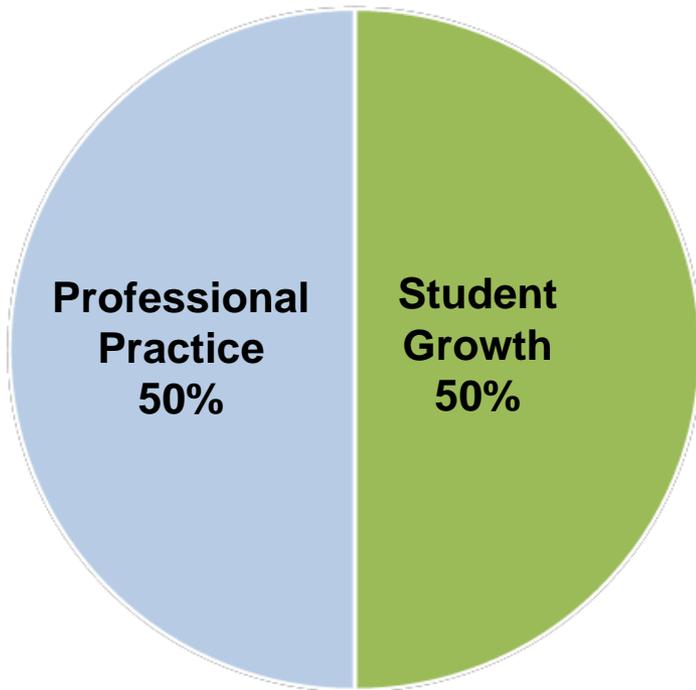
As educators, we have a powerful role to play in helping all students overcome the challenges they will experience on the way to leading healthy and productive lives as adults.

# Compass

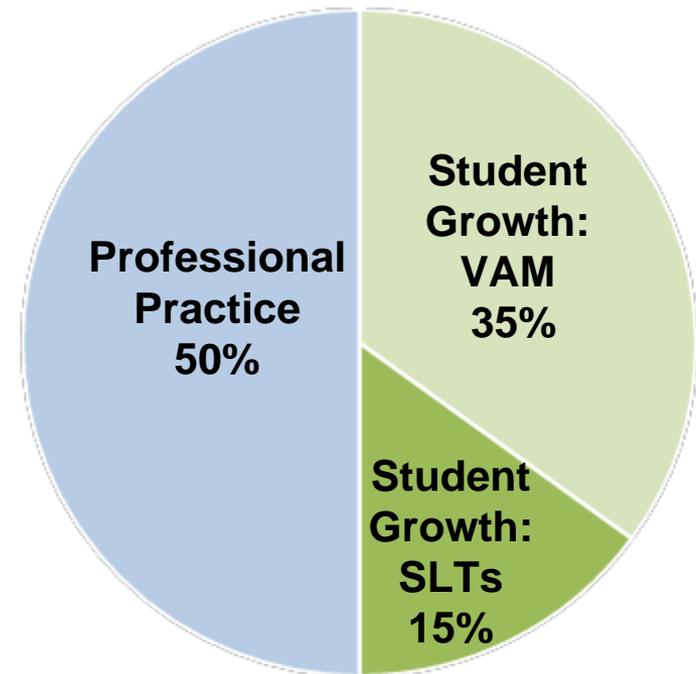


# Compass 2017-2018

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



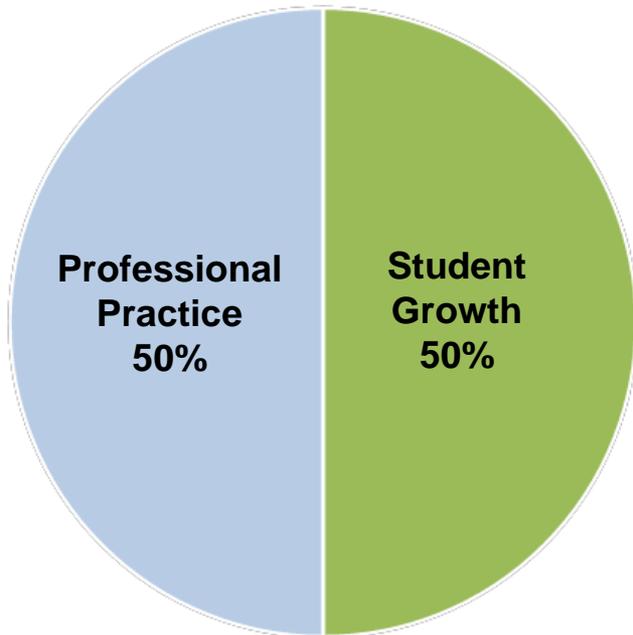
VAM data account for 35% and SLTs account for 15% of the Student Growth Component where applicable.



BESE will meet in August to review updates to Bulletin 130.

# **Professional Practice**

# Professional Practice



**A minimum of 2 observations or site visits are required for all professional staff.**

- At least one observation/site visit must be announced and include a pre- and post-conference.
- Additional observation activities (e.g., full observations, multiple focused observations) are used to gather evidence that collectively represents a minimum of one additional observation.
- Feedback must be provided to include areas of strength and areas for development following all observations.
- Additional evidence collected outside of observations, such as data, materials, and artifacts, may be used to inform evaluations.

**One of the observations may be waived for teachers who have earned a rating of highly effective according to the value-added model in the previous year.**

# Professional Practice: Evaluation Rubrics

The tool for teacher evaluation shall align to the *Louisiana Components of Effective Teaching*.

Domain	Component
1. Planning and Preparation	1c. Setting Instructional Outcomes
2. The Classroom Environment	2c. Managing Classroom Procedures
3. Instruction	3b. Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction

The tool for administrator evaluation shall align to the *Performance Expectations and Indicators for Educational Leaders* contained within *Bulletin 125—Standards for Educational Leaders in Louisiana*.

Domain	Component
1. School Vision	1a. Setting Goals
2. School Culture	2a. Collaboration 2b. Professional Growth 2c. Environment
3. Instruction	3b. Observation and Feedback 3c. Objectives 3d. Assessment

# Professional Practice: Tools and Resources

## LDOE-Approved Rubrics:

- [Compass Teacher Rubric](#)
- [Compass Leader Rubric](#)
- [Compass Counselor Rubric](#)

## Additional Guidance:

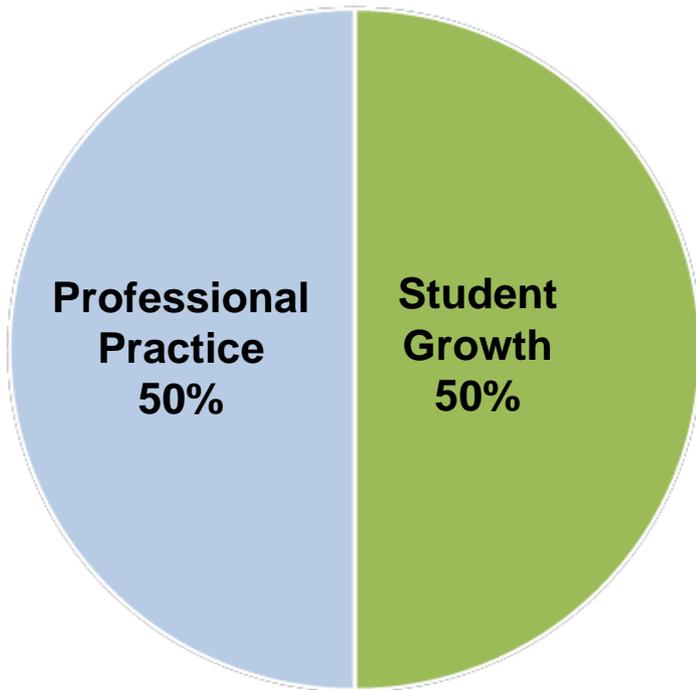
- [Guide for Evaluation Teachers of Students With Significant Disabilities](#)
- Instructional Observation & Feedback Guides focus on key "look fors" in:
  - [ELA](#)
  - [Mathematics](#)

LEAs and Charter Organizations/Schools choosing to use alternative rubrics to determine professional practice scores in the 2017-2018 school year must complete the form available [here](#) and email to [compass@la.gov](mailto:compass@la.gov) by October 4, 2017.

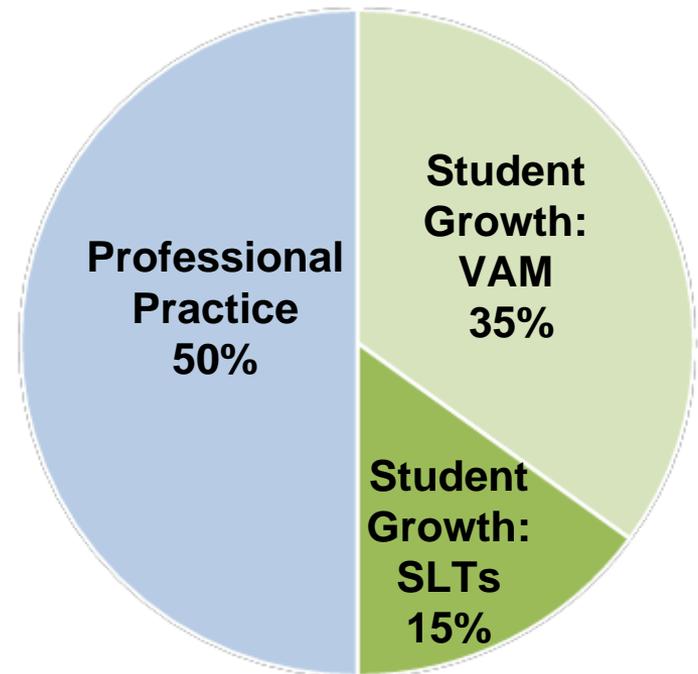
# Student Growth

# Student Growth

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.



BESE will meet in August to review updates to Bulletin 130.

## Student Growth: Value-Added

By comparing students' individual performance to that of similar peers, it is possible to measure progress a second way.

The value-added 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.

# Student Growth: SLTs

Student learning targets (SLTs) reflect progress towards pre-determined student learning goals and inform the student growth component of evaluations. A minimum of two SLTs must be available for use when determining the EOY student growth rating. Each SLT is to include identified measures to assess attainment of goals

## **For teachers, measures may include:**

- LEAP 2025/EOC Exams (Assessment Index)
- Other career readiness assessments (e.g., AP, IBCs, ACT/WorkKeys, EOC, etc.)
- Student progress to Mastery (e.g., % meeting “simple math” annual target)
- Transitional Student Growth Data (e.g., % meeting or exceeding what was expected when considering identified factors)

## **Principals must set:**

- at least one learning target based on overall school performance improvement in the current school year, as measured by the school performance score.
- at least one learning target based on growth in a component (e.g., ELA or math improvement) of school performance score.

# Student Growth: VAM Availability

<b>Data Sets: LEAP 2025</b>	<b>Can teachers set SLTs based on these assessments?</b>	<b>Will teachers be provided VAM results for these subjects?</b>
<b>Grade 3: ELA, Math, Social Studies</b>	Yes	No
<b>Grade 3: Science</b>	No, field test	No
<b>Grades: 4-8 ELA, Math, Social Studies</b>	Yes	Yes
<b>Grades 4-8: Science</b>	No, field test	No, field test. VAM results will be available in 19-20.
<b>English I &amp; II (5-levels)</b>	Yes	No, only transitional student growth data is available (TSG). VAM will be available in 18-19.
<b>English III (4-levels)</b>	Yes	No
<b>Algebra I &amp; Geometry (5-levels)</b>	Yes	No, only transitional student growth data is available (TSG). VAM will be available in 18-19.
<b>US History (5-levels)</b>	Yes	No
<b>Biology (4-levels)</b>	Yes	No

## 2017-2018 Data Availability

Data Set	Details	Availability Date
State Assessment Data	Grades 3-8: ELA, Math & Social Studies	June 2018
	Grades 3-8: Science	N/A: Field Test Only
	EOC Assessments*	May 2018
VAM	Grades 4-8: ELA, Math, & Social Studies	Late Summer 2018
TSGD	Grades 4-8: ELA, Math & Social Studies High School: English I and II, Algebra I and Geometry	Late Summer 2018
SPS	For use in finalizing Principal evaluations	Fall 2018

\*For additional information related to data availability, access the appropriate assessment guides located [here](#).

# Student Growth: Tools and Resources

- [Compass Library](#)
- [LEAP 360 Teacher Guide](#)
- [Goal Setting Resources](#)
- [2017-2018 Grades 4 to 8 Progress Index FAQ](#)

# **Compass: Action Steps and Timelines**

## Compass: EOY 2017 and 2017-2018 Action Steps

Action Steps	Details	Timeline/Deadline
<b>Complete 2016-2017 Teacher Evaluations</b>	End of year evaluations for all teachers must be completed and entered in CIS. If social studies scores are needed for some teachers, email <a href="mailto:compass@la.gov">compass@la.gov</a> .	August 15, 2017
<b>Identify rubrics to be used for Professional Practice (teachers and administrators)</b>	Use available rubrics posted to the <a href="#">Compass Library</a>	August 2017 to August 2018
	Submit a <a href="#">request</a> to use alternative rubric(s) for all or some employees to <a href="mailto:compass@la.gov">compass@la.gov</a>	October 4, 2017
	Communicate with and train teachers and administrators to support use of identified rubrics	August 2017
<b>Ensure all new and continuing evaluators receive appropriate training</b>	<b>Identify who should attend training sessions led by the LDOE.</b> <a href="#">New evaluators</a> <a href="#">Updates for district leaders and current evaluators</a>	August 24 <sup>th</sup> : Shreveport August 25 <sup>th</sup> : Monroe August 30 <sup>th</sup> : Baton Rouge August 31 <sup>st</sup> : Natchitoches September 15 <sup>th</sup> : Acadia

## Compass: EOY 2017 and 2017-2018 Action Steps (cont.)

Action Steps	Details	Timeline/Deadline
<b>Review and identify best practices to support 2018 EOY planning</b>	Given the requirements for inclusion of VAM, develop and communicate a plan that supports finalizing teacher evaluations in late summer.	August/September 2017
<b>Support beginning of the year goal setting processes</b>	Access the <a href="#">LEAP 360: Spotlight on SLTs</a> session and reach out to Network Teams for additional support.	August/September 2017
<b>Upon release of SPS, complete administrator evaluations</b>	For principals and other leaders, use the CIS file upload process to submit 2016-2017 Compass evaluation data.	Fall 2017
<b>Ensure data submitted to all systems (CIS, LEADS, SUR, SEE, SIS, CVR) is accurate</b>	Accuracy of VAM and TSGD is dependent upon data submitted to various systems throughout the year. See slide 20 of the <a href="#">TL Compass Session</a> .	October 1 and December Roster Verification Period

Email questions to [Compass@la.gov](mailto:Compass@la.gov)