

# Louisiana Believes

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## Understanding the Evaluation Framework: Student Learning Targets and the Value-Added Measure

June 2019

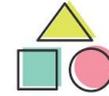
# Objectives

- Explain the components of an effective Student Learning Target (SLT)
- Identify key tasks associated with the development and implementation of SLTs
- Craft effective SLTs
- Understand components of the Value-Added Measure

*Every day* in Louisiana, educators are committed to ensuring that *every child* has the opportunity to grow and thrive.



As a result of this vision, Louisiana has a relentless focus on these five areas:



**Unified Early  
Childhood Systems**



**Academic Alignment**



**Teacher and  
Leader Preparation**



**Pathways to  
College or a Career**



**Struggling Schools**

# TEACHER AND LEADER PREPARATION



## FULL PREPARATION FOR TEACHERS:

Ensure meaningful preparation for prospective teachers through strategic partnership between school systems and educator preparation providers.



## CONTINUUM OF LEADERSHIP ROLES:

Establish and expand leadership roles to ensure that teachers are supported.

**LOUISIANA** 2017-2018 EDUCATOR WORKFORCE REPORT

State Profile: 1,626 Schools • 49,936 Teachers • 25% Minority • 722,666 Students • 67% EDI • 12% SWD • 55% Minority

**EDUCATOR WORKFORCE OVERVIEW**  
These data provide information relative to teacher certification status and effectiveness by school, subject area, and by student demographics.

School Letter Grade	TEACHER CERTIFICATION BY SCHOOL LETTER GRADE			
	Teacher Certification Status		Uncertified	
	Out-of-field*			
All Schools	6,297	14%	2,029	6%
A	1,575	15%	411	4%
B	1,931	16%	524	4%
C	1,528	16%	738	8%
D	778	34%	606	11%
E	279	20%	190	12%
				9%



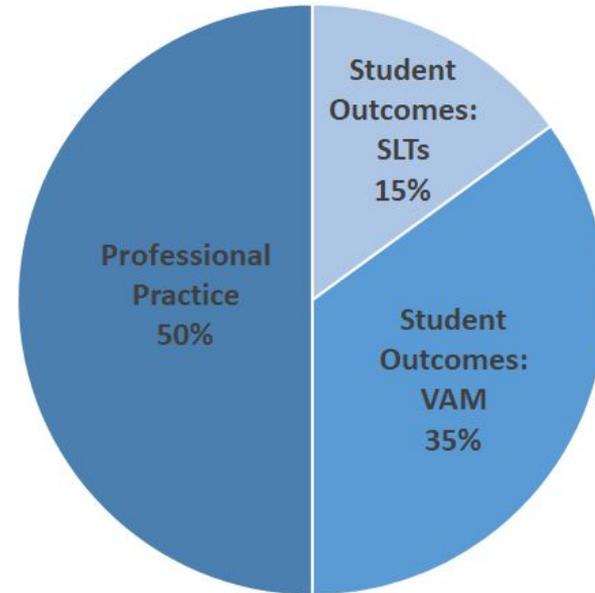
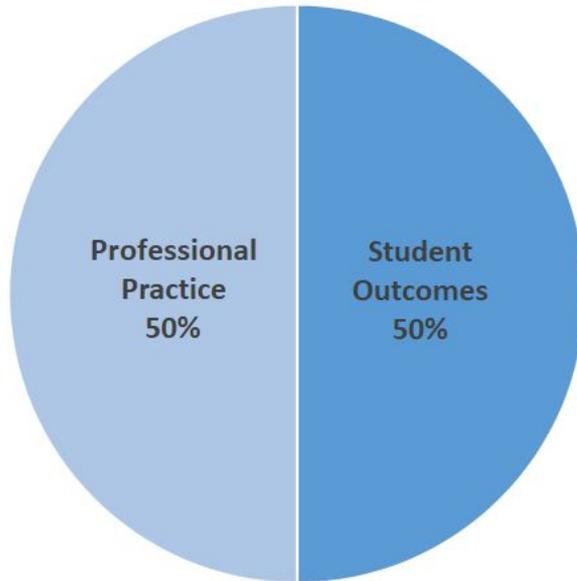
## INFORMED WORKFORCE DECISIONS:

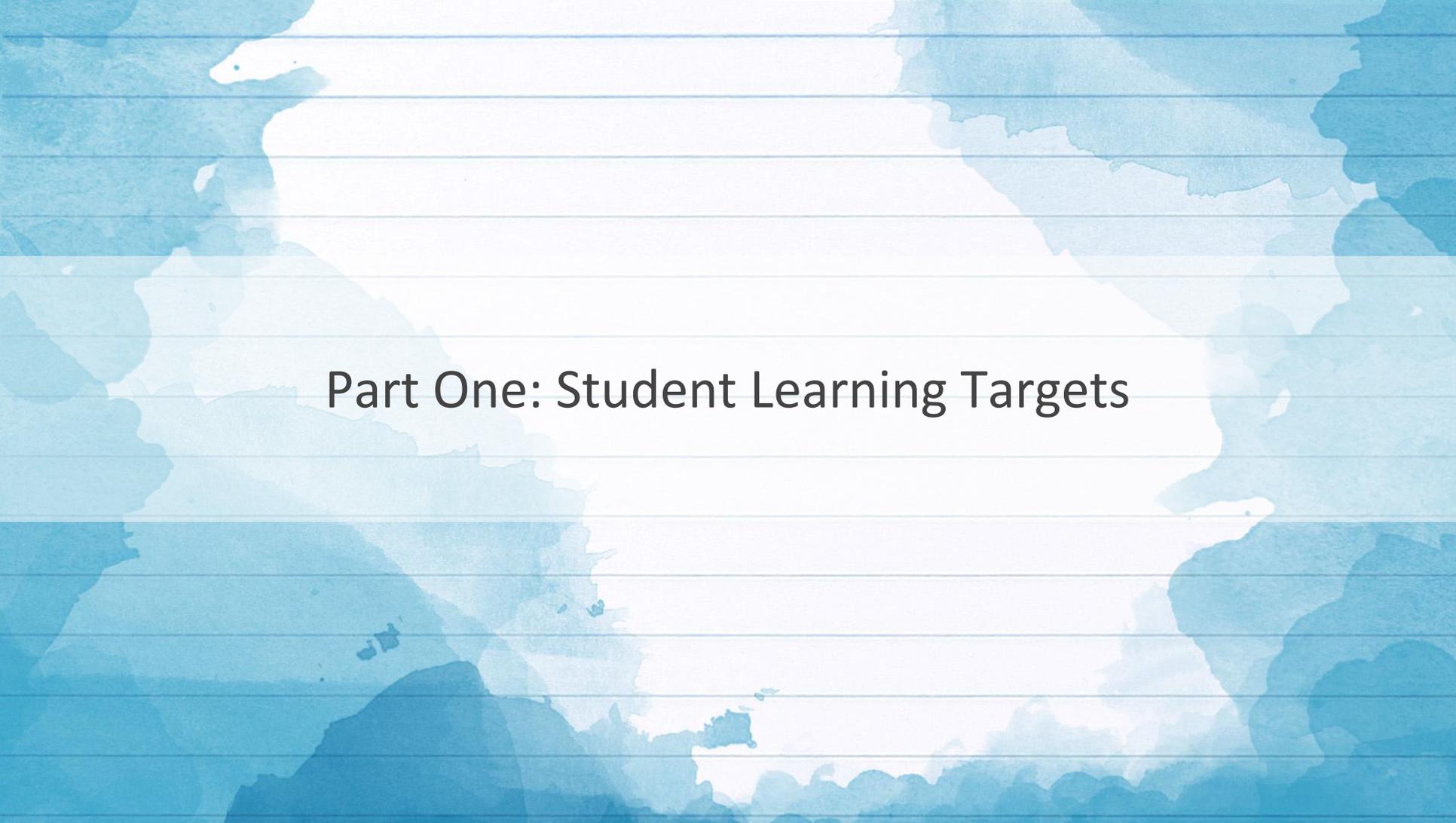
Publish **educator workforce data** to inform school and school system leaders' workforce decisions.

# Purpose of Teacher and Administrator Evaluation

- Ensure quality personnel are employed in instructional and administrative positions
- Enhance the quality of instruction and administration in public schools
- Provide procedures to retain effective teachers and administrators
- Foster continuous improvement of teaching and learning by providing opportunities for targeted professional development

# Evaluation Framework





# Part One: Student Learning Targets

# The Purpose of Student Learning Targets

SLTs are tools that enable teachers to set meaningful goals for academic progress over a given period of time.

## **SLTs:**

1. Set an expectation of growth in student achievement over a given period of time
2. Provide a metric of teacher evaluation

# Student Learning Target Requirements -Teachers

- A minimum of two SLTs must be used when determining End of Year (EOY) student growth
- Measures include an expectation of growth in student achievement over a given period of time.
- The Local Education Agency (LEA) may also define consistent student learning targets across schools and classrooms for teachers with similar assignments.

# Student Learning Target Requirements -Principals

- A minimum of two SLTs must be used when determining EOY student growth
- Measures include:
  - At least one learning target based on overall school performance improvement in the current school year as measured by the school performance score *and*
  - At least one learning target shall be based on growth in a component (e.g., ELA or math improvement) of school performance score

# SLT Implementation



Begins after SLT approval and lasts the duration of time the teacher is leading instruction



Includes progress monitoring to determine progress and adjust instruction accordingly



Collects evidence throughout the teaching interval to include assessment results

# Suggested Steps to Writing an SLT

<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>
Identify targeted student population	Identify appropriate assessment and analyze baseline data to target the needs student population	Create growth targets and write SLT

# Step 1

## Identify Targeted Student Population

### Guiding Questions:

- How many students are in my class?
- Are there any students with diverse learning needs?
- Have I included all students?

**Example:** (2)sections of ELA and (2) sections of Social Studies

**Class:** Student population comes from one section of one subject

**Course:** Student population comes from both sections of subject area

## Step 2

# Identify Appropriate Assessment

Identify appropriate assessment and analyze baseline data to target the needs student population.

Use the [SLT Assessment Identification Guide](#) that will be uploaded in the next couple of weeks to identify the appropriate assessment for your grade and subject area.

# Create Growth Targets and Write SLT

Growth target measures determine a student's progress towards mastery of content.

## 3 Types of Growth Targets

<b>Tiered Growth Targets</b>	<b>Targeted Growth Targets</b>	<b>Individual Growth Targets</b>
Tiered growth targets include all students but at varying degrees of expected growth.	Appropriate as a second SLT when the first includes all students. Sub-groups of students are the focus of this SLT goal.	All students have individualized growth targets based on previous performance and expectations.

# Step 3

## Create Growth Targets and Write SLT

Growth target measures determine a student's progress towards mastery of content.

### 3 Types of Growth Targets

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# Tiered Growth Target

- Teacher writes a single class SLT
- All students are included in the SLT but have varying degrees of expected growth

<b>Tier One</b>	<b>Tier Two</b>	<b>Tier Three</b>
6 Advanced Students	16 Basic Students	4 Below Basic Students
Growth target is final assessment of 90 or above.	Growth target is final assessment score of 80 or above.	Growth target is final assessment score of 70 or above.

# Targeted Growth Targets

- Sub population(s) of students are the focus of the SLT goal.
- Appropriate for course approach as a second SLT when the first includes all students.

SLT #1	SLT #2
80% of students will score a 2 or higher in Reading Comprehension and Written Expression on the identified writing task for the ELA Guidebook Unit.	20% of an identified subgroup will move up 1 score point in Reading Comprehension and Written Expression on the identified writing task for the ELA Guidebook Unit.

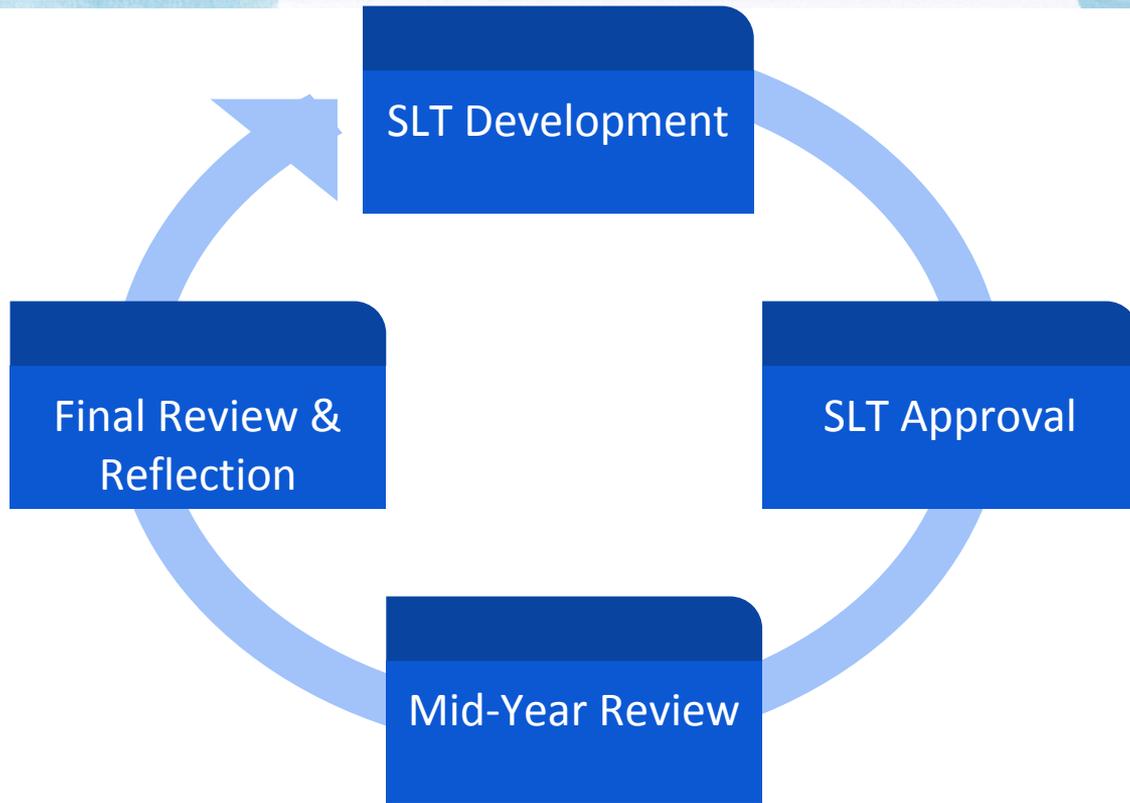
# Individual Growth Target

- Should reflect student starting points and previous performance and expectations.
- Appropriate for class or course based SLTs

## Example:

Student A	Student B	Student C	ETC
Will show a 4 + point growth	Will show a 3 + point growth	Will show a 6 + point growth	And so on...

# Recommended SLT Cycle



## Part Two: Value-Added Model (VAM)

# What is “VAM”?

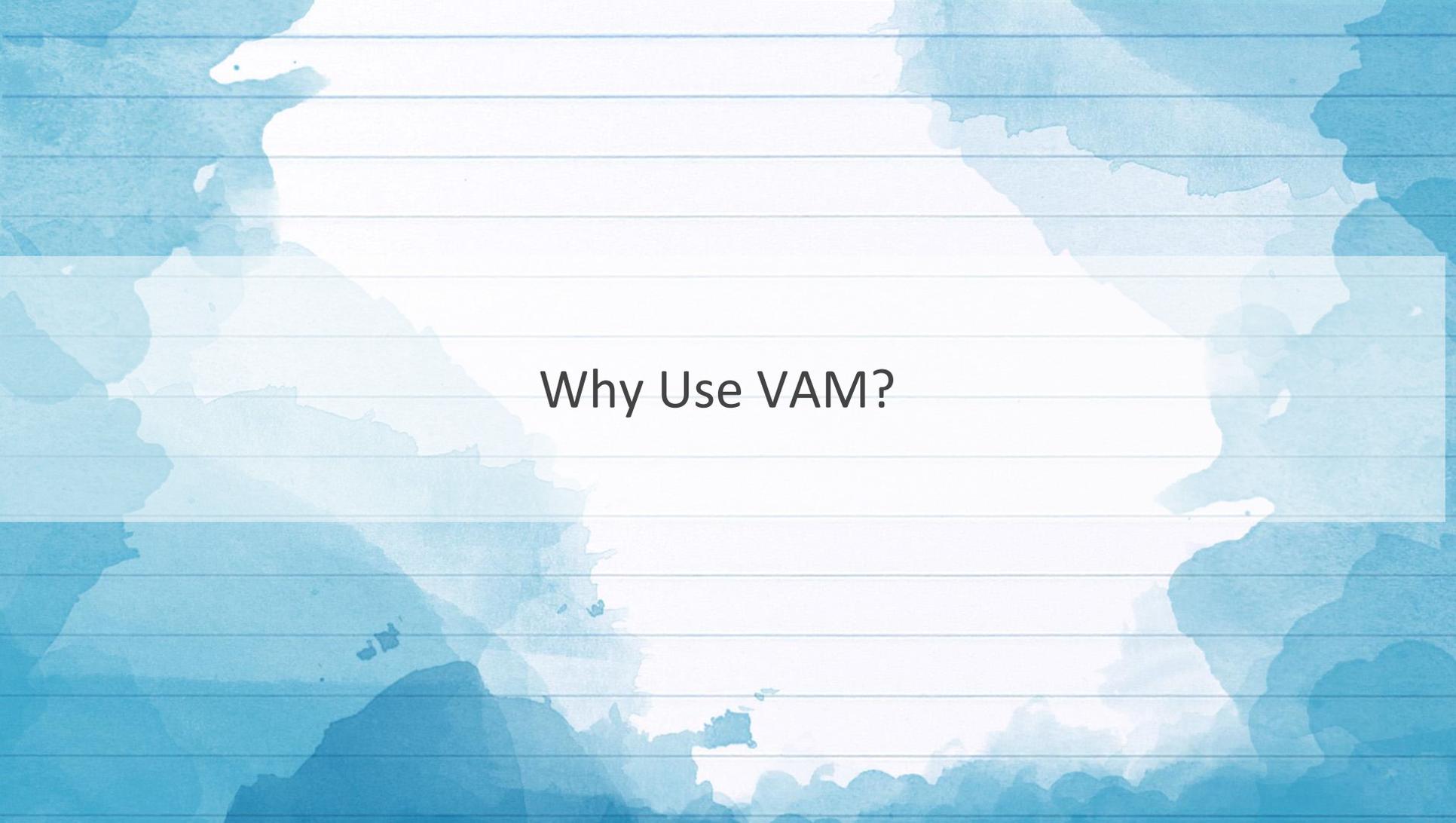
The value-added model (VAM) measures students’ success compared to similar peers year to year.

The VAM anticipates how well students will perform on the test in comparison to their peers with similar prior test scores and background.

Once a student has taken state assessments, the model shows the extent to which his or her achievement was on target with what was expected (student expected score).

The difference between a student’s actual achievement and his or her expected achievement is known as the “value added.”

Resource: [VAM Frequently Asked Questions](#) (LDOE website, Compass Library)

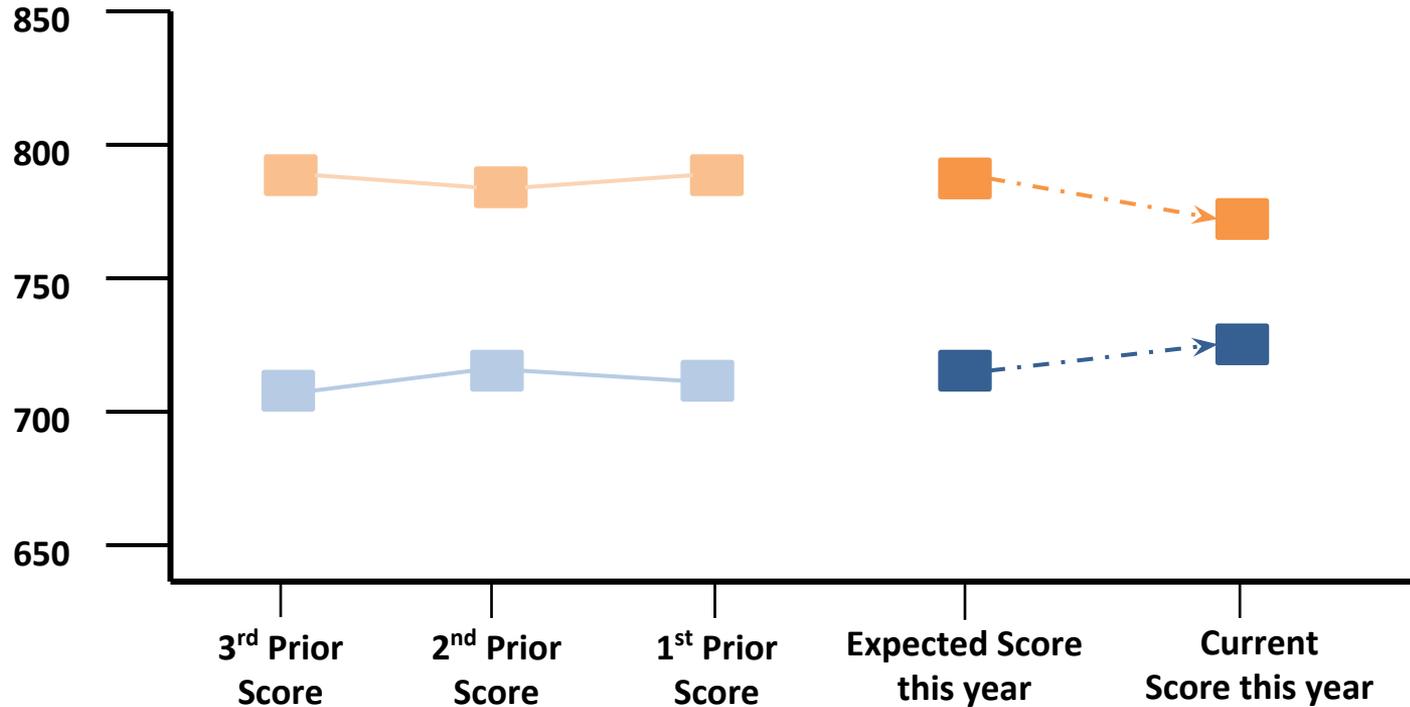
The image features a background of light blue watercolor washes. A white rectangular box is centered on the page, containing the text "Why Use VAM?".

Why Use VAM?

# Which student had the “better” year this school year?



# Which student had the “better” year this school year?



# How is VAM Used?

VAM is currently used in five ways.

VAM Usage	Details
Compass/Teacher Evaluations	Beginning in 2017-2018, VAM becomes 35% of the overall evaluation score for applicable teachers
School Accountability – Student Growth	Beginning in 2017-2018, VAM becomes Step 2 of Student Growth in School Performance Scores
TAP Schools for Performance-Based Incentives	Participating TAP schools use VAM for performance-based incentives
LA Board of Regents Teacher Preparation Program Effectiveness	VAM has been used as a measure of teacher preparation program effectiveness since 2003
LA Board of Regents Teacher Preparation Program Accountability	Coming Soon VAM will be a portion of teacher preparation program accountability

# How are VAM and Growth to Mastery different?

Both Growth to Mastery and VAM will be used in the school accountability score as part of Student Growth in 2017-2018. Growth to Mastery is not used in Compass for Teachers. For teacher evaluations, only VAM is used.

Growth to Mastery is a simple calculation of the points a student needs to achieve each year to reach Mastery status by the grade 8 or the second high school assessments. It consists of the prior year performance, the distance to Mastery, and the number of years left to grade 8 or the second high school assessments. This measure is known in advance.

VAM provides information about how a student is expected to perform compared to his or her peers. The actual score for each student is compared to the expected score to determine if he or she has made more, less, or an expected amount of progress. Student VAM results are also percentile ranked which gives a good comparison of how students are performing on VAM growth statewide.

# How are VAM and Growth to Mastery different?

Why can targets be given prior to the start of the school year for Growth to Mastery but for VAM not until after assessment results?

Growth to Mastery is a simple growth target that measures whether students are on track to Mastery by grade 8 or by the second high school assessment. It is the same for every student at the same scaled score in a given grade, regardless of circumstance.

Value-added considers the unique characteristics of each student to compare how well s/he did compared to peers with similar characteristics in the current school year. Therefore, it must include the current year results to be calculated and cannot be provided in advance.

Resource: [How is Growth of Students Measured?](#) (LDOE website, Compass Library)

# Viewing Teacher VAM Results

A teacher can view her/his VAM results in Compass.

## **View Data from Current Year in Compass for Teachers**

1. After logging in to Compass Information System, you will be brought to the **View Tab** on the **Employee Tab**. Here you will see your employee profile information.
2. Select the VAM tab to view your data.
3. If you have VAM data, you will see the following:
  - Your Composite Percentile
  - A list of each subject and its corresponding percentile

Note: To view data for prior school years, please refer to the [CIS User Guide](#), Employee section, View Compass Data

# Viewing Student VAM Results

For teachers to view student VAM results:

## **View Data from Current Year in Compass for Teachers**

1. After logging in to Compass Information System, you will be directed to the **View Tab** on the **Employee Tab**. Here you will see your employee profile information.
2. Select the VAM tab to view your data.
3. If you have VAM data, you will see a list of each subject and its corresponding percentile. Select **Report** and an excel file will be produced. Open the file and view the student level data.

# Viewing Student VAM Results

For principals to view student VAM results:

## **View Data from Current Year in Compass for principals**

1. After logging in to Compass Information System, you will be directed to the **View List** on the **Employee Tab**. Select the **View Only** box and select the school year.
2. Select the **Report Tab**.
3. Under the Report Name column, select the **Value-Added Student Growth Data-Student Results**
4. Select the LEA, School and Subject; click on Submit. An excel file will be produced that lists the data of all the students at the school in that subject by teacher.

# Viewing Teacher VAM Results

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2. Select the **Report Tab**.
3. Under the Report Name column, select the **Value-Added Student Growth Data-Teacher Results**
4. Select the LEA, School and Subject; click on Submit. An excel file will be produced that lists all the teachers at the school with their VAM data by subject.

# Contact Information

For assistance with Compass, please contact [compass@la.gov](mailto:compass@la.gov)

For assistance with VAM, please contact [ldoecvr@la.gov](mailto:ldoecvr@la.gov)