

Louisiana Believes

Compass System 2017-2018

Compass

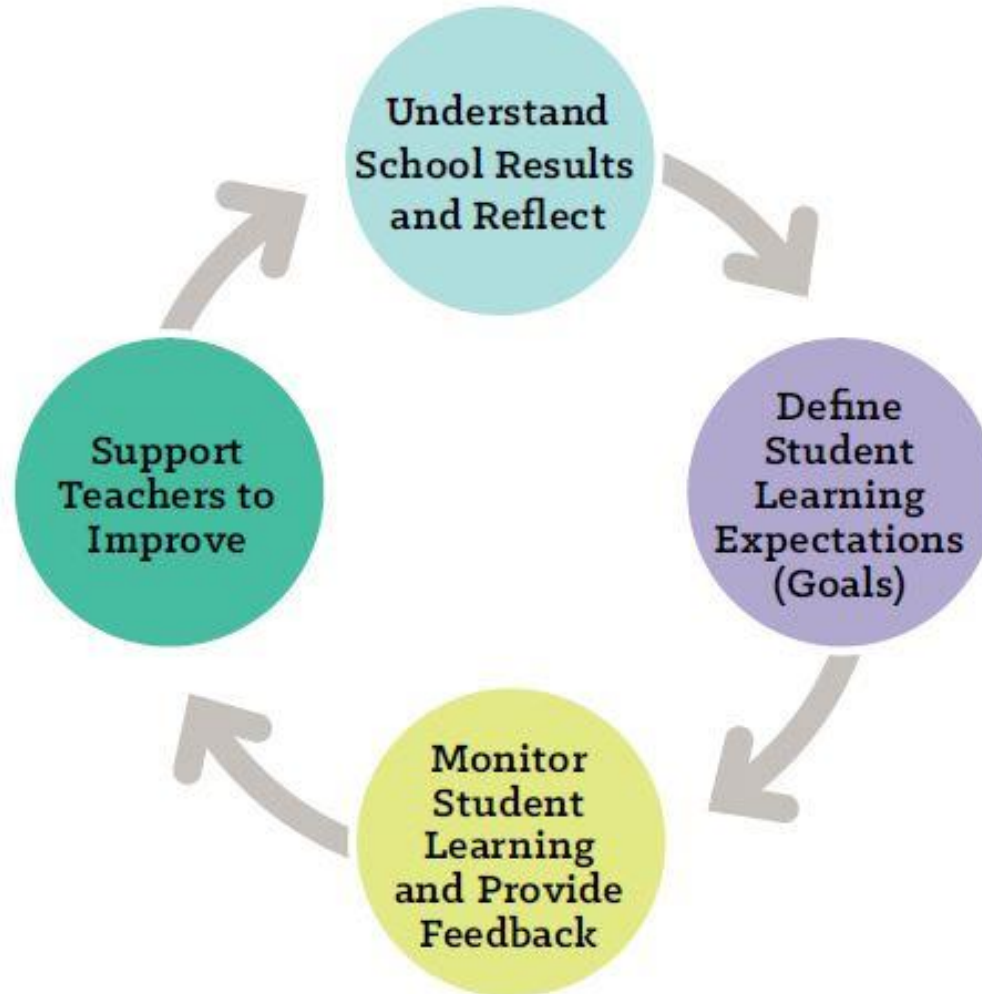
Compass is the system designed for rigorous goal setting and a strong observation and feedback cycle. Its purpose is to increase the quality of teaching and learning in the classroom, producing better student results.

Compass is characterized by local decision-making based on identified needs.

The LDE provides resources to support local educator effectiveness:

- Model SLTs
- LEAP 360
- Observation rubrics

Compass



Today's Objectives

1. Reflect on current goal setting, assessment, and observation and feedback practices and plan to address identified needs.
2. Discuss resources (SLT samples, LEAP 360) available to enhance goal setting, assessment, and observation and feedback practices.
3. Understand VAM for 2017-2018 and how this fits in with a comprehensive process beginning with goal setting and focusing on strong assessment and observation and feedback practices.

The Ideal Compass System

Reflect on the following practices and list 2-3 ideal characteristics for each:

- Goal setting Practices
- Assessment Practices
- Observation and Feedback Cycle

Agenda

- **Goal Setting**
- Value Added Model
- Louisiana's Comprehensive Assessment System
- Plan to Address Identified Needs

Goal Setting

“A good goal should scare you a little, and excite you a lot” – Joe Vitale

The Focus of SLTs

In which high impact activities/tasks should teachers and students engage to produce the desired results in each content area?

What is it that students should know and be able to do?

Which assessments provide the best understanding of where students are and how to measure growth continually over time?

Commonalities

1. Attribution
2. Baseline Information
3. Checkpoints
4. Culminating Assessment
5. Success Criteria
6. Student Learning Target Process

Guidance for Districts Student Learning Targets

Measures of Growth in Student Learning, a Step by Step Process

Step 1: Identify what students are expected to know and be able to do

Step 2: Identify available assessments being used in your district to evaluate student learning throughout the year.

Step 3: Select measures for use in educator evaluations.

Step 4: Determine success criteria for results from included measures of student learning.

4th Grade English Language Arts Student Learning Target

Measure Name	SLT – Written Expression
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: 4th Grade ELA

Baseline Info: Students must be able to demonstrate their ability to read, understand, and express understanding of a new text.

Initial assessments:

- Students write responses to state diagnostic cold-read assessment (August)
- Students write responses to the cold-read assessment, [Because of Winn Dixie](#), from the 3rd grade [ELA Guidebook](#). (September)
- Analyze data for students from the state standardized ELA tests to determine how well they learned the previous year’s content.

Checkpoints:

- Cold read writing tasks from 4th grade [ELA Guidebook Units Hurricanes](#), [American Revolution](#), [Lightening Thief](#), [Whipping Boy](#) (throughout the year)
- State interim assessments, focusing on writing portion
 - Interim 1 (October)
 - Interim 2 (March)

End of Year Assessment: Students will independently write a proficient response on the 4th grade cold-read assessment from the [Pushing Up the Sky](#) unit in the 4th grade ELA Guidebook. Based on the initial assessment results, student targets will meet the following success criteria.

Success Criteria

Much Less Than Expected	Less Than Expected	Expected	More Than Expected
__-__% of students score a __ or more on Written Expression and less than __% score at least a __	__-__% of students score a __ or more on Written Expression and __-__% of students score at least a __	__-__% of students score a __ or more on Written Expression and __-__% of students score at least a __	__-__% of students score a __ or more on Written Expression

Student Learning Target Process

English Language Arts

Over the Summer:

1. Look at standards and EOY expectations via exemplar student writing aligned to grade-level standards.
2. Define goals based on what students should know and be able to do by the end of the year.

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your content goals?
4. Administer various assessments/writing assignments to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year.

Throughout the Year:

6. Track whether students are or are not meeting their targets.
7. Make any adjustments to instruction or targets based on additional information.

End of the Year:

8. Administer various assessments/writing assignments for students to demonstrate they have met their targets and the content goals.

SLT Resources

Grade Level	Content Area	Resource
K - 12 th	All Content Areas	Teacher Resources by Grade
		Planning Resources
	Math	Eureka Math
		K-12 Math Planning Resources
	Social Studies	K-12 Social Studies Resources
	Science	K-12 Science Resources
3 rd – 8 th	ELA & Math	LEAP 360
	ELA Math Science Social Studies	LEAP Practice Tests
		Released and Sample Test Items
3 rd – 12 th	ELA	ELA Guidebooks

Agenda

- Goal Setting
- **Value Added Model**
- Louisiana's Comprehensive Assessment System
- Plan to Address Identified Needs

Value Added Model

- Timeline
- Measures of Growth in Student Learning
- Value-Added Calculation
- Examples of Final Evaluation Measures
- Assessment Data Availability for Teacher Evaluations

Value-Added Model Overview

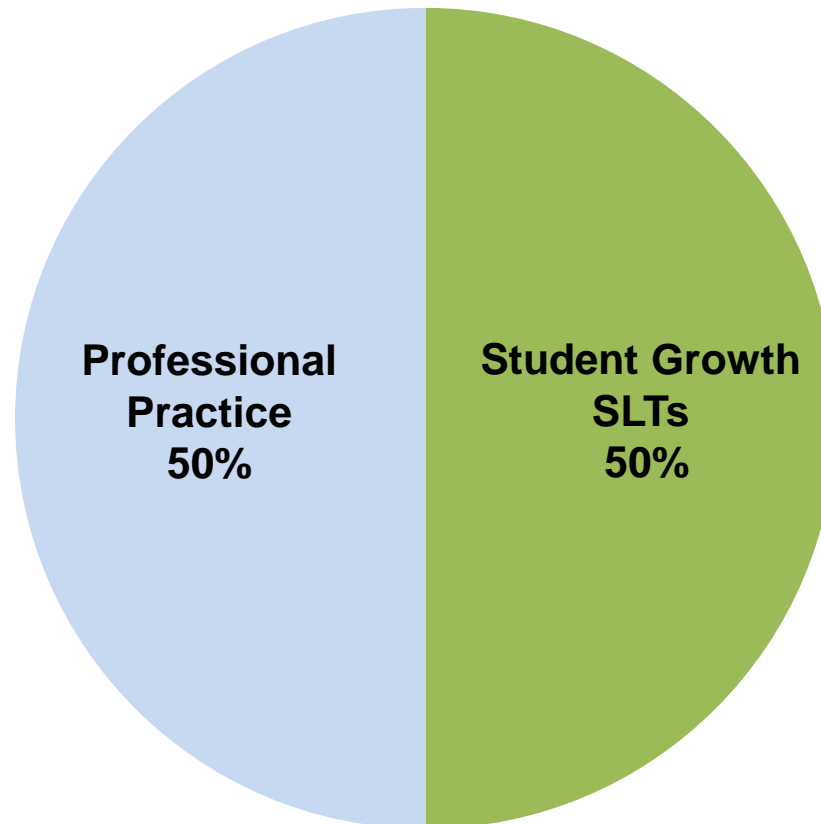
Value-Added Model (VAM) Timeline

2011-2012	VAM was piloted in Louisiana.
2012-2013	VAM was used across the state.
2013- 2017	Value-added data was not available during the transition to new standards and assessments. Instead, the Department provided transitional student growth (TSG) data to use as a measure of student growth, at the evaluator's discretion.
2017-2018	VAM will once again be in effect statewide as a measure of growth in student learning.

2016-2017

Measures of Effectiveness

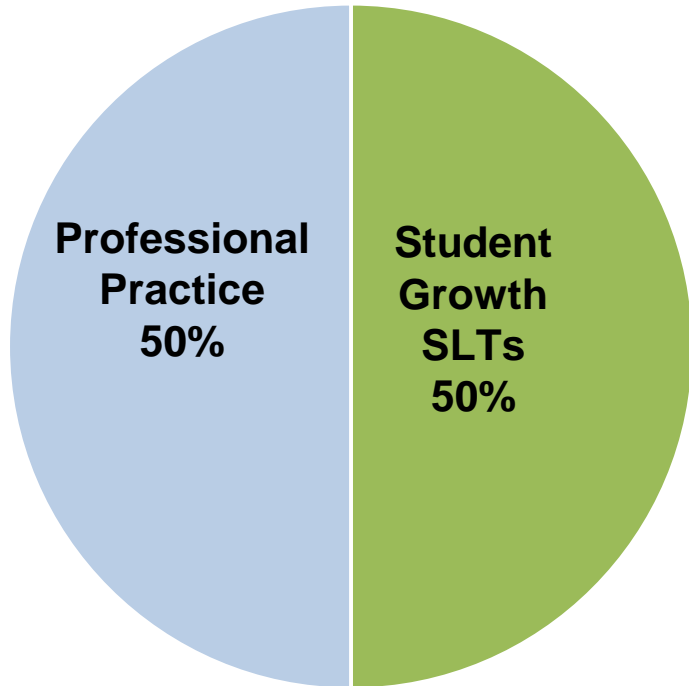
Both the Student Growth and Professional Practice component contribute equally to the final evaluation rating.



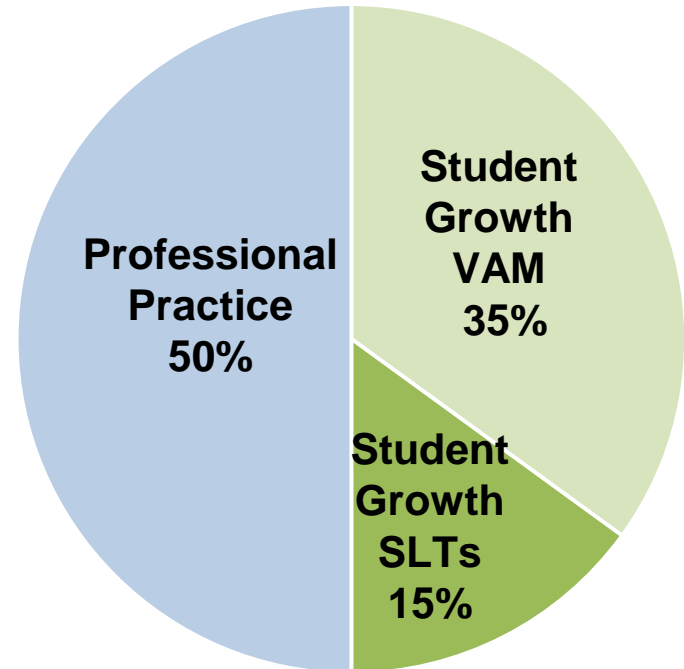
2017-2018

Measures of Growth in Student Learning (VAM)

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.



Value-Added Calculation

As per its ESSA plan, Louisiana will utilize the full value-added model (VAM) model for the school growth index for teacher, school and district value-added calculations.

The 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.

Value-Added Calculation

<p>Sources of Data <i>Data used in VAM calculations originate from the following:</i></p>	<p>Curriculum Verification & Results Portal (CVR)</p>
	<p>Roster Verification Period</p>
<p>LEADS</p>	<p>Annually, in the months of April and May teachers and principals review the class schedule and roster of students in CVR to verify this information is correct.</p> <ul style="list-style-type: none"> • This is the only opportunity teachers have to correct any incorrect information which will then be used in the VAM calculations. • If teachers and principals do not take advantage of this CVR correction period, the data originally submitted by the LEA will be used.
<p>Personnel Database (PEP)</p>	
<p>Curriculum Database (CUR) <i>Teacher course schedules and students assigned to those courses are utilized</i></p>	
<p>Teacher Course Schedules</p>	
<p>Students Assigned to Courses</p>	
<p>Scholarship Enrollment Eligibility System (SEE)</p>	

Examples of Final Evaluation Measures for 2016-2017 and 2017-2018

Evaluation Component		Rating	2016-2017 School Year		2017-2018 School Year (And Beyond)	
			Percentage of Final Rating	Score	Percentage of Final Rating	Score
Student Growth	VAM/TSG	3	N/A	N/A	35%	1.05
	SLT	2	50%	1.0	15%	0.3
Professional Practice		3	50%	1.5	50%	1.5
Final Evaluation				2.5 (Effective: Proficient)		2.9 (Effective: Proficient)

2016-2017 Assessment Data Availability for Teacher Evaluations

Data Set	Details	Availability Date	Is this data available for final evaluations?
State Assessment Data	Grades 3-8: ELA, Math & Science	Late June 2017	Yes
	Grades 3-8: Social Studies	Fall 2017	No
	EOC Assessments	May 2017	Yes
Transitional Student Growth Data (TSGD)	Content Percentiles Grades 4-8: ELA, Math & Science EOC Assessments: Algebra I & Geometry Overall Percentiles	Winter 2017	No

Teacher evaluations must be finalized by August 15, 2017.

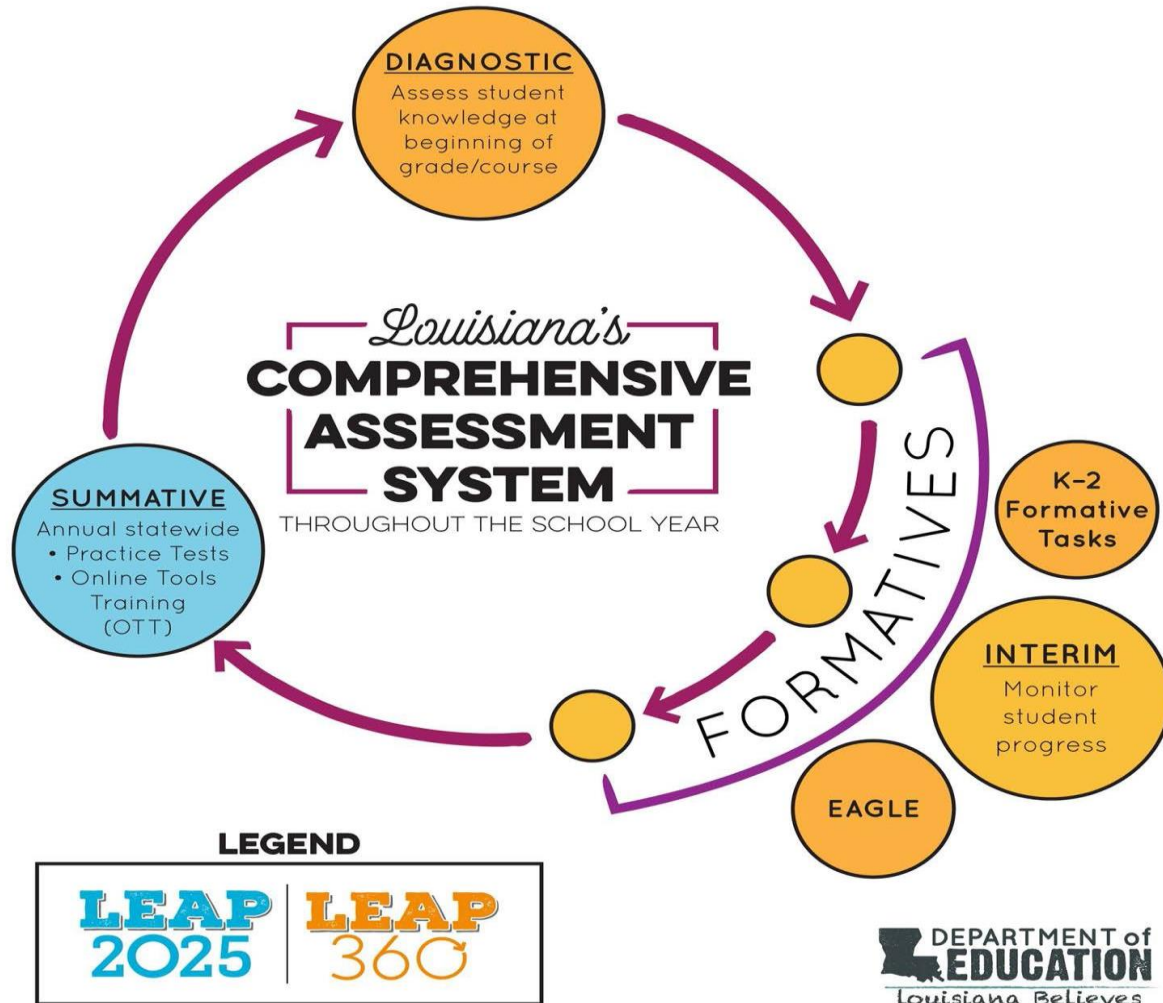
2017-2018 Assessment Data Availability

Data Set	Details	Availability Date	Is this data available for final evaluations?
State Assessment Data	Grades 3-8: ELA, Math & Social Studies	June 2018	Yes
	Grades 3-8: Science	N/A Field Test Only	
	EOC Assessments	May 2018	Yes
Student Growth Data/VAM	Content Percentiles Grades 4-8: ELA, Math & Social Studies EOC Assessments: Algebra I & Geometry Overall Percentiles	Late Summer 2018	Yes

Agenda

- Goal Setting
- Value Added Model
- **Louisiana's Comprehensive Assessment System**
- Plan to Address Identified Needs

Louisiana's Comprehensive Assessment System



LEAP 360

LEAP 360 is a tool to help:

- **Teachers** understand a more complete picture of student performance at the beginning, throughout, and end of the year. This understanding helps teachers
 - adjust their instruction to help all students achieve
 - set meaningful, yet ambitious, goals for student learning
 - monitor learning toward that goal
- **Principals** identify throughout the system where additional support is needed. LEAP 360 provides information to focus educators on the learning that matters most for students.
- **Districts** identify throughout the system where additional support is needed. LEAP 360 provides streamlined, high-quality assessments that reduce overall local testing and help monitor progress toward goals.

Diagnostocs

Assessment Tool	Includes	Recommended time of year to be administered	Reporting
ELA Diagnostic (Grades 3-EOC)	1 reading form; 1 writing form	Beginning of year/course	Student, Groups, School, District, State
Math Diagnostic (Grades 3-EOC)	1 form (in 2-3 sessions)		

The diagnostic assessments are designed to:

- Identify the specific prerequisite skills individual students or groups of students need in order to be successful with grade level content
- Understand student performance on:
 - Readily accessible and moderately complex texts in ELA
 - Previous grade level content that is a precursor to major content in math
- Assist with meaningful, yet ambitious goal setting for student learning targets

LEAP 360 Interim Assessments (Grades 3-8)

Assessment Tool	Includes	Recommended time of year to be administered	Reporting
ELA Interims (Grades 3-8)	Form 1	Late October	Student, Groups, School, District, State
	Form 2	March	
Math Interims (Grades 3-8)	Form 1	December	
	Form 2	March	

The interim assessments are designed to allow districts, schools, and teachers to:

- Use results to make smart instructional decisions to improve student learning and gauge progress toward end-of-year goals
- Analyze student data to identify student-specific and classwide trends in learning and misconceptions
- Adjust instruction and target support for students in need
- Make decisions about how students are learning the appropriate content and progressing toward end-of-year goals

LEAP 360 Interim Assessments (EOC)

Assessment Tool	Includes	Recommended time of year to be administered	Reporting
EOC Interims Full-Year Course (Eng I and II; Alg I and Geom)	Form 1	October	Student, Class, School, District, State
	Form 2	January	
	Form 3	March	
EOC Interims Block Course (Eng I and II; Alg I and Geom)	Form 1	September / February	
	Form 2	October / March	
	Form 3	November / April	

The interim assessments are designed to allow districts, schools, and teachers to:

- Use results to make smart instructional decisions to improve student learning and gauge progress toward end-of-year goals
- Analyze student data to identify student-specific and classwide trends in learning and misconceptions
- Adjust instruction and target support for students in need
- Make decisions about how students are learning the appropriate content and progressing toward end-of-year goals

English Language Arts Student Learning Target Worksheet

Measure Name

Click here to enter text.

Educator Type

Click here to enter text.

Attribution (Individual or Collective)

Click here to enter text.

Content Area/Other: *Click here to enter text.*

Baseline Info: Students must be able to demonstrate their ability to read, understand, and express understanding of a new text. Initial assessments:

- *Click here to enter text.*
- *Click here to enter text.*

Checkpoints:

- *Click here to enter text.*
- *Click here to enter text.*

Culminating Assessment: *Click here to enter text.*

Success Criteria

Much Less Than Expected	Less Than Expected	Expected	More Than Expected
<i>Click here to enter text.</i>	<i>Click here to enter text.</i>	<i>Click here to enter text.</i>	<i>Click here to enter text.</i>

Agenda

- Goal Setting
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- **Plan to Address Identified Needs**

Plan to Address Identified Needs

How have assessments and observation and feedback cycle impacted student growth/SLT ratings?

Take time to look at sample goals.

What are your next steps for creating the ideal Compass system?

- For district personnel
- For principals
- For teachers

Additional SLT Samples

- 4th Grade Math Growth to Mastery
- 7th Grade Math
- 8th Grade Social Studies
- Biology

4th Grade Math Growth to Mastery

Student Learning Target

Measure Name		Growth to Mastery – Math	
Educator Type		Teacher	
Attribution (Individual or Collective)		Individual	
Content Area/Other: 4th Grade Math			
<p>Baseline Info: In a Growth to Mastery model, students must progress toward mastery in 8th grade. Initial assessments:</p> <ul style="list-style-type: none"> Analyze data from state 4th grade math diagnostic, detailing levels of 3rd grade learning (August). Students receive target for being on track toward Mastery levels on 8th grade assessment (August) Analyze data for students from state standardized math tests to determine how well they learned the previous year’s content <p>Checkpoints:</p> <ul style="list-style-type: none"> Teacher formative assessment aligned to the scope and sequence for state interims (throughout the school year) State interim assessments for 4th grade <ul style="list-style-type: none"> Interim 1 (October) Interim 2 (March) <p>Culminating Assessment: Students will reach their target on the state summative assessment to be on track for Mastery at the 4th grade level. Students already at Advanced will maintain that level of achievement.</p>			
Success Criteria			
Much Less Than Expected	Less Than Expected	Expected	More Than Expected
Fewer than __% of students meet or exceed their individual Growth to Mastery target	__ - __% of students meet or exceed their individual Growth to Mastery target	__ - __% of students meet or exceed their individual Growth to Mastery target	__ - __% of students meet or exceed their individual Growth to Mastery target

Student Learning Target Process

Math

Over the Summer:

1. Review the standards and EOY expectations via sample [LEAP practice tests](#) and [released items](#).
2. Define goals based on what students should know and be able to do by the end of the year.

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your goals?
4. Administer a diagnostic assessment and classroom formative task(s) to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year.

Throughout the Year:

6. Track whether students are or are not meeting their targets through classroom formative assessment and interim assessments.
7. Make any adjustments to instruction or targets based on additional information.

End of the Year:

8. Use the summative LEAP assessment or data from interim assessment to determine whether students demonstrate they have met their targets and the content goals.

Measures of Effectiveness

Growth to Mastery Targets

Question 1: If students are not yet achieving Mastery, are they on track to doing so?

- Every student scoring below Mastery will receive a simple, clear growth target for the following year that illustrates the growth required to be on track to Mastery in ELA and math by 8th grade.
- If a student achieves the target, the school shall earn 150 points, equivalent to an A+. Otherwise, move to question 2.

Question 2: Are students growing at a rate comparable to their peers?

- Using Louisiana's value-added measurement, it is possible to compare students' individual performance to that of similar peers.
- Schools will earn points based on students' growth percentile as compared to peers.

81st-99th percentile (150 points)

61st-80th percentile (115 points)

41st-60th percentile (85 points)

21st-40th percentile (25 points)

7th Grade Math

Student Learning Target

Measure Name		SLT – Math	
Educator Type		Teacher	
Attribution (Individual or Collective)		Individual	
Content Area/Other: 7 th Grade Math			
<p>Baseline Info: Students must be able to demonstrate understanding of math concepts (not just procedures); apply understanding to real world examples; use accurate procedures and skills to answer questions and demonstrate mathematical reasoning by explaining, justifying, or critiquing with precision. Initial assessments:</p> <ul style="list-style-type: none"> • Students take state 7th grade math diagnostic, detailing levels of 6rd grade learning (August) • Students complete Type II and Type III problem sets created by grade level PLC (August – September) • Analyze data for students from state standardized math tests to determine how well they learned the previous year’s content (August) <p>Checkpoints:</p> <ul style="list-style-type: none"> • PLC-created formative assessments, focused on Type II and Type III tasks aligned to the scope and sequence for state interims (throughout the school year) • State interim assessments for 7th grade math <ul style="list-style-type: none"> ○ Interim 1 (October) ○ Interim 2 (March) <p>Culminating Assessment: Students complete end of year culminating assessment (April). Based on the initial assessment results, student targets in regard to Type II and Type III tasks will meet the following success criteria.</p>			
Success Criteria			
Much Less Than Expected	Less Than Expected	Expected	More Than Expected
Fewer than ___% of students meet or exceed their individual growth target	___-___% of students meet or exceed their individual growth target	___-___% of students meet or exceed their individual growth target	___-___% of students meet or exceed their individual growth target

Student Learning Target Process

Math

Over the Summer:

1. Review the standards and EOY expectations via sample [LEAP practice tests](#) and [released items](#).
2. Define goals based on what students should know and be able to do by the end of the year.

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your goals?
4. Administer a diagnostic assessment and classroom formative task(s) to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year.

Throughout the Year:

6. Track whether students are or are not meeting their targets through classroom formative assessment and interim assessments.
7. Make any adjustments to instruction or targets based on additional information.

End of the Year:

8. Use the summative LEAP assessment or data from interim assessment to determine whether students demonstrate they have met their targets and the content goals.

8th Grade Social Studies

Student Learning Target

Measure Name		SLT – Social Studies	
Educator Type		Teacher	
Attribution (Individual or Collective)		Individual	
Content Area/Other: 8 th Grade Social Studies			
<p>Baseline Info: Students must use sources regularly to learn content; make connections among people, events, and ideas across time and place; and express informed opinions supported by evidence from sources and outside knowledge. Initial assessments:</p> <ul style="list-style-type: none"> • Students complete the sample task set, Woman’s Rights Movement from 7th grade Released and Sample Test Items, focusing on results from the extended response in the categories of Content and Claims (August). • Analyze data for students from state standardized social studies tests to determine how well they learned the previous year’s content. <p>Checkpoints:</p> <ul style="list-style-type: none"> • Students complete task set, Louisiana During WWII (September) • Students complete task sets located in EAGLE (throughout the school year) • Students complete task sets created by grade level PLC (throughout the school year) <p>Culminating Assessment: Students complete task set, Louisiana Economy during the Antebellum Period focusing on results from the extended response in the categories of Content and Claims (April). Based on the initial assessment results, student targets will meet the following success criteria.</p>			
Success Criteria			
Much Less Than Expected	Less Than Expected	Expected	More Than Expected
Fewer than __% if students grow by __ or more points on Content and Claims	__-__% of students grow by __ or more points on Content and Claims	All students grow by __ or more points on Content and Claims	All students grow by __ or more points with __-__% growing by __ or more points on Content and Claims

Student Learning Target Process

Social Studies

Over the Summer:

1. Look at released test items and scope and sequence aligned to grade-level standards.
2. Define goals based on what students should know and be able to do by the end of the year.

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your content goals?
4. Administer various document based questions from the previous year to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year.

Throughout the Year:

6. Track whether students are or are not meeting their targets.
7. Make any adjustments to instruction or targets based on additional information.

End of the Year:

8. Administer various document based questions for students to demonstrate they have met their targets and the content goals.

Biology

Student Learning Target

Measure Name		SLT – Biology	
Educator Type		Teacher	
Attribution (Individual or Collective)		Individual	
Content Area/Other: Biology			
<p>Baseline Info: Students must be able to use the science and engineering practices to investigate, construct explanations and communicate about a phenomenon. Initial assessments:</p> <ul style="list-style-type: none"> • Students complete teacher created science task – see Growth of Duckweed for model task and scoring of extended response items, including exemplary responses. • Analyze data for students from state standardized science test (8th grade) to determine how well they mastered previous standards. <p>Checkpoints:</p> <ul style="list-style-type: none"> • Students complete sample science tasks located in Eagle (throughout the school year). • Students complete science tasks created by grade level PLC (throughout the school year). <p>Culminating Assessment: Students complete the science task, Growth of Duckweed, focused on students’ ability to draw conclusions when presented with a phenomenon and creating a scientific model based on the phenomenon and conclusions (April). Based on the initial assessment results, student targets will meet the following success criteria.</p>			
Success Criteria			
Much Less Than Expected	Less Than Expected	Expected	More Than Expected
__-__% of students score a __ or more on the Biology Extended Response and less than __% score at least a __.	__-__% of students score a __ or more on the Biology Extended Response and __-__% of students score at least a __.	__-__% of students score a __ or more on the Biology Extended Response and the remaining students score at least a __.	__-__% of students score a __ or higher on the Biology Extended Response

Student Learning Target Process

Science

Over the Summer:

1. Review the standards.
2. Define goals based on what students should know and be able to do by the end of the year.

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your goals?
4. Administer a classroom formative task(s) to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year.

Throughout the Year:

6. Track whether students are or are not meeting their targets through formative assessments.
7. Make any adjustments to instruction or targets based on additional information.

End of the Year:

8. Use a summative end of the year assessment or data from interim assessments to determine whether students demonstrate they have met their targets and the content goals.