ABSTRACT

Recent education reform efforts have placed a greater emphasis on overhauling public school systems across the nation. The *No Child Left Behind Act* of 2001 (NCLB) established requirements for the standards and assessment systems of school systems across the nation (U.S. Department of Education, 2013). According to the Act each State plan shall demonstrate that the State has adopted challenging academic content standards and challenging student achievement standards that will be used by the State, its local educational agencies, and its schools. Additionally, Each State plan shall demonstrate that the State has developed and is implementing a single, statewide State accountability system that will be effective in ensuring that all local educational agencies, public elementary schools, and public secondary schools make adequate yearly progress (No Child Left Behind Act, 2001). Therefore, as a result of the federal mandate, the increased use of standardized test scores became an instrument of measurement for academic performance by several states (Harris & Herrington, 2006). Some states, such as Tennessee, Ohio, and Pennsylvania, have implemented systems to track individual student achievement from one year to the next, as well as compare progression of similar students assigned to different teachers. Careful statistical analysis of these new datasets confirms the long-held intuition of most teachers, students, and parents: teachers vary substantially in their ability to promote student achievement growth (Kane, Taylor, Tyler, & Wooten, 2011). The study will chronicle the implementation of COMPASS; summarize educators’ perceptions about determining teacher effectiveness through the use of COMPASS; and compare and contrast reactions to the strengths and limitations of COMPASS.