



**VALUE ADDED ASSESSMENT OF TEACHER  
PREPARATION IN LOUISIANA:  
2005-2006 TO 2008-2009**

**OVERVIEW OF PERFORMANCE BANDS**

*Kristin A. Gansle, Ph.D.*  
*Louisiana State University and A&M College*

*Jeanne M. Burns, Ph.D.*  
*Louisiana Board of Regents*

*George Noell, Ph.D.*  
*Louisiana State University and A&M College*

**Funding for the analysis was provided by the  
Louisiana Board of Regents.**

**August 26, 2010**

# **VALUE ADDED ASSESSMENT OF TEACHER PREPARATION IN LOUISIANA: 2005-2006 TO 2008-2009 OVERVIEW OF PERFORMANCE BANDS**

**Kristin A. Gansle, Ph.D. - Louisiana State University and A&M College**  
**Jeanne M. Burns, Ph.D. - Louisiana Board of Regents**  
**George Noell, Ph.D. - Louisiana State University and A&M College,**

The Louisiana Board of Regents is currently outpacing the nation in its ability to inform the public about the effectiveness of redesigned teacher preparation programs in preparing new teachers to teach grades 4-9 students in the areas of mathematics, science, social studies, reading, and language arts. Through the use of Louisiana's Value-Added Teacher Preparation Assessment Model, it is possible to determine the extent to which teacher preparation programs are preparing their graduates to enable grades 4-9 students to demonstrate predicted growth in achievement in tested content areas. Results show that it is possible for new teachers to teach students who demonstrate growth in achievement that is comparable or greater than the growth in achievement of students taught by average experienced teachers.

The results that are now being demonstrated did not occur by accident. As of July 1, 2003, Louisiana has raised expectations for the preparation of all new teachers. The changes include the following:

- New policies have been implemented to strengthen the state teacher certification requirements and cut-off scores on state licensure examinations. (Board of Elementary and Secondary Education [BESE] and Louisiana Department of Education [LDE])
- Rigorous alternate and undergraduate pathways have been created for teachers to become certified by public/private universities and private providers. (BESE & LDE)
- New policies have been implemented requiring the redesign/design of all teacher preparation programs and the development/implementation of a Teacher Preparation Accountability System. (Board of Regents [BoR], BESE, & LDE)
- Redesign teams composed of district and university/private provider teams have redesigned teacher preparation programs to meet state and national content and teacher standards and meet expectations of state and national evaluators before being approved by the State for implementation. (Universities, Private Providers, and Districts)
- All university teacher preparation programs are required to be nationally accredited. (BoR & BESE)
- A Value-Added Teacher Preparation Assessment has been developed by Dr. George Noell and Dr. Kristin Gansle from Louisiana State University and A&M College (LSU), has been piloted, and is now being implemented. (BoR, LDE, & LSU)

Universities and private providers are now implementing their redesigned programs and receiving value-added results to identify content areas where they are producing new teachers who have a positive impact upon the achievement of grades 4-9 students. The results also provide insight into weaknesses and/or relative weaknesses in specific grade spans and content areas that can be turned into strengths once appropriate strategies are implemented.

## VALUE ADDED TEACHER PREPARATION ASSESSMENT MODEL

The Value Added Teacher Preparation Assessment 1) predicts growth of student achievement based on prior achievement, demographics, and attendance, 2) assesses actual student achievement, and 3) calculates *effect estimates* that identify the degree to which students taught by new teachers showed achievement similar to students taught by experienced teachers. The teacher preparation *effect estimates* are based upon multiple new teachers in multiple schools across multiple school districts in the state. The *predictors* examine student variables, teacher variables, and building variables and differ slightly based upon the content areas (e.g., mathematics, science, social studies, reading, and English/language arts). (See Figure 1)

To be included in the study, all *new teachers* must be first or second year teachers who have 1) completed their teacher preparation program leading to initial certification, 2) received a standard teaching certificate, 3) attained teaching positions in their areas of certification, and 4) completed a teacher preparation program within five years. *Experienced teachers* are all other certified professionals who possess a standard teaching certificate and have taught in their area of certification for two or more years.

The model examines the four pathways to teacher licensure that exist in Louisiana: 1) Undergraduate Pathway; 2) Alternate Pathway – Master of Arts in Teaching; 3) Alternate Pathway - Practitioner Teacher Program; and 4) Alternate Pathway – Non-Master’s/Certification Only Program. All three alternate pathways require candidates to meet the same entry/exit requirements and require all candidates to address the same standards. The mode of delivery varies.

As a result of the redesign process during 2000-2003, all universities stopped admitting new candidates to pre-redesign programs on July 1, 2003. Candidates who started the pre-redesign programs prior to July 1, 2003 were allowed to complete the pre-redesign programs. Thus, a phase-out period has been occurring for pre-redesign programs while post-redesign programs have been implemented. *Effect estimates* for pre-redesign programs were reported in the 2006-07 Value Added Teacher Preparation Assessment report as baselines. The 2009-10 Value Added Teacher Preparation Assessment report only identifies *effect estimates* for post-redesign programs for alternate and undergraduate teacher preparation programs.

The current analysis used State achievement data in the areas of mathematics, science, social studies, language arts, and reading for students enrolled in grades 4-9 who attended public schools in Louisiana during a full school year (2005-06, 2006-07, 2007-08, and 2008-09). In addition, the study used data for all grades 4-9 teachers in public schools in Louisiana who taught students mathematics, science, social studies, language arts, and/or reading during 2005-06, 2006-07, 2007-08, and 2008-09. Please see Chart 1 for more specific information about the types of data used for the analysis.

A Hierarchical Linear Model (HLM) was used for the analysis. This is a layered statistical model that is designed to analyze data within natural layers or groups (e.g., students within classes within schools).

## 2009-10 VALUE-ADDED RESULTS

### Performance Bands

Five bands of performance were created to focus attention on clusters of performance rather than a continuous ranking of teacher preparation programs. The definitions for the performance bands are listed below.

- *Level 1* – Programs whose *effect estimate* is above the mean effect for experienced teachers by its standard error of measurement or more. These are programs for which there is evidence that new teachers are more effective than experienced teachers, but this is not necessarily a statistically significant difference.
- *Level 2* – Programs whose *effect estimate* is above the mean effect for new teachers by its standard error of measurement or more. These are programs whose effect is more similar to experienced teachers than new teachers.
- *Level 3* – Programs whose *effect estimate* is within a standard error of measurement of the mean effect for new teachers. These are programs whose effect is typical of new teachers.
- *Level 4* – Programs whose *effect estimate* is below the mean effect for new teachers by its standard error of measurement or more. These are programs for which there is evidence that new teachers are less effective than average new teachers, but the difference is not statistically significant.
- *Level 5* – Programs whose *effect estimate* is statistically significantly below the mean for new teachers.

### Results

2009-2010 Value-added Teacher Preparation Assessment results are now available for nine alternate certification programs and eight undergraduate teacher preparation programs that are located at ten universities and two private providers. An overview of the Performance Bands for all alternate certification programs can be found in Chart 2. The Performance Bands for all undergraduate programs are located in Chart 3. Tables 1-10 provide a specific breakdown of the performance levels, *effect estimates*, confidence intervals and number of new teachers included in the analysis for each university and private provider for each content area.

The results indicate the following:

- Among the seven universities that have 2009-2010 results for their alternate certification programs, five of the universities (Louisiana College, Louisiana State University at Shreveport, Northwestern State University, Southeastern Louisiana University, and University of Louisiana at Monroe) are producing new teachers in one or more content areas where growth of student achievement is greater than (Level 1) or comparable to (Level 2) the growth of achievement of students taught by experienced teachers.
- Among the two private providers that have 2009-2010 results for their alternate certification program, one private provider (The New Teacher Project) is producing new

teachers where growth of student achievement is greater (Level 1) than the growth of achievement of students taught by experienced teachers in four of the content areas and comparable (Level 3) to new teachers in the fifth content area.

- Among the eight universities that have 2009-2010 results for their undergraduate programs, only two universities (Louisiana State University and A&M College and Southeastern Louisiana University) have results for all five content areas. Information is not yet available for all undergraduate content areas at the other six universities.
- Two of the eight universities with undergraduate programs attained a Performance Level 1 and/or Performance Level 2 in mathematics, science, and social studies.
  - Louisiana State University and A&M College attained a Performance Level 1 in Science and a Performance Level 2 in social studies.
  - Southeastern Louisiana University attained a Performance Level 2 in mathematics and science.
- Two universities and one private provider attained Performance Levels of 4 or 5 indicating that their new teachers were performing at a level that was below or significantly below other new teachers in specific content areas. New teachers within these programs performed at a Performance Level 3 in other content areas which was a level that was comparable to other new teachers.
  - Louisiana Resource Center for Educators performed at a Performance Level 4 in reading for their alternate certification program.
  - McNeese State University performed at a Performance Level 5 in social studies for their undergraduate program.
  - University of Louisiana at Lafayette performed at a Performance Level 4 in language arts and science for their alternate certification program and at a Performance Level 4 in language arts and social studies for their undergraduate program.

### **Programmatic Intervention**

Teacher preparation programs that attain scores at a Performance Level 4 or Performance Level 5 are required to enter into Programmatic Intervention to improve their programs. The programs are required to develop a plan that will address weaknesses in specific content areas (e.g., reading, social studies, language arts, etc.) for the identified performance levels. Timelines for improvement must be identified. The Board of Regents and Board of Elementary and Secondary Education will monitor the implementation of the plans. Failure to demonstrate improvements in the identified timelines can result in loss of approval of the teacher preparation programs in the content area(s) and grade span(s) in which the weaknesses are identified.

Two programs (e.g., Louisiana Resource Center for Educators and University of Louisiana at Lafayette) are currently in Programmatic Intervention due to previous Performance Level 4 scores in specific content areas. The Louisiana Resource Center for Educators began making changes to improve their program in reading when value-added results indicated a weakness in 2007-08. An examination of new teachers who completed their program during the last two

years has indicated a positive trend in the performance of their new teachers in reading. If the positive trend continues, it is anticipated that the Louisiana Resource Center for Educators will move out of Programmatic Intervention during the next evaluation cycle. The University of Louisiana at Lafayette has identified changes to the structure of their programs in language arts, and the university has begun to implement the new changes. New teachers have not yet completed the revised programs; therefore, the 2009-2010 value-added results do not reflect new changes to the programs.

## **CONCLUSION**

The purpose of the Value-Added Teacher Preparation Assessment is to provide universities and private providers with relevant data to improve the effectiveness of new teachers who complete their programs. To help ensure that the data are used in meaningful ways, the Louisiana Board of Regents will be providing support to each public university, private university, and private provider during the next year to identify researchers to serve on a State Research Team to conduct research and identify strategies to improve teacher preparation in specific content areas. Members of the State Research Team will use the value-added results and other data to identify specific needs of their individual programs and work collaboratively to identify strategies to address the needs. They will conduct action research to determine if the strategies they implement are having a positive impact upon their programs. All teacher preparation programs in the state will benefit as programs share their research findings pertaining to effective practices to prepare new teachers.

## **ADDITIONAL INFORMATION**

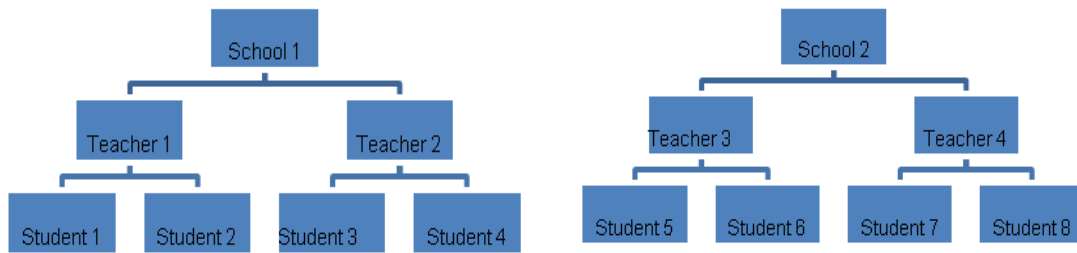
More in-depth information pertaining to the results can be found at the following URL in a 25 page technical report entitled: *Value Added Assessment of Teacher Preparation in Louisiana: 2005-2006 to 2008-2009*.

<http://www.regents.la.gov/Academic/TE/Value%20Added.aspx>

Copies of technical reports for the 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, and 2008-09 value added studies are also available on the web site.

*Please contact Dr. Kristin Gansle ([kgansle@lsu.edu](mailto:kgansle@lsu.edu)) Dr. Jeanne M. Burns ([jeanne.burns@la.gov](mailto:jeanne.burns@la.gov)), or Dr. George Noell ([gnoell@lsu.edu](mailto:gnoell@lsu.edu)) for additional information.*

**Figure 1: Variables and Nesting Structure of Students with Teachers and Teachers in Schools**



**Student Level Variables**

Gender (Male)  
 African American  
 Asian American  
 Native American  
 Hispanic  
 Emotionally Disturbed  
 Speech and Language  
 Mild Mental Retardation  
 Specific Learning Disability  
 Other Health Impaired  
 Special Education - Other  
 Gifted  
 Section 504  
 Limited English Proficiency  
 Free Lunch  
 Reduced Price Lunch  
 Student Absences  
 Prior Year Mathematics Test  
 Prior Year Reading Test  
 Prior Year Science Test  
 Prior Year Social Studies Test  
 Prior Year English English-  
 Language Arts Test

**Classroom/Teacher Variables**

Percentage of students who  
 were male  
 Percentage of students who  
 were minorities  
 Percentage of students who  
 received free lunch  
 Percentage of students who  
 received reduced price lunch  
 Percentage of students who  
 were in special education  
 Percentage of students who  
 were identified as gifted  
 Percentage of students who  
 exhibited limited English  
 proficiency  
 Percentage of students  
 identified as protected by  
 Section 504  
 Class mean prior achievement  
 in English-Language Arts  
 Class mean prior achievement  
 in Reading  
 Class mean prior achievement  
 in Mathematics  
 Class mean prior achievement  
 in Science  
 Class mean prior achievement  
 in Social Studies  
 Teacher absences

**School Level Variables**

Percentage of students who  
 were male  
 Percentage of students who  
 were minorities  
 Percentage of students who  
 received free lunch  
 Percentage of students who  
 received reduced price lunch  
 Percentage of students who  
 were in special education  
 Percentage of students who  
 were identified as gifted  
 Percentage of students who  
 exhibited Limited English  
 Proficiency  
 Percentage of students  
 identified as protected by  
 Section 504  
 School mean prior achievement  
 in English-Language Arts  
 School mean prior achievement  
 in Reading  
 School mean prior achievement  
 in Mathematics  
 School mean prior achievement  
 in Science  
 School mean prior achievement  
 in Social Studies

**Chart 1: Basic Elements of 2005-06 to 2008-09 Value-Added Teacher Preparation Assessment Studies**

Element	Description
<b>Size of Data Base</b>	<p>Data for public schools, new and experienced teachers, and students in 105* school districts in Louisiana were used to calculate the <i>effect estimates</i>. Data were drawn from the 2004, 2005, 2006, 2007, 2008, and 2009 student assessments to examine the 2005-06, 2006-07, 2007-08 and 2008-09 school years. Across content areas and years approximately 162,500 to 247,500 students contributed to the analyses for each content area per year. These students were taught by approximately 5,100 to 7,500 teachers in 1,050 to 1,250 schools per year.</p> <p><i>*The number of districts is larger than in previous years, as the number of charter schools in Louisiana grows. Each new charter school is considered a district of one for State reporting purposes.</i></p>
<b>Student Inclusion Requirements for Data</b>	<p>To be included in the study, students had to be promoted the previous year, be taught by the same teacher(s) for the entire year, and have completed standardized tests in grades 4-9 for mathematics or English Language Arts or grades 4-8 for science and social studies.</p>
<b>Teacher Preparation Program Data</b>	<p>Title II and state data for teacher preparation program completers from 14 public universities, 6 private universities, and 2 private providers were used in the data analysis.</p>
<b>Content Achievement Areas</b>	<p>Data were used from the <i>i-LEAP</i> and <i>LEAP-21</i> for student achievement in mathematics, science, social studies, reading, and language arts.</p>
<b>Pathways to Certification</b>	<p>Data were used for new teachers completing undergraduate teacher preparation programs and three separate alternative certification programs for initial certification as a teacher.</p>
<b>Minimum Number of New Teachers for Analysis</b>	<p>For a teacher preparation program to be included in the study in a content area, the program had to have 25 or more new teachers from the current (redesigned) program who were teaching in their area of certification and who had remained with the students for the full academic year.</p>
<b>Pre-Redesign Programs &amp; Post-Redesign Programs</b>	<p>Pre-redesign programs are teacher preparation programs that admitted students prior to July 1, 2003. Post-redesign programs are all state approved new or state approved redesigned programs that have been implemented since July 1, 2003. This report only includes data for post-redesign programs.</p>



**Chart 2: 2009-2010 Value-Added Teacher Preparation Assessment Results for *Alternate Certification Programs by Performance Levels***

**Performance Levels:**

- = Performance Level 1 programs in which grades 4-9 students taught by new teachers performed at levels that were greater than growth in achievement of students taught by experienced teachers.
- = Performance Level 2 programs in which grades 4-9 students taught by new teachers performed at levels that were comparable to growth in achievement of students taught by experienced teachers.
- = Performance Level 3 programs in which grades 4-9 students taught by new teachers performed at levels that were comparable to growth in achievement of students taught by new teachers.
- = Performance Level 4 programs in which grades 4-9 students taught by new teachers performed at levels that were below growth in achievement of students taught by other new teachers.
- = Performance Level 5 programs in which grades 4-9 students taught by new teachers performed at levels that were significantly below growth in achievement of students taught by new teachers.
- = Programs in which insufficient data for new teachers in specific content areas were available to report results. Results may be available during 2010-2011.

**Results:**

Types of Programs	Language Arts	Math	Reading	Science	Social Studies
Louisiana College	2	3	1	3	3
Louisiana State University - Shreveport	2	1	2	2	1
Louisiana Resource Center for Educators	3	3	4	3	3
Louisiana Tech University				3	
Northwestern State University	2	3	2	1	3
Southeastern Louisiana University	2	2	2	1	1
The New Teacher Project	1	1	1	1	3
University of Louisiana at Lafayette	4	3	3	4	3
University of Louisiana at Monroe	2	3	3	2	1

*Note:* Programs in which insufficient data for new teachers in all five content areas were available to report results: Centenary College, Grambling State University, Louisiana State University at Alexandria, Louisiana State University and A&M College, McNeese State University, Nicholls State University, Our Lady of Holy Cross College, Southern University and A&M College, Southern University at New Orleans, Tulane University, University of New Orleans, and Xavier University.

**Chart 3: 2009-2010 Value-Added Teacher Preparation Assessment Results for Undergraduate Programs by Performance Levels**

**Performance Levels:**

- = Performance Level 1 programs in which grades 4-9 students taught by new teachers performed at levels that were greater than growth in achievement of students taught by experienced teachers.
- = Performance Level 2 programs in which grades 4-9 students taught by new teachers performed at levels that were comparable to growth in achievement of students taught by experienced teachers.
- = Performance Level 3 programs in which grades 4-9 students taught by new teachers performed at levels that were comparable to growth in achievement of students taught by new teachers.
- = Performance Level 4 programs in which grades 4-9 students taught by new teachers performed at levels that were below growth in achievement of students taught by other new teachers.
- = Performance Level 5 programs in which grades 4-9 students taught by new teachers performed at levels that were significantly below growth in achievement of students taught by new teachers.
- = Programs in which insufficient data for new teachers in specific content areas were available to report results. Results may be available during 2010-2011.

**Results:**

Types of Programs	Language Arts	Math	Reading	Science	Social Studies
Louisiana State University and A&M College	3	3	3	1	2
Louisiana State University at Shreveport	3	3	3		3
Louisiana Tech University		3			
McNeese State University	3	3			5
Northwestern State University	3				
Southeastern Louisiana University	3	2		2	
University of Louisiana at Lafayette	4	3	3	3	4
University of New Orleans		3			3

*Note:* Programs in which insufficient data for new teachers in all five content areas were available to report results: Centenary College, Grambling State University, Louisiana College, Louisiana State University at Alexandria, Nicholls State University, Our Lady of Holy Cross College, Southern University and A&M College, Southern University at New Orleans, University of Louisiana at Monroe, and Xavier University.

**Table 1: *Undergraduate Teacher Preparation Program Coefficients for Post-Redesign Programs in Mathematics***

Level	Program	Effect Estimate 2006-2009	N
2	Southeastern Louisiana University Undergraduate	0.9 (-0.9, 2.7)	28
3	University of New Orleans Undergraduate	-2.1 (-3.6, -0.6)	26
3	Louisiana State University Undergraduate	-2.1 (-3.3, -0.9)	66
3	Louisiana Tech University Undergraduate	-2.7 (-4.1, -1.3)	26
3	University of Louisiana Lafayette Undergraduate	-3.6 (-4.7, -2.5)	110
3	Louisiana State University - Shreveport Undergraduate	-3.6 (-5.1, -2.1)	31
3	McNeese State University Undergraduate	-4.2(-6.3, -2.1)	26

*Note.* The top number in the estimate cells is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals. The mean new teacher effect was -3.1.

**Table 2: *Alternate Certification Teacher Preparation Program Coefficients for Post-Redesign Programs in Mathematics***

Level	Program	Effect Estimate 2006-2009	N
1	The New Teacher Project Practitioner TPP	5.1 (4, 6.2)	107
1	Louisiana State University - Shreveport NM/CO	3.4 (0.9, 5.9)	29
2	Southeastern Louisiana University Master's Alternate Certification	2.1 (-1.1, 5.3)	25
3	Northwestern State University of Louisiana Practitioner TPP	-1.5 (-4.2, 1.2)	54
3	University of Louisiana at Monroe Master's Alternate Certification	-2.2 (-4.1, -0.3)	52
3	Louisiana College Practitioner TPP	-2.6 (-4.4, -0.8)	62
3	University of Louisiana Lafayette NM/CO	-3.1 (-4.5, -1.7)	91
3	Louisiana Resource Center for Educators Practitioner TPP	-3.2 (-4.6, -1.8)	63

*Note.* The top number in the estimate cells is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals. The mean new teacher effect was -3.1.

**Table 3: *Undergraduate Teacher Preparation Program Coefficients for Post-Redesign Programs in English-Language Arts***

Level	Program	Effect Estimate 2006-2009	N
3	Northwestern State University of Louisiana Undergraduate	-2.8 (-4.6, -1.0)	35
3	Louisiana State University - Shreveport Undergraduate	-3.0 (-5.0, -1.0)	37
3	McNeese State University Undergraduate	-3.1 (-5.5, -0.7)	25
3	Louisiana State University Undergraduate	-3.6 (-4.9, -2.3)	68
3	Southeastern Louisiana University Undergraduate	-3.9 (-5.2, -2.6)	42
4	University of Louisiana Lafayette Undergraduate	-4.4 (-5.6, -3.2)	124

*Note.* The top number in the estimate cells is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals. The mean new teacher effect was -2.7.

**Table 4: *Alternate Certification Teacher Preparation Program Coefficients for Post-Redesign Programs in English-Language Arts***

Level	Program	Effect Estimate 2006-2009	N
2	Louisiana State University - Shreveport NM/CO	1.8 (-1.1, 4.7)	37
1	The New Teacher Project Practitioner TPP	1.7 (0.1, 3.3)	77
2	Southeastern Louisiana University Master's Alternate Certification	1.6 (-0.7, 3.9)	41
2	Louisiana College Practitioner TPP	1.5 (-0.8, 3.8)	51
2	University of Louisiana at Monroe Master's Alternate Certification	0.8 (-1.7, 3.3)	48
2	Northwestern State University of Louisiana Practitioner TPP	-0.2 (-2.3, 1.9)	49
3	Louisiana Resource Center for Educators Practitioner TPP	-2.9 (-4.5, -1.3)	54
4	University of Louisiana Lafayette NM/CO	-5.1 (-6.7, -3.5)	89

*Note.* The top number in the estimate cells is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals. The mean new teacher effect was -2.7.

**Table 5: *Undergraduate* Teacher Preparation Program Coefficients for Post-Redesign Programs in Reading**

Level	Program	Effect Estimate 2006-2009	N
3	Louisiana State University Undergraduate	-2.2 (-3.6, -0.8)	46
3	University of Louisiana Lafayette Undergraduate	-3.2 (-4.2, -2.2)	99
3	Louisiana State University - Shreveport Undergraduate	-4.1 (-6.1, -2.1)	30

*Note.* The top number in the estimate cells is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals. The mean new teacher effect was -2.6.

**Table 6: *Alternate* Certification Teacher Preparation Program Coefficients for Post-Redesign Programs in Reading**

Level	Program	Effect Estimate 2006-2009	N
1	The New Teacher Project Practitioner TPP	2.5 (0.6, 4.4)	51
1	Louisiana College Practitioner TPP	1.8 (0.1, 3.5)	56
2	Southeastern Louisiana University Master's Alternate Certification	1.6 (-1, 4.2)	25
2	Louisiana State University - Shreveport NM/CO	1.1 (-1.8, 4)	28
2	Northwestern State University of Louisiana Practitioner TPP	-0.1 (-2.3, 2.1)	47
3	University of Louisiana at Monroe Master's Alternate Certification	-0.7 (-2.8, 1.4)	37
3	University of Louisiana Lafayette NM/CO	-2.9 (-4.6, -1.2)	78
4	Louisiana Resource Center for Educators Practitioner TPP	-5.0 (-6.7, -3.3)	43

*Note.* The top number in the estimate cells is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals. The mean new teacher effect was -2.6.

The Louisiana Resource Center for Educators Practitioner (LRCE) TPP first received a level 5 result in the 2008 report. As a result of that feedback and their self assessment curricular changes were made that year. Assuming that they were immediately brought to scale and were successful, the first year that the changes should be evident in this report would be the 2011 report. However, the authors examined the data for just the last two years for LRCE to ascertain whether any trend was evident. Examining just the last two years of data, the results for LRCE would move up to -1.8 (SEM 2.2). Although this would be consistent with a Level 3 result, it is important to recognize two important limitations to these data. First, it is based on only 13 teachers which is below the number set as a standard for reporting results. Second, it is based on a different time frame than the other results reported herein and is as a result is not directly comparable. Acknowledging those limitations, the data do suggest a positive trend for LRCE.

**Table 7: *Undergraduate* Teacher Preparation Program Coefficients for Post-Redesign Programs in *Science***

Level	Program	Effect Estimate 2006-2009	N
1	Louisiana State University Undergraduate	1.1 (0.1, 2.1)	50
2	Southeastern Louisiana University Undergraduate	0.6 (-0.9, 2.1)	29
3	University of Louisiana Lafayette Undergraduate	-2 (-3, -1)	106

*Note.* The top number in the estimate cells is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals. The mean new teacher effect was -1.5.

**Table 8: *Alternate* Certification Teacher Preparation Program Coefficients for Post-Redesign Programs in *Science***

Level	Program	Effect Estimate 2006-2009	N
1	Northwestern State University of Louisiana Practitioner TPP	3.3 (1.4, 5.2)	31
1	Southeastern Louisiana University Master's Alternate Certification	2.6 (0.7, 4.5)	36
2	Louisiana State University - Shreveport NM/CO	2.5 (-0.4, 5.4)	25
1	The New Teacher Project Practitioner TPP	2.1 (0.5, 3.7)	73
2	University of Louisiana at Monroe Master's Alternate Certification	0.8 (-1.2, 2.8)	47
3	Louisiana Tech University NM/CO	-0.6 (-2.3, 1.1)	25
3	Louisiana College Practitioner TPP	-0.7 (-2.4, 1)	49
3	Louisiana Resource Center for Educators Practitioner TPP	-1.4 (-2.6, -0.2)	52
4	University of Louisiana Lafayette NM/CO	-3.4 (-5.2, -1.6)	61

*Note.* The top number in the estimate cells is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals. The mean new teacher effect was -1.5.

**Table 9: *Undergraduate Teacher Preparation Program Coefficients for Post-Redesign Programs in Social Studies***

Level	Program	Effect Estimate 2006-2009	N
2	Louisiana State University Undergraduate	0.2 (-1.2, 1.6)	58
3	University of New Orleans Undergraduate	-1.0 (-3.4, 1.4)	25
4	University of Louisiana Lafayette Undergraduate	-3.8 (-4.9, -2.7)	110
3	Louisiana State University - Shreveport Undergraduate	-3.9 (-6, -1.8)	32
5	McNeese State University Undergraduate	-5.7 (-7.5, -3.9)	30

*Note.* The top number in the estimate cells is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals. The mean new teacher effect was -2.0.

**Table 10: *Alternate Certification Teacher Preparation Program Coefficients for Post-Redesign Programs in Social Studies***

Level	Program	Effect Estimate 2006-2009	N
1	Louisiana State University - Shreveport NM/CO	4.0 (1.5, 6.5)	27
1	Southeastern Louisiana University Master's Alternate Certification	2.6 (0.4, 4.8)	30
1	University of Louisiana at Monroe Master's Alternate Certification	1.9 (0, 3.8)	46
3	Louisiana College Practitioner TPP	-0.4 (-2.5, 1.7)	58
3	Northwestern State University of Louisiana Practitioner TPP	-1.0 (-2.6, 0.6)	33
3	The New Teacher Project Practitioner TPP	-2.6 (-4.7, -0.5)	56
3	University of Louisiana Lafayette NM/CO	-2.8 (-4.9, -0.7)	69
3	Louisiana Resource Center for Educators Practitioner TPP	-3.0 (-4.9, -1.1)	38

*Note.* The top number in the estimate cells is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals. The mean new teacher effect was -2.0.