2014
LOUISIANA TEACHER PREPARATION PROGRAM FACT BOOK

Prepared by the
Louisiana Board of Regents

Updated November 13, 2014

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2014 LOUISIANA TEACHER PREPARATION PROGRAM FACT BOOK

INTRODUCTION

Louisiana has been a state in which teacher preparation programs have been committed to preparing effective new teachers whose students demonstrate gains in student learning. From 1999-2010, all teacher preparation programs in Louisiana participated in Teacher Preparation Transformation 1.0 (See Appendix A) which involved the Board of Elementary and Secondary Education creating more rigorous teacher certification requirements, all teacher preparation programs partnering with PK-12 school/district personnel to redesign all teacher preparation programs, all programs being redesigned to address state and national teacher and student content standards, all programs increasing the number of clock hours for candidates to be engaged in clinical experiences, and all redesigned programs being evaluated by national experts. All pre-redesign programs were terminated, and all redesigned programs that met the more rigorous state requirements were approved for implementation by the Louisiana Board of Regents and Board of Elementary and Secondary Education. Available data were collected, and it was determined that needs originally identified in 1999-2000 were being addressed as a result of the redesign efforts.

Louisiana is now engaging in Teacher Preparation Transformation 2.0 to address new needs that extend beyond the work that occurred with Teacher Preparation Transformation 1.0. (See Appendix B) Several new needs involve the development of greater collaboration between teacher preparation programs and schools/districts to ensure that candidates are provided high quality clinical experiences while being supervised by highly effective teachers, providing a teacher preparation curriculum that involves in-depth instruction to prepare new teachers' students to successfully master college and career-ready standards, ensuring that candidates are "learner-ready" when they start teaching, and reporting accurate information about teacher preparation programs to the public. Teacher preparation programs in Louisiana have integrated the new State content standards and new Compass teacher evaluation expectations into the curriculum as of fall 2013 and continue to deepen their own knowledge and the knowledge of their candidates as they prepare candidates to successfully address the new standards and aligned assessments.

The creation of the 2014 Teacher Preparation Data Dashboards and Teacher Preparation Program Fact Book are two new endeavors that are being voluntarily implemented to address the need to provide the public with access to outcome data about teacher preparation programs in Louisiana. The Teacher Preparation Data Dashboards provide a two-page summary of relevant data about individual teacher preparation programs in Louisiana. The Teacher Preparation Program Fact Book provides listings of data found in the individual data dashboards plus additional contextual data. All teacher preparation programs discussed in the Teacher Preparation Program Fact Book have voluntarily signed data agreements with the Louisiana Board of Regents and Louisiana Department of Education to share data about their candidates and to have aggregate level data reported to the public in new Teacher Preparation Data Dashboards.

The Teacher Preparation Program Fact Book is a living document that will undergo changes on an ongoing basis as new data become available to address additional needs identified by the public. Outcome data in the 2014 fact book pertains to cohorts of 2011-12 program completers or earlier completers who taught in Louisiana's schools during 2012-13 or previous years. New Teacher Preparation Data Dashboards and fact books will be created in the future as new cohorts of teacher candidates complete programs and teach in public schools in Louisiana.

To access all individual Teacher Preparation Data Dashboards, please go to the following URL: http://regents.louisiana.gov/academic-affairs/teacher-education-initiatives/teacher-preparation-data-dashboards-fact-book/.

CURRENT AND FUTURE DATA

Louisiana obtained permission from Teacher Preparation Analytics to use a new structure called *2020 Key Effectiveness Indicators* developed by Michael Allen, Edward Crowe, and Charles Coble, co-partners of Teacher Preparation Analytics to develop the Louisiana Teacher Preparation Data Dashboards. (http://caepnet.org/resources/building-an-evidence-based-system-for-teacher-preparation/) This work was commissioned by the Council for the Accreditation of Educator Preparation.

As part of the dashboard design, the State identified data to examine the following four assessment categories for the *2020 Key Effectiveness Indicators*: Candidate Selection Profile, Knowledge and Skills for Teaching of Completers, Program Productivity and Alignment to State Needs of Completers, and Performance as Classroom Teachers. Details pertaining to each of the categories can be found in Appendix C. The four categories are clearly identified within the Teacher Preparation Data Dashboard (See Appendix D). The State has also identified areas where data are not currently available. New data will be collected to address those areas.

As an example, survey data were previously collected from first year teachers regarding the extent to which teacher preparation programs prepared program completers to address the State standards for teachers. The results were reported during 2002-03, 2003-04, and 2004-05 within the Institutional Reports for the Preparation of Teachers (http://regents.louisiana.gov/academic-affairs/teacher-education-initiatives/institutional-reports-for-preparation-of-teachers/). The results were positive, and it was possible to identify specific areas (e.g., classroom management, working with diverse learners) where further development needed to occur. However, feedback from the public indicated that they wanted to see outcome data about performance since survey data reflected teacher perspectives instead of actual performance of new teachers who completed teacher preparation programs. Thus, the administration of surveys was suspended and a focus was placed upon collecting outcome data which is now being reported in the data dashboards. Recently the need to collect survey data has been voiced, and the Board of Regents will work with the teacher preparation programs to develop an assessment and collect survey data for the 2015 Teacher Preparation Data Dashboards. In addition, additional research will need to occur during 2014-15 to better understand the meaning of the survey data. A study funded by the Carnegie Corporation of New York was conducted in Louisiana during 2007-09 to identify factors that have a positive impact upon the success of teachers who complete programs. (http://regents.louisiana.gov/wp-content/uploads/2014/10/Qualitative-Report-9.24.09-Yr6.pdf) The study identified a pattern that needs further investigation. The pattern indicated that new teachers whose students demonstrated the greatest growth in learning rated their teacher preparation programs more rigorously than new teachers whose students demonstrated the lowest growth in learning. If new teachers are prepared by their programs to be more reflective and critical when working with children, those same behaviors may be evident when they evaluate the teacher preparation programs that prepared them.

Louisiana is also one of 7 states in which the Louisiana Department of Education has received a Network for Transforming Educator Preparation (NTEP) grant from the Council for Chief State School Officers to identify changes in state policies for teacher licensure, teacher preparation program approval, and reporting information to improve preparation programs. Information from the dashboards will be used to help inform decisions pertaining to changes in policies.

LISTING OF TEACHER PREPARATION PROGRAMS AND WEB SITES

A listing has been provided of all teacher preparation programs in Louisiana that are identified in the Teacher Preparation Program Fact Book and web sites for information about the programs.

Teacher Preparation Programs	Teacher Preparation Programs
PUBLIC UNIVERSITIES	
Louisiana State University System	
Louisiana State University at Alexandria	http://www.lsua.edu/academic/Departments/Education
Louisiana State University and A&M College	http://uiswcmsweb.prod.lsu.edu/education/
Louisiana State University at Shreveport	http://www.lsus.edu/academics/college-of-business-education-and-human-development/school-of-education
University of Louisiana System	
Grambling State University	http://www.gram.edu/academics/majors/education/
Louisiana Tech University	http://education.latech.edu/
McNeese State University	http://www.mcneese.edu/education
Nicholls State University	http://www.nicholls.edu/education/
Northwestern State University	http://education.nsula.edu/
Southeastern Louisiana University	http://www.southeastern.edu/acad_research/colleges/edu_hd/index.html
University of Louisiana at Lafayette	http://coe.louisiana.edu/
University of Louisiana at Monroe	http://ulm.edu/education/index.html
University of New Orleans	http://www.uno.edu/coehd/index.aspx
Southern University System	
Southern University and A&M College	http://www.subr.edu/index.cfm/page/229
Southern University at New Orleans	http://suno.edu/administration/academic-affairs/colleges-and-schools/education/
PRIVATE UNIVERSITIES	
Centenary College	http://www.centenary.edu/education
Louisiana College	http://www.lacollege.edu/teach
Loyola Universities New Orleans	http://loyno.edu
Our Lady of Holy Cross College	http://olhcc.edu/academics/calendars-catalogs-and-schedules/education.html
Tulane University	http://tulane.edu/teacher/index.cfm
Xavier University of Louisiana	http://www.xula.edu/education/
PRIVATE PROVIDERS	
Louisiana Resource Center for Educators	http://LRCEteach.org/
Relay Graduate School of Education	http://relay.edu

Relay Graduate School of Education is a new teacher preparation program that has signed the data agreement to share data with the public; however, the program did not have program completers in 2011-12 and is not listed in the charts in the 2014 report. The New Teacher Project and iTeachLOUISIANA are private providers who have been approved by the State; however, their lawyers have not yet provided them with permission to sign the data agreement to release information about their programs. If they do sign the data agreement, data about their programs will be added to the fact book. St. Bernard School District is a new State approved teacher preparation program that began admitting candidates this year.

STATE, REGIONAL, AND NATIONAL APPROVAL/ACCREDITATION OF TEACHER PREPARATION

A listing has been provided of the approval/accreditation status of all teacher preparation programs in Louisiana. All teacher preparation programs listed have obtained state approval from the Board of Elementary and Secondary Education for candidates who complete the programs to be certified to teach in Louisiana if they meet all state certification requirements. All public and private universities are regionally accredited as degree-granting higher education institutions by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). All public universities have degrees that have been approved by the Board of Regents (BoR). All public and private universities have obtained national program accreditation from the National Council for Accreditation of Teacher Education (NCATE), Teacher Education Accreditation Council (TEAC) or Council for the Accreditation of Educator Preparation (CAEP). Private providers are only required to obtain approval from the Board of Elementary and Secondary Education to operate teacher preparation programs in Louisiana.

Teacher Preparation Programs	Types of Approval and Accreditation			
	State Approval by BESE	State Approval by BoR	Regional Accreditation (SACSCOC)	Program Accreditation (NCATE/ TEAC/CAEP)
PUBLIC AND PRIVATE UNIVERSITIES				
Grambling State University	Approved	Approved	Accredited	Accredited
Louisiana State University at Alexandria	Approved	Approved	Accredited	Accredited
Louisiana State University and A&M College	Approved	Approved	Accredited	Accredited
Louisiana State University at Shreveport	Approved	Approved	Accredited	Accredited
Louisiana Tech University	Approved	Approved	Accredited	Accredited
McNeese State University	Approved	Approved	Accredited	Accredited
Nicholls State University	Approved	Approved	Accredited	Accredited
Northwestern State University	Approved	Approved	Accredited	Accredited
Southeastern Louisiana University	Approved	Approved	Accredited	Accredited
Southern University and A&M College	Approved	Approved	Accredited	Accredited
Southern University at New Orleans	Approved	Approved	Accredited	Accredited
University of Louisiana at Lafayette	Approved	Approved	Accredited	Accredited
University of Louisiana at Monroe	Approved	Approved	Accredited	Accredited
University of New Orleans	Approved	Approved	Accredited	Accredited
PRIVATE UNIVERSITIES				
Centenary College	Approved	N/A	Accredited	Accredited
Louisiana College	Approved	N/A	Accredited	Accredited
Our Lady of Holy Cross College	Approved	N/A	Accredited	Accredited
Tulane University	Approved	N/A	Accredited	Accredited
Xavier University of Louisiana	Approved	N/A	Accredited	Accredited
PRIVATE PROVIDER				
Louisiana Resource Center for Educators	Approved	N/A	N/A	N/A

PERCENTAGE OF PROGRAM COMPLETERS PASSING PRAXIS ASSESSMENTS FOR TEACHER LICENSURE

UNDERGRADUATE PROGRAMS (2011-12)

State law requires all undergraduate teacher candidates to pass an assessment approved by the State to be admitted to a teacher preparation program. All teacher candidates must pass the Praxis I: Core Academic Skills assessments to enter teacher preparation programs and must obtain the required Praxis I cut-off scores that are required by the Board of Elementary and Secondary Education for new teachers to obtain a license to teach in Louisiana. Teacher candidates may also obtain an ACT composite score of 22 or a SAT combined verbal and math score of 1030 in lieu of the Praxis I assessments. State law also requires undergraduate teacher candidates to take all remaining State licensure assessments (i.e., Praxis II: Content Knowledge; Praxis Professional Knowledge) prior to graduation; however, the law does not require teacher candidates to pass the assessments. Individual universities have created policies that require all teacher candidates to meet all Louisiana teacher licensure requirements to obtain a degree in teacher education. Some universities allow students to appeal the university policy. Assessment results indicate that 99% of all new teachers who completed undergraduate teacher preparation programs in 2011-12 in Louisiana passed all licensure assessments to become certified to teach in Louisiana. Additional information about Praxis passage rates can be found in Section V within the 2013 Louisiana Title II Higher Education Act Report at the following URL: https://title2.ed.gov/Public/Home.aspx.

Undergraduate Teacher Preparation Programs	Percentage of Undergraduate Program Completers Who Passed the Teacher Licensure Assessments (2011-12)			
	Praxis I: Core Academic Skills	Praxis II: Content Knowledge	Praxis Professional Knowledge	All Praxis Assessments
PUBLIC AND PRIVATE UNIVERSITIES				
Grambling State University	100%	100%	100%	100%
Louisiana State University at Alexandria	100%	100%	100%	100%
Louisiana State University and A&M College	100%	98.6%	99.6%	98%
Louisiana State University at Shreveport	100%	100%	100%	100%
Louisiana Tech University	100%	100%	100%	100%
McNeese State University	100%	100%	100%	100%
Nicholls State University	100%	100%	100%	100%
Northwestern State University	100%	100%	100%	100%
Southeastern Louisiana University	100%	100%	100%	100%
Southern University and A&M College	100%	100%	100%	100%
Southern University at New Orleans	100%	100%	100%	100%
University of Louisiana at Lafayette	100%	100%	100%	100%
University of Louisiana at Monroe	100%	100%	100%	100%
University of New Orleans	100%	100%	100%	100%
PRIVATE UNIVERSITIES				
Centenary College	100%	100%	100%	100%
Louisiana College	100%	100%	100%	100%
Our Lady of Holy Cross College	100%	100%	100%	100%
Xavier University of Louisiana	100%	100%	100%	100%

PERCENTAGE OF PROGRAM COMPLETERS PASSING PRAXIS ASSESSMENTS FOR TEACHER LICENSURE

ALTERNATE PROGRAMS (2011-12)

Board of Elementary and Secondary Education policy requires all alternate teacher candidates to hold a baccalaureate degree and pass the Praxis I: Core Academic Skills assessments and Praxis II: Content Knowledge assessments to enter teacher preparation programs. They must obtain the Praxis I and Praxis II cut-off scores required by the Board of Elementary and Secondary Education for new teachers to be certified to teach. Teacher candidates may also have a Master's Degree or obtain an ACT composite score of 22 or a SAT combined verbal and math score of 1030 in lieu of the Praxis I assessments. Board of Elementary and Secondary Education policy requires all alternate teacher candidates to pass the Praxis Professional Knowledge assessments to complete an alternate program. Assessment results indicate that 100% of all teachers who completed alternate teacher preparation programs in 2011-12 in Louisiana passed all of their licensure assessments to become certified to teach in Louisiana. Additional information about Praxis passage rates can be found in Section V within the 2013 Louisiana Title II Higher Education Act Report at the following URL: https://title2.ed.gov/Public/Home.aspx.

Alternate Teacher Preparation Programs	Percentage of Program Completers Who Passed the Alternate Teacher Licensure Assessments (2011-12)			
	Praxis I; Core Academic Skills	Praxis II: Content Knowledge	Praxis Professional Knowledge	All Praxis Assessment
PUBLIC UNIVERSITIES				
Grambling State University	100%	100%	100%	100%
Louisiana State University at Alexandria	100%	100%	100%	100%
Louisiana State University and A&M College	100%	100%	100%	100%
Louisiana State University at Shreveport	100%	100%	100%	100%
Louisiana Tech University	100%	100%	100%	100%
McNeese State University	100%	100%	100%	100%
Nicholls State University	100%	100%	100%	100%
Northwestern State University	100%	100%	100%	100%
Southeastern Louisiana University	100%	100%	100%	100%
Southern University and A&M College	100%	100%	100%	100%
Southern University at New Orleans	100%	100%	100%	100%
University of Louisiana at Lafayette	100%	100%	100%	100%
University of Louisiana at Monroe	100%	100%	100%	100%
University of New Orleans	100%	100%	100%	100%
PRIVATE UNIVERSITIES				
Centenary College	100%	100%	100%	100%
Louisiana College	100%	100%	100%	100%
Our Lady of Holy Cross College	100%	100%	100%	100%
Tulane University	100%	100%	100%	100%
Xavier University of Louisiana	100%	100%	100%	100%
PRIVATE PROVIDER				
Louisiana Resource Center for Educators	100%	100%	100%	100%

MEDIAN GRADE POINT AVERAGE OF CANDIDATES ENTERING AND COMPLETING TEACHER PREPARATION PROGRAMS

UNDERGRADAUTE PROGRAMS (2011-12)

All undergraduate teacher preparation programs in Louisiana require a minimum Grade Point Average of 2.5 for candidates to be admitted to a teacher preparation program. The median Grade Point Average of 2011-12 program completers ranged from a low of 2.70 to a high of 3.53 when they entered their teacher preparation programs. Candidates generally enter their teacher preparation programs during their sophomore or junior years. The median Grade Point Average of 2011-12 program completers ranged from a low of 2.8 to a high of 3.62 at the point when candidates completed their teacher preparation programs. A 4.0 is the highest value for a Grade Point Average.

Undergraduate Teacher Preparation Programs	Median Grade Point Average of Candidates Entering Teacher Preparation Program	Median Grade Point Average of Candidates Completing Teacher Preparation Program
PUBLIC UNIVERSITIES		
Grambling State University	3.06	3.21
Louisiana State University at Alexandria	2.90	3.43
Louisiana State University and A&M College	3.10	3.31
Louisiana State University at Shreveport	3.15	3.16
Louisiana Tech University	3.00	3.17
McNeese State University	3.12	3.28
Nicholls State University	3.15	3.36
Northwestern State University	3.27	3.23
Southeastern Louisiana University	3.14	3.29
Southern University and A&M College	2.70	2.80
Southern University at New Orleans	3.23	3.38
University of Louisiana at Lafayette	3.09	3.16
University of Louisiana at Monroe	3.08	3.40
University of New Orleans	3.14	3.30
PRIVATE UNIVERSITIES		
Centenary College	N/A	3.40
Louisiana College	3.53	3.20
Our Lady of Holy Cross College	3.48	3.62
Xavier University of Louisiana	2.85	3.20

MEDIAN GRADE POINT AVERAGE OF CANDIDATES ENTERING AND COMPLETING TEACHER PREPARATION PROGRAMS

ALTERNATE PROGRAMS (2011-12)

The median Grade Point Average of 2011-12 alternate program completers ranged from a low of 2.60 to a high of 3.97 when they entered their teacher preparation programs. The median Grade Point Average of 2011-12 program completers ranged from a low of 2.79 to a high of 3.96 when they completed their programs. A 4.0 is the highest value for a Grade Point Average. Private providers do not offer college credit and do not assign grades while candidates are enrolled in the alternate programs; thus, they do not calculate new Grade Point Averages at the end of the program.

Alternate Teacher Preparation Programs	Median Grade Point Average of Candidates Entering Teacher Preparation Program	Median Grade Point Average of Candidates Completing Teacher Preparation Program
PUBLIC UNIVERSITIES		
Grambling State University	2.60	2.79
Louisiana State University at Alexandria	3.40	3.84
Louisiana State University and A&M College	3.24	3.88
Louisiana State University at Shreveport	3.13	3.18
Louisiana Tech University	3.03	3.65
McNeese State University	3.80	3.78
Nicholls State University	2.97	3.67
Northwestern State University	3.10	3.68
Southeastern Louisiana University	3.97	3.91
Southern University and A&M College	2.60	3.10
Southern University at New Orleans	3.18	3.38
University of Louisiana at Lafayette	3.01	3.22
University of Louisiana at Monroe	3.20	3.90
University of New Orleans	3.20	3.96
PRIVATE UNIVERSITIES		
Centenary College	3.09	3.88
Louisiana College	2.96	3.90
Our Lady of Holy Cross College	2.96	3.90
Tulane University	3.30	3.88
Xavier University of Louisiana	3.03	3.87
PRIVATE PROVIDER		
Louisiana Resource Center for Educators	3.00	N/A

NUMBER OF TEACHER CANDIDATES ENROLLED AND TEACHER CANDIDATE COMPLETERS

UNDERGRADUATE PROGRAMS (2011-12)

Teacher candidates must meet criteria identified by the State and universities to be admitted and officially enrolled in an undergraduate teacher preparation program. The criteria includes passage of the Praxis I assessment, a 2.5 or higher GPA, and other entry requirements. Entry usually occurs during a student's sophomore or junior year. The following chart identifies the number of candidates who were officially enrolled in undergraduate teacher preparation programs and the number of additional students who completed undergraduate teacher preparation programs in 2011-12.

Undergraduate Teacher Preparation Programs	Teacher Candidates Enrolled in Program	Teacher Candidates Completed Program	Total
PUBLIC UNIVERSITIES			
Grambling State University	38	10	48
Louisiana State University at Alexandria	40	17	57
Louisiana State University and A&M College	873	238	1111
Louisiana State University at Shreveport	104	43	147
Louisiana Tech University	145	80	225
McNeese State University	182	104	286
Nicholls State University	331	102	433
Northwestern State University	167	52	219
Southeastern Louisiana University	583	200	783
Southern University and A&M College	50	31	81
Southern University at New Orleans	27	6	33
University of Louisiana at Lafayette	446	207	653
University of Louisiana at Monroe	105	76	181
University of New Orleans	162	60	222
PRIVATE UNIVERSITIES			
Centenary College	14	4	18
Louisiana College	21	9	30
Our Lady of Holy Cross College	13	4	17
Xavier University of Louisiana	8	9	17

NUMBER OF TEACHER CANDIDATES ENROLLED AND TEACHER CANDIDATE COMPLETERS

Teacher candidates must meet criteria identified by the State and teacher preparation programs to be admitted and officially enrolled in an alternate teacher preparation programs. The criteria includes possession of a baccalaureate degree from a regionally accredited institution, passage of Praxis I and II assessments, a required GPA, and other entry requirements. Candidates enter one of three alternate pathways: Master of Arts in Teaching; Practitioner Teacher Program; or Certification-Only Program. Most alternate candidates teach full time as a teacher of record while being enrolled in their alternate certification programs. The following chart identifies the number of candidates who were officially enrolled in alternate teacher preparation programs and the number of additional students who completed alternate teacher preparation programs in 2011-12.

ALTERNATE PROGRAMS (2011-12)

Alternate Teacher Preparation Programs	Teacher Candidates Enrolled in Program	Teacher Candidates Completed Program	Total
PUBLIC UNIVERSITIES			
Grambling State University	13	9	22
Louisiana State University at Alexandria	11	8	19
Louisiana State University and A&M College	112	65	177
Louisiana State University at Shreveport	29	49	78
Louisiana Tech University	259	146	405
McNeese State University	97	85	182
Nicholls State University	168	75	243
Northwestern State University	253	46	299
Southeastern Louisiana University	150	32	182
Southern University and A&M College	82	36	118
Southern University at New Orleans	49	10	59
University of Louisiana at Lafayette	197	97	294
University of Louisiana at Monroe	93	103	196
University of New Orleans	409	83	492
PRIVATE UNIVERSITIES			
Centenary College	58	23	81
Louisiana College	199	126	325
Our Lady of Holy Cross College	21	46	67
Tulane University	62	13	75
Xavier University of Louisiana	21	22	43
PRIVATE PROVIDER			
Louisiana Resource Center for Educators	145	147	292

GENDER FOR 2011-12 ENROLLED TEACHER CANDIDATES

UNDERGRADUATE AND ALTERNATE PROGRAMS (2011-12)

The number of males and females enrolled in undergraduate and alternate programs in 2011-12 is provided below.

Teacher Preparation Programs	Undergraduate Enrolled Candidates		Alternate Enrolled Candidates	
	Males	Females	Males	Females
PUBLIC UNIVERSITIES				
Grambling State University	12	26	5	8
Louisiana State University at Alexandria	3	37	2	9
Louisiana State University and A&M College	144	729	17	95
Louisiana State University at Shreveport	9	95	3	26
Louisiana Tech University	28	117	80	178
McNeese State University	28	154	16	81
Nicholls State University	48	283	66	177
Northwestern State University	52	115	51	202
Southeastern Louisiana University	60	530	33	113
Southern University and A&M College	50	31	21	61
Southern University at New Orleans	1	26	10	39
University of Louisiana at Lafayette	60	386	38	159
University of Louisiana at Monroe	4	101	27	67
University of New Orleans	20	119	88	234
PRIVATE UNIVERSITIES				
Centenary College	1	13	19	39
Louisiana College	3	18	*Data Not Available*	
Our Lady of Holy Cross College	1	12	3	18
Tulane University			20	42
Xavier University of Louisiana	2	6	5	16
PRIVATE PROVIDER				
Louisiana Resource Center for Educators			39	105

RACES FOR 2011-12 ENROLLED UNDERGRADUATE TEACHER CANDIDATES

UNDERGRADUATE PROGRAMS (2011-12)

The number of teacher candidates by race enrolled in undergraduate teacher preparation programs in 2011-12 is provided below.

Undergraduate Teacher Preparation Programs	Race						
	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial
PUBLIC UNIVERSITIES							
Grambling State University	0	0	0	38	0	0	0
Louisiana State University at Alexandria	0	0	0	2	0	38	0
Louisiana State University and A&M College	30	3	10	59	0	748	9
Louisiana State University at Shreveport	3	0	0	8	0	89	1
Louisiana Tech University	5	0	1	9	0	129	1
McNeese State University	1	0	0	6	0	172	2
Nicholls State University	5	8	1	15	0	299	3
Northwestern State University	1	5	1	15	0	138	0
Southeastern Louisiana University	7	2	2	26	2	539	4
Southern University and A&M College	0	0	0	50	0	0	0
Southern University at New Orleans	0	0	0	21	0	0	0
University of Louisiana at Lafayette	8	0	4	40	1	387	6
University of Louisiana at Monroe	1	0	0	10	0	4	0
University of New Orleans	1	1	4	9	0	107	0
PRIVATE UNIVERSITIES							
Centenary College	1	0	0	0	0	12	1
Louisiana College	0	0	0	0	0	21	0
Our Lady of Holy Cross College	0	0	0	0	0	12	1
Tulane University	3	0	2	4	0	50	3
Xavier University of Louisiana	0	0	0	8	0	0	0

RACES FOR 2011-12 ENROLLED ALTERNATE TEACHER CANDIDATES

ALTERNATE PROGRAMS (2011-12)

The number of teacher candidates by race enrolled in alternate teacher preparation programs in 2011-12 is provided below.

Alternate Teacher Preparation Programs	Race						
	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial
`PUBLIC UNIVERSITIES							
Grambling State University	0	0	0	13	0	0	0
Louisiana State University at Alexandria	1	1	0	3	0	6	0
Louisiana State University and A&M College	2	0	2	6	0	99	1
Louisiana State University at Shreveport	0	0	0	6	0	23	0
Louisiana Tech University	4	3	4	44	1	199	7
McNeese State University	0	1	1	14	0	81	0
Nicholls State University	1	7	3	47	0	182	3
Northwestern State University	2	4	2	35	0	203	4
Southeastern Louisiana University	3	1	1	18	0	119	3
Southern University and A&M College	0	0	0	64	0	11	7
Southern University at New Orleans	2	0	1	30	0	6	2
University of Louisiana at Lafayette	5	1	1	31	0	156	2
University of Louisiana at Monroe	1	0	0	12	0	79	0
University of New Orleans	9	1	3	39	0	241	3
PRIVATE UNIVERSITIES							
Centenary College	3	0	0	4	0	49	2
Louisiana College	*Data Not Available*						
Our Lady of Holy Cross College	0	0	0	3	0	16	2
Tulane University	3	0	2	4	0	50	3
Xavier University of Louisiana	3	0	0	11	0	7	0
PRIVATE PROVIDER							
Louisiana Resource Center for Educators	0	0	0	21	0	106	1

NUMBER OF HOURS FOR CLINICAL EXPERIENCES FOR TEACHER PREPARATION PROGRAMS

UNDERGRADUATE PROGRAMS (2011-12)

The Board of Elementary and Secondary Education (BESE) requires teacher candidates to spend a minimum of 270 clock hours in student teaching, with at least 180 of such hours spent in actual teaching. BESE requires that a substantial portion of the 180 hours be on an all-day basis. In addition to the student teaching experience, BESE states that students should be provided actual teaching experience (in addition to observations) in classroom settings during the sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended by BESE that pre-service teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching. Student teaching generally occurs during one semester with a student being supervised by an experienced classroom teacher.

Information provided below identifies the actual number of clock hours required by each teacher preparation program prior to student teaching and during student teaching. The average number of actual clock hours required by programs for student teaching is 489 and ranges from 400 to 600 clock hours which exceeds the number of clock hours required by BESE. The average number of clock hours required by programs prior to student teaching is 202 and ranges from 180 to 273 which also exceed the number of clock hours identified by BESE.

Undergraduate Teacher Preparation Programs	Clock Hours Prior to Student Teaching	Student Teaching		
		Number of Weeks	Number of Clock Hours per Week	Total Number of Clock Hours
PUBLIC UNIVERSITIES				
Grambling State University	180	14	35	490
Louisiana State University at Alexandria	180	14	35	490
Louisiana State University and A&M College	199	14	35	490
Louisiana State University at Shreveport	180	15	30	450
Louisiana Tech University	260	10	40	400
McNeese State University	273	14	30	420
Nicholls State University	180	15	40	600
Northwestern State University	260	15	35	525
Southeastern Louisiana University	180	15	35	525
Southern University and A&M College	180	14	35	490
Southern University at New Orleans	180	10	40	400
University of Louisiana at Lafayette	180	14	35	490
University of Louisiana at Monroe	218	15	35	525
University of New Orleans	180	15	35	525
PRIVATE UNIVERSITIES				
Centenary College	180	14	35	490
Louisiana College	215	16	30	480
Our Lady of Holy Cross College	240	14	35	490
Xavier University of Louisiana	180	15	35	525

NUMBER OF HOURS FOR CLINICAL EXPERIENCES FOR TEACHER PREPARATION PROGRAMS

ALTERNATE PROGRAMS (2011-12)

All alternate certification programs provide candidates with the opportunity to participate in a full time Internship which lasts for one full year while the teacher candidates serve as a teacher of record, teaches full time, and is paid as a full time teacher. School districts hire the teacher candidates once they obtain a Practitioner License from the Louisiana Department of Education and are enrolled in an alternate certification program.

Some alternate certification programs also allow candidates to participate in student teaching for a semester while being supervised by an experienced classroom teacher. The average number of clock hours of clinical experiences required by alternate programs prior to student teaching is 487, and the average number of clock hours required by programs prior to student teaching is 199. Both exceed the minimum number of clock hours identified by BESE.

Alternate Teacher Preparation Programs	Clock Hours Prior to Student Teaching	Student Teaching		
		Number of Weeks	Number of Clock Hours per Week	Total Number of Clock Hours
PUBLIC UNIVERSITIES				
Grambling State University	*Student Teaching Not Offered*			
Louisiana State University at Alexandria	180	14	35	490
Louisiana State University and A&M College	199	14	35	490
Louisiana State University at Shreveport	180	15	30	450
Louisiana Tech University	260	10	40	400
McNeese State University	273	14	30	420
Nicholls State University	180	15	40	600
Northwestern State University	*Student Teaching Not Offered*			
Southeastern Louisiana University	180	15	35	525
Southern University and A&M College	180	14	35	490
Southern University at New Orleans	180	10	40	400
University of Louisiana at Lafayette	180	14	35	490
University of Louisiana at Monroe	218	15	35	525
University of New Orleans	180	15	35	525
PRIVATE UNIVERSITIES				
Centenary College	180	14	35	490
Louisiana College	*Student Teaching Not Offered*			
Our Lady of Holy Cross College	240	14	35	490
Tulane University	*Student Teaching Not Offered `*			
Xavier University of Louisiana	180	15	35	525
PRIVATE PROVIDER				
Louisiana Resource Center for Educators	*Student Teaching Not Offered*			

PERSISTENCE IN TEACHING IN PUBLIC SCHOOLS

Undergraduate and alternate program completers have the option of teaching in public schools in Louisiana, private schools in Louisiana, or schools in other states. It is not possible to track the retention of completers in private schools or out-of-state schools. The following two charts identify only the number and percentage of a cohort of program completers in 2007-08 who started teaching in public schools and who taught in public schools in Louisiana during the next five years. Completers not reflected in the following chart may be teaching in private schools in Louisiana or other states.

Undergraduate Programs

Undergraduate Teacher Preparation Programs	Persistence in Teaching in Public Schools – 2007-08 Completers					
	Number of 2007-08 Completers	Number & Percentage Teaching in 2008-09	Number & Percentage Teaching in 2009-10	Number & Percentage Teaching in 2010-11	Number & Percentage Teaching in 2011-12	Number & Percentage Teaching in 2012-13
PUBLIC UNIVERSITIES						
Grambling State University	100% (n=29)	38% (n=11)	38% (n=11)	38% (n=11)	41% (n=12)	38% (n=11)
Louisiana State University at Alexandria	100% (n=23)	91% (n=21)	91% (n=21)	96% (n=2)	96% (n=2)	91% (n=1)
Louisiana State University and A&M College	100% (n=191)	63% (n=120)	62% (n=118)	59% (n=112)	57% (n=109)	52% (n=100)
Louisiana State University at Shreveport	100% (n=58)	85% (n=49)	81% (n=47)	78% (n=45)	76% (n=44)	74% (n=43)
Louisiana Tech University	100% (n=69)	61% (n=42)	64% (n=44)	59% (n=41)	57% (n=39)	57% (n=39)
McNeese State University	100% (n=88)	84% (n=74)	81% (n=71)	80% (n=70)	77% (n=68)	75% (n=66)
Nicholls State University	100% (n=86)	77% (n=66)	76% (n=65)	73% (n=63)	66% (n=57)	66% (n=57)
Northwestern State University	100% (n=37)	87% (n=32)	87% (n=32)	87% (n=32)	76% (n=28)	78% (n=29)
Southeastern Louisiana University	100% (n=110)	81% (n=89)	76% (n=84)	72% (n=79)	73% (n=80)	72% (n=79)
Southern University and A&M College	100% (n=23)	96% (n=22)	91% (n=21)	91% (n=21)	91% (n=21)	96% (n=22)
Southern University at New Orleans	100% (n=6)	100% (n=6)	100% (n=6)	83% (n=5)	83% (n=5)	83% (n=5)
University of Louisiana at Lafayette	100% (n=210)	75% (n=158)	75% (n=157)	73% (n=153)	72% (n=151)	70% (n=147)
University of Louisiana at Monroe	100% (n=29)	55% (n=16)	66% (n=19)	66% (n=19)	72% (n=21)	69% (n=20)
University of New Orleans	100% (n=53)	83% (n=44)	81% (n=43)	79% (n=42)	76% (n=40)	68% (n=36)
PRIVATE UNIVERSITIES						
Centenary College	100% (n=7)	57% (n=4)	57% (n=4)	71% (n=5)	57% (n=4)	57% (n=4)
Louisiana College	100% (n=16)	88% (n=14)	75% (n=12)	75% (n=12)	75% (n=12)	75% (n=12)
Our Lady of Holy Cross College	100% (n=18)	83% (n=15)	78% (n=14)	83% (n=15)	78% (n=14)	61% (n=11)
Xavier University of Louisiana	100% (n=1)	100% (n=1)	100% (n=1)	100% (n=1)	100% (n=1)	100% (n=1)

PERSISTENCE IN TEACHING IN PUBLIC SCHOOLS (CONT'D.)

Alternate Programs

Alternate Teacher Preparation Programs	Persistence in Teaching in Public Schools – 2007-08 Completers					
	Number of 2007-08 Completers	Number & Percentage Teaching in 2008-09	Number & Percentage Teaching in 2009-10	Number & Percentage Teaching in 2010-11	Number & Percentage Teaching in 2011-12	Number & Percentage Teaching in 2012-13
PUBLIC UNIVERSITIES						
Grambling State University	100% (n=16)	100% (n=16)	100% (n=16)	100% (n=16)	94% (n=15)	94% (n=15)
Louisiana State University at Alexandria	100% (n=2)	100% (n=2)	100% (n=2)	100% (n=2)	100% (n=2)	100% (n=2)
Louisiana State University and A&M College	100% (n=30)	70% (n=21)	60% (n=18)	67% (n=20)	60% (n=18)	57% (n=17)
Louisiana State University at Shreveport	100% (n=29)	83% (n=24)	83% (n=24)	90% (n=26)	83% (n=24)	83% (n=24)
Louisiana Tech University	100% (n=66)	76% (n=50)	77% (n=51)	71% (n=47)	63% (n=45)	61% (n=43)
McNeese State University	100% (n=63)	81% (n=51)	76% (n=48)	76% (n=48)	71% (n=45)	67% (n=42)
Nicholls State University	100% (n=35)	91% (n=32)	91% (n=32)	89% (n=31)	80% (n=28)	74% (n=26)
Northwestern State University	100% (n=51)	82% (n=42)	75% (n=38)	67% (n=34)	65% (n=33)	63% (n=32)
Southeastern Louisiana University	100% (n=43)	79% (n=34)	74% (n=32)	70% (n=30)	72% (n=31)	72% (n=31)
Southern University and A&M College	100% (n=37)	89% (n=33)	87% (n=32)	87% (n=32)	81% (n=30)	78% (n=29)
Southern University at New Orleans	100% (n=8)	88% (n=7)	88% (n=7)	88% (n=7)	88% (n=7)	75% (n=6)
University of Louisiana at Lafayette	100% (n=92)	78% (n=72)	75% (n=69)	74% (n=68)	72% (n=66)	70% (n=64)
University of Louisiana at Monroe	100% (n=20)	85% (n=17)	80% (n=16)	65% (n=13)	60% (n=12)	50% (n=10)
University of New Orleans	100% (n=69)	77% (n=53)	70% (n=48)	68% (n=47)	70% (n=48)	59% (n=41)
PRIVATE UNIVERSITIES						
Centenary College	100% (n=11)	73% (n=8)	73% (n=8)	55% (n=6)	55% (n=6)	46% (n=5)
Louisiana College	100% (n=70)	91% (n=64)	89% (n=62)	84% (n=59)	77% (n=54)	74% (n=52)
Our Lady of Holy Cross College	100% (n=34)	53% (n=18)	50% (n=17)	50% (n=17)	44% (n=15)	44% (n=15)
Tulane University	100% (n=7)	57% (n=4)	57% (n=4)	57% (n=4)	57% (n=4)	57% (n=4)
Xavier University of Louisiana	100% (n=8)	63% (n=5)	75% (n=6)	75% (n=6)	88% (n=7)	75% (n=6)
PRIVATE PROVIDER						
Louisiana Resource Center for Educators	100% (n=88)	78% (n=69)	82% (n=72)	77% (n=68)	75% (n=66)	73% (n=64)

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES

UNDERGRADUATE PROGRAMS

The Louisiana Department of Education states that "Compass" is Louisiana's educator support and evaluation system designed to provide all educators with regular, meaningful feedback on their performance (http://www.louisianabelieves.com/teaching/compass). Under this system, every teacher in public schools in Louisiana is evaluated annually using a four-tiered rating – Highly Effective, Effective: Proficient, Effective: Emerging, and Ineffective. Half of the evaluation is based on achievement of student learning targets to generate the Compass Student Outcome score and half of the evaluation is based on observations by teachers' supervisors using the appropriate Compass rubric to generate a Compass Professional Practice score. The two scores are combined to generate Compass Final Evaluation Scores that range from 1.00 to 4.00. The overall percentages of teachers in Louisiana who obtained Compass Final Evaluation Scores in each of the four levels in 2012-13 are the following: Highly Effective (32%); Effective: Proficient (57%); Effective: Emerging (8%); and Ineffective (4%). In 2012-13, there were 46,351 teachers teaching in public schools in Louisiana; however, data are not available to indicate the number of teachers that were evaluated using the Compass assessment.

The first chart on the next page identifies the mean Compass Final Evaluation scores of all first and second year teachers who taught in 2012-13 and completed undergraduate teacher preparation programs during or before 2011-12. In addition, it identifies the percentage of first and second year teachers who obtained Compass Final Evaluation scores in each of the four effectiveness levels after completing their undergraduate teacher preparation programs. The overall percentages of 2011-12 or earlier undergraduate program completers in Louisiana who obtained Compass Final Evaluation Scores in each of the four levels during their first or second year of teaching are the following: Highly Effective (20%); Effective: Proficient (64%); Effective: Emerging (12%); and Ineffective (5%).

The next chart identifies the mean Compass Professional Practice scores of all first and second year teachers who taught in 2012-13 and completed undergraduate teacher preparation programs during or before 2011-12. In addition, it identifies the percentage of first and second year teachers who obtained Compass Professional Practices scores in each of the four effectiveness levels after completing their undergraduate teacher preparation programs. The overall percentages of 2011-12 or earlier program completers in Louisiana who obtained Compass Professional Practices Scores in each of the four levels during their first or second year of teaching are the following: Highly Effective (15%); Effective: Proficient (69%); Effective: Emerging (15%); and Ineffective (Less than 1%).

The third chart identifies the mean Compass Student Outcome scores of all first and second year teachers who taught in 2012-13 and completed undergraduate teacher preparation programs during or before 2011-12. In addition, it identifies the percentage of first and second year teachers who obtained Compass Student Outcome scores in each of the four effectiveness levels after completing their undergraduate teacher preparation programs. The overall percentages of 2011-12 or earlier program completers in Louisiana who obtained Compass Student Outcome Scores in each of the four levels during their first or second year of teaching are the following: Highly Effective (44%); Effective: Proficient (34%); Effective: Emerging (17%); and Ineffective (4%).

The Louisiana Department of Education has provided information regarding school districts that held teachers to higher expectations for teaching during 2012-13. Information pertaining to those school districts can be found at the following URL: http://www.louisianabelieves.com/newsroom/news-releases/2014/10/22/annual-report-shows-districts-and-schools-making-academic-progress-have-higher-expectations-for-classroom-observations. Differences in district expectations can impact percentages for teacher preparation programs whose completers primarily teach in districts with higher or lower expectations.

Means and Effectiveness Levels for All Compass Evaluations for All First and Second Year Teachers in 2012-13 Who Were Undergraduate Program Completers

Types of Compass Assessments	Number and Percentage of Undergraduate Program Completers Who Were First and Second Year Teachers in 2012-13				
	Mean	Compass Effectiveness Levels			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Compass Final Evaluation	2.97 (n=1392)	5% (n=66)	12% (n=165)	64% (n=888)	20% (n=273)
Compass Professional Practices	2.95 (n=1392)	≤1% (n=≤10)	15% (n=211)	69% (n=963)	15% (n=212)
Compass Student Outcome	3.07 (n=1392)	4% (n=61)	17% (n=241)	34% (n=475)	44% (n=615)

Means and Effectiveness Levels for Compass Final Evaluation Scores by Programs for First and Second Year Teachers in 2012-13

Undergraduate Programs

Undergraduate Teacher Preparation Programs	Compass Final Evaluation				
	Mean	Compass Effectiveness Levels			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Louisiana State University and A&M College	3.02 (n=185)	3%	14%	62%	22%
Louisiana State University at Shreveport	2.85 (n=62)	5%	21%	58%	16%
Louisiana Tech University	3.07 (n=101)	4%	13%	55%	28%
McNeese State University	3.11 (n=152)	5%	7%	59%	28%
Nicholls State University	3.02 (n=139)	2%	12%	68%	18%
Northwestern State University	2.94 (n=68)	4%	13%	66%	16%
Southeastern Louisiana University	2.95 (n=239)	4%	11%	70%	14%
University of Louisiana at Lafayette	2.94 (n=259)	8%	9%	66%	18%
University of Louisiana at Monroe	2.94 (n=86)	8%	14%	54%	24%
University of New Orleans	2.93 (n=57)	2%	14%	74%	11%

Means and Effectiveness Levels for Compass Professional Practice Scores

Undergraduate Programs

Undergraduate Teacher Preparation Programs	Compass Professional Practices				
	Mean	Compass Effectiveness Levels			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Louisiana State University and A&M College	2.97 (n=185)	≤1%	19%	66%	15%
Louisiana State University at Shreveport	2.92 (n=62)	2%	21%	57%	21%
Louisiana Tech University	3.10 (n=101)	≤1%	14%	59%	27%
McNeese State University	3.14 (n=152)	≤1%	8%	68%	24%
Nicholls State University	2.92 (n=139)	≤1%	13%	80%	7%
Northwestern State University	3.00 (n=68)	2%	13%	69%	16%
Southeastern Louisiana University	2.87 (n=239)	1%	21%	70%	9%
University of Louisiana at Lafayette	2.97 (n=259)	≤1%	12%	76%	12%
University of Louisiana at Monroe	3.08 (n=86)	1%	11%	62%	27%
University of New Orleans	2.84 (n=57)	≤1%	16%	75%	9%

Means and Effectiveness Levels for Compass Student Outcome Scores

Undergraduate Programs

Undergraduate Teacher Preparation Programs	Compass Student Outcome				
	Mean	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Louisiana State University and A&M College	3.12 (n=185)	3%	18%	34%	45%
Louisiana State University at Shreveport	2.88 (n=62)	3%	27%	36%	34%
Louisiana Tech University	3.15 (n=101)	3%	15%	34%	48%
McNeese State University	3.20 (n=152)	5%	9%	37%	49%
Nicholls State University	3.11 (n=139)	2%	21%	32%	45%
Northwestern State University	3.07 (n=68)	3%	18%	32%	47%
Southeastern Louisiana University	3.12 (n=239)	3%	18%	31%	48%
University of Louisiana at Lafayette	2.98 (n=259)	8%	16%	37%	40%
University of Louisiana at Monroe	2.96 (n=86)	8%	20%	31%	41%
University of New Orleans	3.08 (n=57)	2%	18%	39%	42%

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS SCORES

ALTERNATE PROGRAMS

The Louisiana Department of Education states that *Compass* is Louisiana's educator support and evaluation system designed to provide all educators with regular, meaningful feedback on their performance (http://www.louisianabelieves.com/teaching/compass). Under this system, every teacher in public schools in Louisiana is evaluated annually using a four-tiered rating – Highly Effective, Effective: Proficient, Effective: Emerging, and Ineffective. Half of the evaluation is based on achievement of student learning targets to generate the Compass Student Outcome score and half of the evaluation is based on observations by their supervisor using the appropriate Compass rubric to generate a Compass Professional Practice score. The two scores are averaged to generate a Compass Final Evaluation Scores that ranges from 1.00 to 4.00. The overall percentages of teachers in Louisiana who obtained Compass Final Evaluation Scores in each of the four levels are the following: Highly Effective (32%); Effective: Proficient (57%); Effective: Emerging (8%); and Ineffective (4%). In 2012-13, there were 46,351 teachers teaching in public schools in Louisiana; however, data are not available to indicate the number of teachers that were evaluated using the Compass assessment.

The chart on the next page identifies the mean Compass Final Evaluation scores of all first and second year teachers who taught in 2012-13 and completed alternate teacher preparation programs during or before 2011-12. In addition, it identifies the percentage of first and second year teachers who obtained Compass Final Evaluation scores in each of the four effectiveness levels after completing their alternate teacher preparation programs. The overall percentages of 2011-12 or earlier alternate program alternate completers in Louisiana who obtained Compass Final Evaluation Scores in each of the four levels during their first or second year of teaching are the following: Highly Effective (28%); Effective: Proficient (58%); Effective: Emerging (9%); and Ineffective (5%).

The next chart identifies the mean Compass Professional Practice scores of all first and second year teachers who taught in 2012-13 and completed alternate teacher preparation programs during or before 2011-12. In addition, the following chart identifies the percentage of first and second year teachers who obtained Compass Professional Practices scores in each of the four effectiveness levels after completing their alternate teacher preparation programs. The overall percentages of 2011-12 or earlier alternate program completers in Louisiana who obtained Compass Professional Practices Scores in each of the four levels during their first or second year of teaching are the following: Highly Effective (22%); Effective: Proficient (67%); Effective: Emerging (11%); and Ineffective (Less than 1%).

The last chart identifies the mean Compass Student Outcome scores of all first and second year teachers who taught in 2012-13 and completed alternate teacher preparation programs during or before 2011-12. In addition, it identifies the percentage of first and second year teachers who obtained Compass Student Outcome scores in each of the four effectiveness levels after completing their alternate teacher preparation programs. The overall percentages of 2011-12 or earlier alternate program completers in Louisiana who obtained Compass Student Outcome Scores in each of the four levels during their first or second year of teaching are the following: Highly Effective (46%); Effective: Proficient (33%); Effective: Emerging (15%); and Ineffective (5%).

The Louisiana Department of Education has provided information regarding school districts that held teachers to higher expectations for teaching during 2012-13. Information pertaining to those school districts can be found at the following URL: http://www.louisianabelieves.com/newsroom/news-releases/2014/10/22/annual-report-shows-districts-and-schools-making-academic-progress-have-higher-expectations-for-classroom-observations. Differences in district expectations can impact percentages for teacher preparation programs whose completers primarily teach in districts with higher or lower expectations.

Means and Effectiveness Levels for All Compass Evaluations for All First and Second Year Teachers in 2012-13 Who Were Alternate Program Completers

Types of Compass Evaluations	Number and Percentage of Alternate Program Completers Who Were First and Second Year Teachers in 2012-13				
	Mean	Compass Effectiveness Levels			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Compass Final Evaluation	3.06 (n=1177)	5% (n=63)	9% (n=109)	58% (n=678)	28% (n=327)
Compass Professional Practices	3.06 (n=1177)	≤1% (n=≤10)	11% (n=127)	67% (n=786)	22% (n=260)
Compass Student Outcome	3.09 (n=1177)	5% (n=61)	15% (n=180)	33% (n=390)	46% (n=546)

Means and Effectiveness Levels for Compass Final Evaluation Scores

Alternate Programs

Alternate Teacher Preparation Programs	COMPASS FINAL EVALUATION				
	Mean	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Louisiana State University and A&M College – Master of Arts in Teaching	3.15 (n=73)	6%	10%	49%	36%
Louisiana State University at Shreveport – Certification-Only	3.17 (n=78)	8%	5%	50%	37%
Louisiana Tech University Master of Arts in Teaching	3.19 (n=84)	8%	6%	44%	42%
McNeese State University – Master of Arts in Teaching	3.24 (n=85)	6%	4%	52%	39%
Nicholls State University – Certification-Only	2.94 (n=118)	3%	15%	65%	16%
Northwestern State University – Practitioner Teacher	2.94 (n=31)	13%	3%	61%	23%
Southeastern Louisiana University – Master of Arts in Teaching	3.0 (n=26)	4%	12%	65%	19%
Southern University and A&M College – Certification-Only	2.94 (n=49)	6%	6%	76%	12%
University of Louisiana at Lafayette – Certification-Only	2.99 (n=142)	6%	12%	58%	24%
University of Louisiana at Monroe – Master of Arts in Teaching	2.92 (n=88)	13%	8%	55%	25%
University of New Orleans – Certification-Only	3.05 (n=39)	3%	10%	67%	21%
PRIVATE UNIVERSITIES					
Louisiana College - Practitioner Teacher	3.19 (n=199)	3%	9%	56%	33%
PRIVATE PROVIDER					
Louisiana Resource Center for Educators - Practitioner Teacher	3.08 (n=165)	2%	12%	64%	23%)

Means and Effectiveness Levels for Compass Professional Practice Scores

Alternate Programs

Alternate Teacher Preparation Programs	COMPASS STUDENT OUTCOME				
	Mean	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Louisiana State University and A&M College – Master of Arts in Teaching	3.19 (n=73)	4%	16%	29%	51%
Louisiana State University at Shreveport – Certification-Only	3.19 (n=78)	8%	8%	33%	51%
Louisiana Tech University Master of Arts in Teaching	3.14 (n=84)	8%	14%	24%	54%
McNeese State University – Master of Arts in Teaching	3.28 (n=85)	6%	8%	32%	54%
Nicholls State University – Certification-Only	3.01 (n=118)	3%	20%	38%	38%
Northwestern State University – Practitioner Teacher	3.00 (n=31)	10%	16%	26%	48%
Southeastern Louisiana University – Master of Arts in Teaching	3.08 (n=26)	4%	12%	46%	39%
Southern University and A&M College – Certification-Only	3.04 (n=49)	6%	16%	37%	41%
University of Louisiana at Lafayette – Certification-Only	3.06 (n=142)	6%	17%	31%	46%
University of Louisiana at Monroe – Master of Arts in Teaching	2.83 (n=88)	13%	21%	30%	38%
University of New Orleans – Certification-Only	3.08 (n=39)	3%	18%	39%	41%
PRIVATE UNIVERSITIES					
Louisiana College – Practitioner Teacher	3.20 (n=199)	3%	14%	34%	49%
PRIVATE PROVIDER					
Louisiana Resource Center for Educators – Practitioner Teacher	3.16 (n=165)	2%	16%	36%	46%

Means and Effectiveness Levels for Compass Student Outcome Scores

Alternate Programs

Alternate Teacher Preparation Program	COMPASS PROFESSIONAL PRACTICE				
	Mean	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Louisiana State University and A&M College – Master of Arts in Teaching	3.06 (n=73)	1%	10%	67%	22%
Louisiana State University at Shreveport – Certification-Only	3.31 (n=78)	≤1%	1%	56%	42%
Louisiana Tech University Master of Arts in Teaching	3.26 (n=84)	≤1%	5%	58%	37%
McNeese State University – Master of Arts in Teaching	3.25 (n=85)	≤1%	6%	57%	38%
Nicholls State University – Certification-Only	2.96 (n=118)	≤1%	13%	74%	14%
Northwestern State University – Practitioner Teacher	3.02 (n=31)	3%	10%	65)	23%
Southeastern Louisiana University – Master of Arts in Teaching	3.00 (n=26)	≤1%	15%	73%	12%
Southern University and A&M College – Certification-Only	2.93 (n=49)	<1%	20%	63%	16%
University of Louisiana at Lafayette – Certification-Only	2.96 (n=142)	1%	13%	69%	16%
University of Louisiana at Monroe – Master of Arts in Teaching	3.14 (n=88)	≤1%	7%	66%	27%
University of New Orleans – Certification-Only	2.89 (n=39)	≤1%	18%	69%	13%
PRIVATE UNIVERSITIES					
Louisiana College - Practitioner Teacher	3.09 (n=199)	≤1%	10%	70%	21%
PRIVATE PROVIDER					
Louisiana Resource Center for Educators - Practitioner Teacher	2.96 (n=165)	≤1%	16%	71%	13%

VALUE-ADDED EVALUATION OF LOUISIANA TEACHER PREPARATION PROGRAMS FOR ACADEMIC YEARS ENDING 2009, 2010, 2011, 2012, AND 2013

Value-added scores have been calculated by the Louisiana Department of Education for all teachers whose students are assessed for mathematics, science, social studies, and language arts in grades 4-8. Value-added scores have been identified for first and second year teachers who have completed Elementary (Grades 1-5), Middle School (Grades 4-8), or Secondary (Grades 6-12) teacher preparation programs and are teaching in the areas of certification that they were prepared to teach. Data have only been provided if there are 25 or more value-added scores for first and second year teachers for each content area. In some cases, the same teacher may have value-added scores for different content areas. As an example, an elementary teacher is responsible for teaching math, science, social studies, and language arts and may have value-added scores calculated for each of those content areas based upon growth in achievement of their students in the individual content areas. In the case of a middle school teacher responsible for teaching science, they will have a value-added score calculated for their students just in the area of science.

On the following pages, all means describe the performance of the group listed in the left column; means, *N*s, and standard errors of the mean appear in the same row for each group. The value added score means were calculated using the Louisiana Department of Education hierarchical linear models which is described at the following URL: http://regents.louisiana.gov/wp-content/uploads/2013/09/LegilsativeValueAddedReportFeb2011FINAL-Yr8.pdf. The value-added scores are rounded to the nearest tenth of a point. The means for new teachers are calculated for *all* teachers in a given content area who are teaching in their first or second year. If a program had 25 or more new teachers with data in 3 years, the 3-year means are reported; if the program had 25 or more new teachers with 4 years of data, those means are reported; if the program had 25 or more new teachers with 5 years of data, those means are reported. Teachers from Louisiana TPPs are only counted as new from a TPP if they are five years or less from their program completion date. Data are not reported if institutions have less than 25 new teachers in a content area.

The Louisiana Department of Education has prepared tables that identify the distribution of value-added scores for all individual teachers for each academic year across the four teacher effectiveness levels for the Compass teacher evaluation system. The distribution table for 2012-13 has been provided below. As an example, if a teacher obtained a value-added score of 1.9 in Language Arts based upon the growth of achievement of their students, the score would be in the Effective Proficient range. If they obtained a value-added score of -11.2 in Language Arts, their value-added score would be in the Ineffective range.

Individual Teacher Labels For State Teacher Evaluation System (Compass)	*Distribution of Value-Added Scores for all Individual Teachers (2012-13)*				*Percentile Ranges of Value-Added Scores for all Individual Teachers*
	Language Arts*	**Mathematics**	**Science**	**Social Studies**	
Highly Effective	6.5 and higher	10.5 & higher	6.5 & higher	8.5 & higher	80th percentile and above
Effective Proficient	0.5 to 6.4	-0.4 to 10.4	.-0.4 to 6.4	-0.4 to 8.4	50th to 79th percentile
Effective Emerging	-10.4 to 0.4	-15.4 to -0.5	-10.4 to -0.5	-13.4 to -0.5	11th to 49th percentile
Ineffective	-10.5 & Lower	-15.5 & Lower	-10.5 & lower	-13.5 & Lower	At or below 10th percentile

MEANS, NUMBERS, AND STANDARD ERRORS FOR VALUE-ADDED SCORES BY CONTENT AREAS FOR TEACHER PREPARATION PROGRAMS

Mathematics (Grades 4-8)

Types of Teachers	3 years 2011-2013			4 years 2010-2013		
	Mean	***N***	**SEM**	**Mean**	***N***	**SEM**
Experienced Certified Teachers	0.37	11663	0.1	0.31	17027	0.1
New Teachers	-0.62	1411	0.3	-0.57	1988	0.3

Alternate Certification Programs: Mathematics

Teacher Preparation Programs	3 years 2011-2013			4 years 2010-2013		
	Mean	***N***	**SEM**	**Mean**	***N***	**SEM**
University of New Orleans – Certification-Only				3.2	29	1.8
Southern University and A & M College – Certification-Only	2.1	34	1.5			
Louisiana State University Master's – Master of Arts in Teaching	2.0	26	2.8			
Northwestern State University of Louisiana – Practitioner Teacher Program				1.0	29	1.9
Louisiana Resource Center for Educators – Practitioner Teacher Program	1.0	102	0.9			
Southeastern Louisiana University – Master of Arts in Teaching				0.3	25	2.7
Louisiana College – Practitioner Teacher Program	-0.3	95	1.6			
Nicholls State University – Certification-Only	-0.5	52	1.7			
University of Louisiana - Monroe – Master of Arts in Teaching	-1.9	25	2.9			
University of Louisiana - Lafayette – Certification-Only	-2.3	58	1.4			
Louisiana State University - Shreveport - Certification-Only				-2.3	31	2.1
McNeese State University – Master of Arts in Teaching	-2.9	26	2.1			
Louisiana Tech University – Certification-Only	-4.3	35	1.8			
Louisiana Tech University – Master of Arts in Teaching	-6.1	28	2.5			

Undergraduate Programs: Mathematics

Teacher Preparation Programs	3 years 2011-2013			4 years 2010-2013		
	Mean	***N***	**SEM**	**Mean**	***N***	**SEM**
University of New Orleans Undergraduate				5.0	25	1.6
Southern University and A & M College Undergraduate				2.4	28	1.8
Louisiana State University Undergraduate	1.8	64	1.3			
Nicholls State University Undergraduate	-1.2	41	1.7			
Southeastern Louisiana University Undergraduate	-1.3	57	1.4			
Northwestern State University of Louisiana Undergraduate				-1.7	31	1.9
Louisiana State University - Shreveport Undergraduate	-1.8	27	2.4			
University of Louisiana - Monroe Undergraduate				-2.5	26	2.8
Louisiana Tech University Undergraduate	-2.7	37	1.7			
University of Louisiana - Lafayette Undergraduate	-4.3	109	1.3			
McNeese State University Undergraduate	-5.2	38	1.5			

Science (Grades 4-8)

Types of Teachers	3 years 2011-2013			4 years 2010-2013			5 years 2009-2013		
	Mean	*N*	SEM	Mean	*N*	SEM	Mean	*N*	SEM
Experienced Certified Teachers	0.36	10027	0.1	0.29	14052	0.1	0.28	17926	0.1
New Teachers	-0.73	1208	0.2	-0.55	1664	0.2	-0.60	2022	0.2

Alternate Programs: Science

Teacher Preparation Programs	3 years 2011-2013			4 years 2010-2013			5 years 2009-2013		
	Mean	*N*	SEM	Mean	*N*	SEM	Mean	*N*	SEM
Louisiana Resource Center for Educators – Practitioner Teacher Program	1.2	78	0.9						
Northwestern State University – Practitioner Teacher Program				1.0	27	1.7			
Louisiana State University – Master of Arts in Teaching	0.6	25	1.3						
Southeastern Louisiana University – Master of Arts in Teaching							0.2	26	1.6
Louisiana State University – Shreveport – Certification-Only	-0.6	29	1.5						
Louisiana Tech University – Certification-Only	-0.6	27	0.8						
Louisiana College – Practitioner Teacher Program	-1.1	82	1.0						
University of Louisiana – Lafayette – Certification-Only	-1.1	57	1.0						
Louisiana Tech University Master of Arts in Teaching				-1.2	25	1.9			
Nicholls State University – Certification-Only	-1.3	44	1.0						
University of Louisiana - Monroe – Master of Arts in Teaching	-1.5	31	1.1						
McNeese State University – Master of Arts in Teaching				-2.4	26	1.6			

Undergraduate Programs: Science

Teacher Preparation Programs	3 years 2011-2013			4 years 2010-2013			5 years 2009-2013		
	Mean	*N*	SEM	Mean	*N*	SEM	Mean	*N*	SEM
University of New Orleans Undergraduate							1.7	27	1.1
Northwestern State University of Louisiana Undergraduate				0.4	26	1.5			
Louisiana State University - Shreveport Undergraduate	-0.2	26	1.8						
Louisiana State University Undergraduate	-0.3	59	0.9						
Southeastern Louisiana University Undergraduate	-0.9	56	1.1						
University of Louisiana - Monroe Undergraduate				-1.1	29	1.4			
Louisiana Tech University Undergraduate	-1.3	32	1.3						
Southern University and A & M College Undergraduate				-1.7	31	1.9			
McNeese State University Undergraduate				-1.8	39	0.9			
Nicholls State University Undergraduate	-2.0	33	1.1						
University of Louisiana - Lafayette Undergraduate	-2.1	91	0.8						

Social Studies (Grades 4-8)

Types of Teachers	3 years 2011-2013			4 years 2010-2013			5 years 2009-2013		
	Mean	***N***	**SEM**	**Mean**	***N***	**SEM**	**Mean**	***N***	**SEM**
Experienced Certified Teachers	0.35	10896	0.1	0.32	15317	0.1	0.31	19532	0.1
New Teachers	-1.01	1295	0.3	-0.76	1792	0.3	-0.71	2191	0.2

Alternate Programs: Social Studies

Teacher Preparation Programs	3 years 2011-2013			4 years 2010-2013			5 years 2009-2013		
	Mean	***N***	**SEM**	**Mean**	***N***	**SEM**	**Mean**	***N***	**SEM**
Louisiana State University – Master of Arts in Teaching	6.7	31	2.0						
Southern University and A & M College – Certification-Only							2.8	25	1.9
Louisiana Resource Center for Educators – Practitioner Teacher Program	1.3	72	1.4						
Louisiana College – Practitioner Teacher Program	0.7	77	1.4						
Louisiana State University - Shreveport – Certification-Only	0.1	43	1.4						
Southeastern Louisiana University – Master of Arts in Teaching							-1.5	32	1.7
McNeese State University – Master of Arts in Teaching				-1.8	25	2.3			
University of Louisiana - Lafayette – Certification-Only	-2.8	72	1.3						
Louisiana Tech University – Master of Arts in Teaching				-4.1	25	1.9			
Louisiana Tech University – Certification-Only				-4.8	28	1.9			
Nicholls State University – Certification-Only	-4.8	39	1.5						
University of Louisiana - Monroe – Master of Arts in Teaching	-5.5	26	1.7						

Undergraduate Programs: Social Studies

Teacher Preparation Programs	3 years 2011-2013			4 years 2010-2013			5 years 2009-2013		
	Mean	*N*	SEM	Mean	*N*	SEM	Mean	*N*	SEM
University of New Orleans Undergraduate							1.0	27	1.6
Louisiana State University Undergraduate	0.7	71	1.1						
Southern University and A & M College Undergraduate	0.7	26	2.3						
Northwestern State University of Louisiana Undergraduate	-0.2	31	1.6						
Southeastern Louisiana University Undergraduate	-1.2	65	1.3						
University of Louisiana - Monroe Undergraduate				-1.8	28	1.9			
Louisiana State University - Shreveport Undergraduate	-1.8	25	2.1						
McNeese State University Undergraduate	-2.1	33	1.4						
Nicholls State University Undergraduate	-3.3	46	1.6						
Louisiana Tech University Undergraduate	-4.2	33	1.3						
University of Louisiana - Lafayette Undergraduate	-4.8	100	1.1						

English-Language Arts (Grades 4-8)

Types of Teachers	3 years 2011-2013			4 years 2010-2013			5 years 2009-2013		
	Mean	***N***	**SEM**	**Mean**	***N***	**SEM**	**Mean**	***N***	**SEM**
Experienced Certified Teachers	0.40	13458	0.1	0.34	19682	0.1	0.33	25631	0.1
New Teachers	-1.66	1489	0.2	-1.36	2160	0.2	-1.31	2696	0.2

Alternate Programs: English-Language Arts

Teacher Preparation Programs	3 years 2011-2013			4 years 2010-2013			5 years 2009-2013		
	Mean	***N***	**SEM**	**Mean**	***N***	**SEM**	**Mean**	***N***	**SEM**
Our Lady of Holy Cross College – Certification Only							1.0	26	1.8
Northwestern State University of Louisiana - Practitioner Teacher Program				0.6	32	1.8			
Southeastern Louisiana University – Master of Arts in Teaching							0.3	36	1.6
Louisiana State University - Master of Arts in Teaching	0.04	26	1.4						
Louisiana State University - Shreveport - Certification-Only	-0.1	40	1.6						
Southern University and A & M College – Certification-Only							-0.1	26	1.1
Louisiana Tech University – Master of Arts in Teaching	-0.3	26	1.7						
University of Louisiana - Monroe - Master of Arts in Teaching	-0.5	35	1.1						
Louisiana Resource Center for Educators Practitioner – Practitioner Teacher Program	-1.1	90	0.9						
Nicholls State University – Certification-Only	-1.7	47	1.2						
Louisiana Tech University - Certification-Only				-2.3	30	1.5			
University of Louisiana - Lafayette – Certification-Only	-2.9	82	0.9						
McNeese State University - Master of Arts in Teaching	-3.2	26	1.9						
Louisiana College – Practitioner Teacher Program	-3.9	96	0.9						

Undergraduate: English-Language Arts

Teacher Preparation Programs	3 years 2011-2013			5 years 2009-2013		
	Mean	*N*	SEM	Mean	*N*	SEM
University of New Orleans Undergraduate				-0.04	30	1.1
Southern University and A & M College Undergraduate	-0.1	27	1.9			
Southeastern Louisiana University Undergraduate	-1.4	70	1.0			
Nicholls State University Undergraduate	-1.8	54	1.1			
Louisiana State University - Shreveport Undergraduate	-2.0	31	1.2			
University of Louisiana - Monroe Undergraduate	-2.0	30	1.6			
Louisiana Tech University Undergraduate	-2.1	44	1.1			
Louisiana State University Undergraduate	-2.3	67	0.9			
Northwestern State University of Louisiana Undergraduate	-2.5	35	1.7			
McNeese State University Undergraduate	-3.3	36	1.6			
University of Louisiana - Lafayette Undergraduate	-5.3	112	0.8			

PERCENTAGE OF UNDERGRADUATE COMPLETERS OBTAINING VALUE-ADDED SCORES WITHIN EACH OF THE COMPASS EFFECTIVENESS LEVELS DURING THEIR FIRST AND/OR SECOND YEAR OF TEACHING

UNDERGRADUATE PROGRAMS

The following charts identify the percentage of first and second year teachers who completed undergraduate teacher preparation programs and obtained value-added scores in each of the four levels of effectiveness for each of the four content areas.

MATHEMATICS

UNDERGRADUATE TEACHER PREPARATION PROGRAMS	Levels of Effectiveness for Value-added Scores			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PUBLIC UNIVERSITIES				
Louisiana State University and A&M College	3%	41%	34%	22%
Louisiana State University at Shreveport	19%	37%	22%	22%
Louisiana Tech University	16%	41%	30%	14%
McNeese State University	16%	50%	26%	8%
Nicholls State University	10%	41%	27%	22%
Northwestern State University	10%	42%	32%	16%
Southeastern Louisiana University	12%	37%	35%	16%
Southern University and A&M College	7%	25%	32%	36%
University of Louisiana at Lafayette	22%	40%	26%	12%
University of Louisiana at Monroe	19%	31%	38%	12%
University of New Orleans	≤1%	36%	24%	40%

SCIENCE

UNDERGRADUATE TEACHER PREPARATION PROGRAMS	Levels of Effectiveness for Value-added Scores			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PUBLIC UNIVERSITIES				
Louisiana State University and A&M College	10%	37%	34%	19%
Louisiana State University at Shreveport	15%	23%	35%	27%
Louisiana Tech University	9%	47%	31%	13%
McNeese State University	8%	63%	25%	4%
Nicholls State University	6%	52%	39%	3%
Northwestern State University	12%	35%	27%	27%
Southeastern Louisiana University	9%	43%	36%	13%
Southern University and A&M College	19%	35%	23%	23%
University of Louisiana at Lafayette	11%	46%	33%	10%
University of Louisiana at Monroe	10%	31%	45%	14%
University of New Orleans	≤1%	22%	63%	15%

SOCIAL STUDIES

UNDERGRADUATE TEACHER PREPARATION PROGRAMS	Levels of Effectiveness for Value-added Scores			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PUBLIC UNIVERSITIES				
Louisiana State University and A&M College	6%	44%	34%	17%
Louisiana State University at Shreveport	8%	48%	32%	12%
Louisiana Tech University	9%	64%	21%	6%
McNeese State University	6%	52%	33%	9%
Nicholls State University	15%	50%	17%	17%
Northwestern State University	3%	39%	42%	16%
Southeastern Louisiana University	11%	45%	29%	15%
Southern University and A&M College	12%	35%	27%	27%
University of Louisiana at Lafayette	16%	47%	26%	11%
University of Louisiana at Monroe	4%	57%	14%	25%
University of New Orleans	7%	30%	48%	15%

LANGUAGE ARTS/READING

UNDERGRADUATE TEACHER PREPARATION PROGRAMS	Levels of Effectiveness for Value-added Scores			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PUBLIC UNIVERSITIES				
Louisiana State University and A&M College	13%	49%	27%	11%
Louisiana State University at Shreveport	10%	52%	23%	16%
Louisiana Tech University	9%	52%	27%	11%
McNeese State University	22%	31%	39%	8%
Nicholls State University	15%	50%	17%	17%
Northwestern State University	17%	40%	29%	14%
Southeastern Louisiana University	6%	57%	24%	13%
Southern University and A&M College	12%	37%	26%	26%
University of Louisiana at Lafayette	21%	51%	23%	5%
University of Louisiana at Monroe	17%	47%	27%	10%
University of New Orleans	3%	40%	43%	13%

PERCENTAGE OF ALTERNATE COMPLETERS OBTAINING VALUE-ADDED SCORES WITHIN EACH OF THE COMPASS EFFECTIVENESS LEVELS DURING THEIR FIRST AND/OR SECOND YEAR OF TEACHING

ALTERNATE PROGRAMS

The following charts identify the percentage of first and second year teachers who completed alternate teacher preparation programs and obtained value-added scores in each of the four levels of effectiveness for each of the four content areas.

MATHEMATICS

ALTERNATE TEACHER PREPARATION PROGRAMS	Levels of Effectiveness for Value-added Scores			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PUBLIC UNIVERSITIES				
Louisiana State University and A&M College	12%	35%	31%	23%
Louisiana State University at Shreveport	19%	26%	36%	19%
Louisiana Tech University	18%	57%	14%	11%
McNeese State University	15%	54%	15%	15%
Nicholls State University	12%	38%	27%	23%
Northwestern State University	7%	45%	31%	17%
Southeastern Louisiana University	12%	40%	32%	16%
Southern University and A&M College	3%	35%	32%	29%
University of Louisiana at Lafayette	12%	47%	33%	9%
University of Louisiana at Monroe	24%	32%	28%	16%
University of New Orleans	≤1%	38%	45%	17%
PRIVATE UNIVERSITIES				
Louisiana College	15%	35%	31%	20%
PRIVATE PROVIDER				
Louisiana Resource Center for Educators	4%	45%	34%	17%

SCIENCE

ALTERNATE TEACHER PREPARATION PROGRAMS	Levels of Effectiveness for Value-added Scores			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PUBLIC UNIVERSITIES				
Louisiana State University and A&M College	8%	44%	28%	20%
Louisiana State University at Shreveport	14%	34%	31%	21%
Louisiana Tech University	12%	52%	16%	20%
McNeese State University	15%	50%	23%	12%
Nicholls State University	7%	48%	30%	16%
Northwestern State University	4%	63%	19%	15%
Southeastern Louisiana University	23%	39%	23%	15%
University of Louisiana at Lafayette	9%	47%	26%	18%
University of Louisiana at Monroe	10%	48%	35%	6%
PRIVATE UNIVERSITIES				
Louisiana College	20%	33%	28%	20%
PRIVATE PROVIDER				
Louisiana Resource Center for Educators	9%	27%	44%	21%

SOCIAL STUDIES

ALTERNATE TEACHER PREPARATION PROGRAMS	Levels of Effectiveness for Value-added Scores			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PUBLIC AND PRIVATE UNIVERSITIES				
Louisiana State University and A&M College	3%	26%	39%	32%
Louisiana State University at Shreveport	5%	40%	37%	19%
Louisiana Tech University	16%	56%	16%	12%
McNeese State University	16%	40%	28%	16%
Nicholls State University	15%	56%	15%	13%
Southeastern Louisiana University	7%	55%	28%	10%
Southern University and A&M College	4%	36%	32%	28%
University of Louisiana at Lafayette	15%	49%	24%	13%
University of Louisiana at Monroe	19%	54%	19%	8%
PRIVATE UNIVERSITIES				
Louisiana College	8%	35%	38%	19%
PRIVATE PROVIDER				
Louisiana Resource Center for Educators	10%	32%	33%	25%

LANGUAGE ARTS/READING

ALTERNATE TEACHER PREPARATION PROGRAMS	Levels of Effectiveness for Value-added Scores			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PUBLIC AND PRIVATE UNIVERSITIES				
Louisiana State University and A&M College	12%	46%	31%	12%
Louisiana State University at Shreveport	10%	40%	35%	15%
Louisiana Tech University	8%	42%	31%	19%
McNeese State University	15%	54%	19%	12%
Nicholls State University	11%	51%	23%	15%
Northwestern State University	19%	13%	38%	31%
Southeastern Louisiana University	8%	44%	33%	14%
Southern University and A&M College	<1%	50%	38%	12%
University of Louisiana at Lafayette	16%	48%	27%	10%
University of Louisiana at Monroe	3%	54%	29%	14%
PRIVATE UNIVERSITIES				
Louisiana College	20%	44%	26%	10%
Our Lady of Holy Cross College	12%	27%	35%	27%
PRIVATE PROVIDER				
Louisiana Resource Center for Educators	14%	36%	34%	16%

STATE VALUE-ADDED SCORES AND COMPASS FINAL EVALUATION MEANS AND EFFECTIVENESS LEVELS FOR THE UNIVERSITY OF LOUISIANA AT LAFAYETTE

The University of Louisiana at Lafayette is the only university to have a minimum of 25 Compass scores based upon one year of data and a minimum of 25 value-added scores based upon three years of data for each content area for their Certification-Only program completers who are first and second year teachers. The following chart identifies means and effectiveness levels broken down by content areas for all first and second year teachers who had Compass scores during 2012-13 and value scores.

State Value Added Scores and State Compass Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers)

(Please examine the 2014 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)

Mean and Number of Scores for 2012-13 Value-Added Scores and 2012-13 Compass Scores for Twenty-five or More New Teachers with Less Than Two Years of Teaching

Content Areas (Grades 4-8) *Certification-Only Program*	Value-Added Scores (Three or More Years of Data)	Compass Teacher Effectiveness Levels (One Year of Data)		
	Value-Added Mean & Number of Scores	Student Outcome Mean & Number of Scores	Professional Practice Mean & Number of Scores	Final Evaluation Mean & Number of Scores
Mathematics	-4.3 (n=109)	2.48 (n=42)	3.05 (n=42)	2.64 (n=42)
Science	-2.1 (n=91)	2.43 (n=35)	3.11 (n=35)	2.66 (n=35)
Social Studies	-4.8 (n=100)	2.29 (n=41)	2.95 (n=41)	2.54 (n=41)
Language Arts/Reading	-5.3 (n=112)	2.33 (n=45)	2.99 (n=45)	2.6 (n=45)

Percentage and Number of 2012-13 Value-Added Scores and 2012-13 Compass Final Evaluation Scores by LDOE Teacher Effectiveness Levels for Twenty-five or More New Teachers with Less Than Two Years of Teaching

Content Areas (Grades 4-8) *Certification-Only Program*	Compass Teacher Effectiveness Levels for Grades 4-8 New Teachers by Content Areas, Value-Added Scores (Three or More Years of Data), & Compass Overall Evaluation Scores (One Year of Data)							
	Ineffective		Effective Emerging		Effective Proficient		Highly Effective	
	Value-Added Scores	Compass Final Scores	Value-Added Scores	Compass Final Scores	Value-Added Scores	Compass Final Scores	Value-Added Scores	Compass Final Scores
Mathematics	22%	12%	40%	17%	26%	67%	12%	28%
Science	11%	≤1%	46%	6%	33%	80%	10%	14%
Social Studies	16%	15%	47%	22%	26%	59%	11%	5%
Language Arts/Reading	21%	13%	51%	20%	23%	60%	5%	7%

APPENDIX A
LOUISIANA TEACHER PREPARATION TRANSFORMATION 1.0 (1999-2012)

Elements	Descriptions
Teacher Preparation Concerns/Needs in 1999-2000:	• Low passage rates on teacher licensure examinations at some institutions (i.e., 33%, 38%, 65%); • Low percentage of teachers teaching in their areas of certification (i.e., 87%); • Low percentage of teacher preparation programs fully accredited by national bodies (i.e., 58%); • Inability to link growth of student learning to new teachers who completed programs; and • Negative public opinion about teacher preparation programs.
Primary Purpose of Teacher Preparation Transformation 1.0:	To create a cohesive PK-16+ system that holds universities and school districts accountable for the aggressive recruitment, preparation, support, and retention of quality teachers who produce higher achieving K-12 students.
Primary Stakeholders Engaged in Teacher Preparation Transformation 1.0:	Office of Governor, Board of Regents, Board of Elementary and Secondary Education, Louisiana Department of Education, public universities, private universities, private providers, K-12 partners, and Blue Ribbon Commission for Educational Excellence.
Aspects of Teacher Preparation Programs that Mattered the Most in 1999-2000:	• Completers pass teacher licensure examinations; • Programs produce a greater number of new teachers who meet all state certification requirements; • Programs produce more new teachers in teacher shortage areas; • K-12 students taught by new teachers demonstrate growth in achievement; and • New teachers and schools have a positive perception about teacher preparation programs.
Initiatives That Supported Teacher Preparation Transformation 1.0:	• Creation and implementation of more rigorous state policies for teacher licensure and teacher preparation program approval; • Identification of inputs to create guidelines for the redesign of all teacher preparation programs; • Creation of redesign teams that included college of education faculty, college of arts/sciences/ humanities faculty, and K-12 school/district partners; • Redesign of all undergraduate, alternate, and graduate teacher preparation programs by redesign teams using State guidelines; • Use of national experts to evaluate all redesigned programs based upon higher state expectations; • Termination by Board of Regents and Board of Elementary and Secondary Education of all pre-design programs (i.e., Nursery, Kindergarten, Grades 1-8, Grades 7-12, Grades K-12, and Grades K-12 Special Education) by specific dates; • Approval by Board of Regents and Board of Elementary and Secondary Education of all redesigned programs (i.e., Grades PK-3, Grades 1-5, Grades 4-8, Grades 6-12, Grades K-12, Integrated to Merged Special Education/Regular Education, and Early Intervention - Birth to 5) that met more rigorous state expectations; • Evaluation of all teacher preparation reading/language courses by national experts to ensure inclusion of state adopted Reading/Language Competencies; • Identification and implementation of screens/assessments for teacher preparation decision points for electronic portfolio systems for candidates; • Implementation of a Teacher Preparation Accountability System; • Development/piloting of a Value-added Teacher Preparation Assessment Model (Noell, 2003-06); • Implementation of a Value-added Teacher Preparation Assessment Model and public reporting of results for redesigned programs (Noell, 2006-11); • Implementation of Programmatic Interventions when redesigned programs demonstrated weak value-added results in specific content areas; and • Adoption by higher education of a new value-added model developed by the Louisiana Department of Education for a statewide teacher evaluation system (i.e., Compass).
Types of Evidence for Outcomes in 2012-2013:	• 100% State passage rate of completers on teacher licensure examinations; • Higher percentage of teachers teaching in their areas of certification (i.e., 94%); • 100% of public and private universities nationally accredited by NCATE or TEAC; • Higher percentage than anticipated of new teachers who completed teacher preparation programs in Louisiana who obtained value-added scores in the Effective-Proficient and Highly Effective ranges based upon growth of achievement of their students; and • Positive public opinion of teacher preparation programs.

APPENDIX B
TEACHER PREPARATION TRANSFORMATION 2.0 (2012-Future)

Elements	Descriptions
Teacher Preparation Transformation Concerns/Needs in 2012-14:	• Need for greater depth of collaboration between teacher preparation programs and schools/districts to ensure that candidates are provided high quality clinical experiences while being supervised by highly effective teachers; • Need for a strong teacher preparation curriculum that provides in-depth instruction as new resources are being developed to prepare new teachers whose students meet college and career-ready standards; • Need for all public and private universities to address new and more rigorous accreditation standards for the Council for the Accreditation of Educator Preparation (CAEP); • Need for higher education to engage in research to help inform effective practices in schools as new college and career ready standards are implemented across the state; • Need to communicate accurate information about teacher preparation programs to the public; • Need to create a coherent system that blends multiple systems currently being used to evaluate teacher preparation programs in Louisiana (e.g., national accreditation; Programmatic Intervention; Teacher Preparation Accountability System; Value-Added Assessment, Title II, etc.); and • Other needs to be identified.
Purpose of Teacher Preparation Transformation 2.0:	To prepare new teachers whose students demonstrate growth in learning for success in college and careers.
Primary Stakeholders to be Engaged Teacher Preparation Transformation 2.0:	Board of Regents, Board of Elementary and Secondary Education, Louisiana Department of Education, Office of the Governor, public universities, private universities, private providers, K-12 school/district partners, educator organizations, business/community partners, parents, and other interested partners.
Aspects of Teacher Preparation Programs that Matter the Most in 2012-14:	• In-depth collaborative relationships between school districts and teacher preparation programs that share the responsibility of preparing effective new teachers; • Relevant clinical experiences that are supervised by experienced teachers who have performed at the top two levels of the State's teacher evaluation system (i.e., Effective Proficient or Highly Effective); • Evidence that candidates demonstrate depth of knowledge about content and content pedagogy to address State content standards for areas of certification; • Preparation of new teachers who exit teacher preparation programs exhibiting characteristics of "learner ready" new teachers; • Preparation of new teachers who display the following characteristics: ➢ Demonstrate respect toward students and display a belief that all children can learn; ➢ Display ethnical behavior when interacting with children, school personnel, and parents; ➢ Collaborate and work in teams with fellow teachers; ➢ Demonstrate leadership and shared responsibility for student learning; and ➢ Expand personal knowledge by engaging in beneficial learning opportunities. • Evidence that teacher candidates model and develop within students the skills needed to succeed in college and career settings, collaborate and work in teams, and take ownership of new learning; • Creation of new teachers who are reflective/critical thinkers who can analyze their teaching and adapt instruction to better address the needs of individual students; • Creation of new teachers who obtain ratings in the top two levels of the State's teacher evaluation system (i.e., Effective Proficient; Highly Effective); • Preparation of an increasing number of effective new teachers in teacher shortage areas (e.g., special education, mathematics, science, etc.); and • Other aspects to be identified.
Characteristics of "Learner Ready" New Teachers:	Five components of Louisiana's Compass Teacher Performance Evaluation: • Planning and Preparation; • Managing Classroom Procedures; • Using Questioning and Discussion Techniques; • Engaging Students in Learning; and • Using Assessment in Instruction.

APPENDIX B (CONT'D.)
TEACHER PREPARATION TRANSFORMATION 2.0 (2012-Future)

Elements	Descriptions
Initiatives That Support Teacher Preparation Transformation 2.0:	***Currently Being Implemented:*** • Participation in the Core to College initiative with 12 other states and national partners to obtain higher levels of alignment and collaboration to achieve greater college readiness through the implementation of college and career-ready standards and new assessments; • Creation of Campus Leadership Teams on all campuses to engage higher education faculty and leaders in discussions and decisions about the State standards and aligned assessments; • Professional development of university faculty to implement the State standards and Compass teacher evaluation system within teacher preparation programs; • Faculty engagement in the alignment of the teacher preparation curriculum to State standards and implementation of the aligned curriculum; • Participation in the CAEP Alliance to work with 12 other states and national partners to support the creation of clinically rich preparation programs and clinical innovation; and • Participation in the Network for Transforming Educator Preparation (NTEP) to work with six other states and national partners to identify ways to improve teacher licensure, program approval, and data collection, analysis, and reporting.
Types of Evidence to Report to the Public:	***Candidate Selection Profile*** • *Academic Strength* ➢ Completer Passage Rate on Praxis Skills Assessment ➢ Median GPA of Candidates Entering the program ➢ Median GPA of Candidates Completing the Program ➢ Number of Candidates who Started but Did not Complete the Program Within a Specific Number of Years • *Candidates/Completer Diversity* ➢ Number of Candidates Enrolled in the Program ➢ Number of Candidates Completing the Program ➢ Total Number of Candidates ➢ Number of Candidates Enrolled by Gender ➢ Number of Candidates Enrolled by Race • *Teaching Promise* ➢ To be Determined ***Knowledge and Skills for Teaching*** • *Content Knowledge* ➢ Completer Passage Rate on Praxis Content Assessment • *Pedagogical Content Knowledge* ➢ Completer Passage Rate on Praxis Professional Knowledge Assessment • *Completer Rating of Program* ➢ Survey Ratings of Candidate Completers • *Teaching Skill* ➢ Mean scores of completers on student teaching performance assessments ***Performance as Classroom Teachers*** • *Impact on K-12 Students* ➢ Mean Compass Student Outcome Score ➢ Percentage and Number of Compass Outcomes Scores by Teacher Effectiveness Levels ➢ Mean Value-Added Scores by Content Areas (Mathematics, Science, Social Studies, and Language Arts/Reading) ➢ Percentage and Number of Value-Added Scores by Content Areas and Teacher Effectiveness Levels

APPENDIX B
TEACHER PREPARATION TRANSFORMATION 2.0 (2012-Future)

Elements	Descriptions
Types of Evidence to Report to the Public:	***Performance as Classroom Teachers*** • *Demonstrated Teaching Skill* ➢ Mean Compass Professional Practices Score ➢ Percentage and Number of Compass Professional Practices Scores by Teacher Effectiveness Levels Mean Final Evaluation Score ➢ Percentage and Number of Compass Final Evaluation Scores by Teacher Effectiveness Levels ➢ Survey Ratings of Employers ***Program Productivity, Alignment to State Needs*** • *Entry and Persistence in Teaching* ➢ Percentage and Number of Completers that Meet State Licensing Requirements in Louisiana ➢ Percentage and Number of Completers that Obtained a License to Teach in Louisiana ➢ Percentage and Number of Completers that Began Teaching in Public Schools in Louisiana within a Year After Completing Their Program ➢ Percentage and Number of Completers that are Hired in Positions for which they are Prepared in Public Schools in Louisiana ➢ Percentage and Number of Completers that were Retained after Three Years of Teaching in Public Schools in Louisiana • *Placement/Persistence in High-Need Subjects/Schools* ➢ To be Determined ***Program Demographics*** • *Program Web Site* • *Approval/Accreditation* ➢ State ➢ Regional ➢ National • *Types of Programs* • *Areas of Certification* • *Hours for Student Teaching* ➢ Number of Weeks ➢ Number of Clock Hours Per Week ➢ Total Number of Clock Hours
Web Site Links:	**http://regents.louisiana.gov/academic-affairs/teacher-education-initiatives/** **http://regents.la.gov/onestopshop**
Reports to Guide Teacher Preparation Transformation 2.0 Discussions:	• *Evaluation of Teacher Preparation Programs: Purposes, Methods, and Policy Options* (National Academy of Education, 2013) • *Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession*. (CCSSO, 2013) • *Preparing and Advancing Teachers and School Leaders.* (The Education Trust, 2013)

APPENDIX C

Teacher Preparation Program 2020 Key Effectiveness Indicators

Teacher Preparation Analytics v 6.10.14

Assessment Categories	Key Indicators	Measures
Candidate Selection Profile	**Academic Strength**	**PRIOR ACHIEVEMENT**—(1) For Undergraduate Programs: Non-education course GPA required for program admission. Mean and range of high school GPA percentile (or class rank) for-candidates admitted as freshmen. Mean and tercile distribution of candidates' SAT/ACT scores. GPA in major and overall required for program completion. Average percentile rank of completers' GPA in their major at the university, by cohort. —(2) For Post-Baccalaureate Programs: Mean and range of candidates' college GPA percentile and mean and tercile distribution of GRE scores **TEST PERFORMANCE**—For All Programs: Mean and tercile distribution of admitted candidate scores on rigorous national test of college sophomore-level general knowledge and reasoning skills
	Teaching Promise	**ATTITUDES, VALUES, AND BEHAVIORS SCREEN**—Percent of accepted program candidates whose score on a rigorous and validated "fitness for teaching" assessment demonstrates a strong promise for teaching
	Candidate/Completer Diversity	**DISAGGREGATED COMPLETIONS COMPARED TO ADMISSIONS**—Number & percent of completers in newest graduating cohort AND number and percent of candidates originally admitted in that same cohort: overall and by race/ethnicity, age, and gender
Knowledge and Skills for Teaching	**Content Knowledge**	**CONTENT KNOWLEDGE TEST**—Program completer mean score, tercile distribution, and pass rate on rigorous and validated nationally normed assessment of college-level content knowledge used for initial licensure
	Pedagogical Content Knowledge	**PEDAGOGICAL CONTENT KNOWLEDGE TEST**—Program completer mean score, tercile distribution, and pass rate on rigorous and validated nationally normed assessment of comprehensive pedagogical content knowledge used for initial licensure
	Teaching Skill	**TEACHING SKILL PERFORMANCE TEST**—Program completer mean score, tercile distribution, and pass rate on rigorous and validated nationally normed assessment of demonstrated teaching skill used for initial licensure

Teacher Preparation Program 2020 Key Effectiveness Indicators (Cont'd.)

Teacher Preparation Analytics v 6.10.14

Assessment Categories	Key Indicators	Measures
	Completer Rating of Program	**EXIT AND FIRST YEAR COMPLETER SURVEY ON PREPARATION**—State- or nationally-developed program completer survey of teaching preparedness and program quality, by cohort, upon program (including alternate route) completion and at end of first year of full-time teaching
Performance as Classroom Teachers	**Impact on K-12 Students**	**TEACHER ASSESSMENTS BASED ON STUDENT LEARNING**—Assessment of program completers or alternate route candidates during their first three years of full-time teaching using valid and rigorous student-learning driven measures, including value-added and other statewide comparative evidence of K-12 student growth overall and in low-income and low-performing schools
	Demonstrated Teaching Skill	**ASSESSMENTS OF TEACHING SKILL**—Annual assessment based on observations of program completers' or alternate route candidates' first three years of full-time classroom teaching, using valid, reliable, and rigorous statewide instruments and protocols
	K-12 Student Perceptions	**STUDENT SURVEYS ON TEACHING PRACTICE**—K-12 student surveys about completers' or alternate route candidates' teaching practice during first three years of full-time teaching, using valid and reliable statewide instruments
Program Productivity, Alignment to State Needs	**Entry and Persistence in Teaching**	**TEACHING EMPLOYMENT AND PERSISTENCE**—(1) Percent of completers or alternate route candidates, by cohort and gender –race-ethnicity, employed and persisting in teaching years 1-5 after program completion or initial alternate route placement, in-state and out-of-state —(2) Percent of completers attaining a second stage teaching license in states with multi-tiered licensure
	Placement/ Persistence in High-Need Subjects/Schools	**HIGH-NEED EMPLOYMENT AND PERSISTENCE**—Number & percent of completers or alternate route candidates, by cohort, employed and persisting in teaching in low-performing, low-income, or remote rural schools or in high need subjects years 1-5 after program completion or initial alternate route placement, in-state and out-of-state

APPENDIX D
2014 LOUISIANA TEACHER PREPARATION DATA DASHBOARD
[Name of University)
Prepared by Louisiana Board of Regents [Name of University System]
[Public/Private] *University* [Undergraduate/Alternate] *Teacher Preparation Program*

BASIC PROGRAM INFORMATION		
Program Web Site	http://coe.louisiana.edu/	
Approval/Accreditation	**Names of Agencies**	**Status**
	State: Board of Elementary and Secondary Education (BESE)	
	State: Board of Regents (BoR)	
	Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	
	National: National Council for Accreditation of Teacher Education (NCATE); Teacher Education Accreditation Council (TEAC); or Council for the Accreditation of Educator Preparation	
Type of Program	Traditional (Undergraduate)	

CANDIDATE SELECTION PROFILE		
Academic Strength	Completer Passage Rate on Praxis Skills Assessment (2011-12)	
	Median GPA of Candidates Entering the Program (2011-12)	
	Median GPA of Candidates Completing the Program (2011-12)	
	Number of Candidates who Started but Did not Complete the Program Within 6 Years (by 2011-12)	
Teaching Promise	Data not yet available.	

Candidates/ Completer Diversity								
	Candidates (2011-12)	**Enrolled**		**Completers**		**Total**		
	Enrolled Gender	**Males**			**Females**			
	Enrolled Race	**Hispanic**	**Indian**	**Asian**	**Black**	**Islander**	**White**	**Multi-Racial**

KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS			
Knowledge	**Content**	Completer Passage Rate on Praxis Content Assessments (2011-12)	
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2011-12)	
	Overall	Completer Passage Rate on all Assessments.	
Clinical Experiences	Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching	
		Clock Hours of Clinical Experiences During Student Teaching	**Number of Weeks** / **Number of Clock Hours per Week** / **Total Number of Clock Hours**
Licensure Requirements	Percentage of 2011-12 Completers That Meet State Licensing Requirements		
Completer Rating	Data Not Yet Available		

PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS		
Entry and Persistence in Teaching in Public Schools in Louisiana	Percentage & Number of 2011-12 Completers That Began Teaching in 2012-13	
	Percentage & Number of 2011-12 Completers That Obtained a License to Teach	

(Please examine the 2014 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)

Persistence in Teaching in Public Schools – 2007-08 Completers					
Number of 2007-08 Completers	**Number & Percentage Teaching in 2008-09**	**Number & Percentage Teaching in 2009-10**	**Number & Percentage Teaching in 2010-11**	**Number & Percentage Teaching in 2011-12**	**Number & Percentage Teaching in 2012-13**

Placement/Persistence in High-Need Subjects/Schools	

2014 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D.)
[Name of University]
Prepared by Louisiana Board of Regents and [Name of University System]
[Public/Private] *University* [Undergraduate/Alternate] *Teacher Preparation Program*

PERFORMANCE AS CLASSROOM TEACHERS (NEW TEACHERS WITH LESS THAN TWO YEARS OF TEACHING)

Impact on K-12 Students *(Please examine the 2014 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	Mean Compass Student Outcome Score (2012-13) and Number of Scores for All New Teachers with Less than Two Years of Teaching	**Compass Student Outcome Mean & Number of Scores**			
	Percentage and Number of 2012-13 Compass *Student Outcome* Scores for the New Teachers by LDOE Teacher Effectiveness Levels	**Compass Teacher Effectiveness Levels for Student Outcome Scores**			
		Ineffective	**Effective Emerging**	**Effective Proficient**	**Highly Effective**
Demonstrated Teaching Skill *(Please examine the 2014 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	Mean *Compass Professional Practice Score* (2012-13) and Number of Scores for All New Teachers with Less than Two Years of Teaching	**Compass Professional Practice Mean & Number of Scores**			
	Percentage and Number of 2012-13 *Compass Professional Practice Scores* for the New Teachers by LDOE Teacher Effectiveness Levels	**Compass Teacher Effectiveness Levels for Professional Practice Scores**			
		Ineffective	**Effective Emerging**	**Effective Proficient**	**Highly Effective**
Overall Impact and Demonstrated Teaching Skill *(Please examine the 2014 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	Mean *Compass Final Evaluation Score* (2012-13) and Number of Scores for New Teachers with Less than Two Years of Teaching	**Compass Final Evaluation Mean & Number of Scores**			
	Percentage and Number of 2012-13 *Compass Final Evaluation Scores* for the New Teachers by LDOE Teacher Effectiveness Levels	**Compass Teacher Effectiveness Levels for Final Evaluation Scores**			
		Ineffective	**Effective Emerging**	**Effective Proficient**	**Highly Effective**

State Value Added Scores and State Compass Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers)

(Please examine the 2014 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)

Mean and Number of Scores for 2012-13 Value-Added Scores and 2012-13 Compass Scores for Twenty-five or More New Teachers with Less Than Two Years of Teaching

Content Areas (Grades 4-8)	Value-Added Scores (Three or More Years of Data)	Compass Teacher Effectiveness Levels (One Year of Data)		
	Value-Added Mean & Number of Scores	Student Outcome Mean & Number of Scores	Professional Practice Mean & Number of Scores	Final Evaluation Mean & Number of Scores
Mathematics				
Science				
Social Studies				
Language Arts				

Percentage and Number of 2012-13 Value-Added Scores and 2012-13 Compass Final Evaluation Scores by LDOE Teacher Effectiveness Levels for Twenty-five or More New Teachers with Less Than Two Years of Teaching

Content Areas (Grades 4-8)	Compass Teacher Effectiveness Levels for Grades 4-8 New Teachers by Content Areas, Value-Added Scores (Three or More Years of Data), & Compass Overall Evaluation Scores (One Year of Data)							
	Ineffective		Effective Emerging		Effective Proficient		Highly Effective	
	Value-Added Scores	Compass Final Scores	Value-Added Scores	Compass Final Scores	Value-Added Scores	Compass Final Scores	Value-Added Scores	Compass Final Scores
Mathematics								
Science								
Social Studies								
Language Arts								

K-12 Student Perceptions	Data Not Yet Available.