2015
LOUISIANA TEACHER PREPARATION PROGRAM FACT BOOK

Prepared by the
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TABLE OF CONTENTS

Table of Contents ……. 1

Introduction ……. … 3

Listing of Teacher Preparation Programs and Web Sites ……... 4

State, Regional, and National Approval/Accreditation of Teacher Preparation Programs ……... 5

Percentage of Program Completers Passing Praxis Assessments For Teacher Licensure – Undergraduate Programs (2012-13) ……... 6

Percentage of Program Completers Passing Praxis Assessments For Teacher Licensure – Alternate Programs (2012-13) ……. 7

Median Grade Point Average of Candidates Entering and Completing Teacher Preparation Programs – Undergraduate Programs (2012-13) ……. 8

Median Grade Point Averages of Candidates Entering and Completing Teacher Preparation Programs – Alternate Programs (2012-13) …….. 9

Number of Teacher Candidates Enrolled and Teacher Candidate Completers – Undergraduate Programs (2012-13) …… 10

Number of Teacher Candidates Enrolled and Teacher Candidate Completers – Alternate Programs (2012-13) ……... 11

Gender for Enrolled Teacher Candidates – Undergraduate and Alternate Programs (2012-13) …… 12

Races for Enrolled Teacher Candidates – Undergraduate Programs (2012-13) …….. 13

Races for Enrolled Teacher Candidates – Alternate Programs (2012-13) …… 14

Number of Hours for Clinical Experiences for Teacher Preparation Programs – Undergraduate Programs (2012-13) …… 15

Number of Hours for Clinical Experiences for Teacher Preparation Programs – Alternate Programs (2012-13) …… 16

Persistence in Teaching in Public Schools …….. 17

Number and Percentage of 2012-13 Completers Who Began Teaching in Public Schools in Louisiana During 2013-14 …….. 20

Means and Effectiveness Levels for Compass Final Evaluation Scores By Undergraduate Programs for First and Second Year Teachers in 2012-14 and 2013-14 …… 21

Means and Effectiveness Levels for Compass Final Evaluation Scores By Alternate Programs for First and Second Year Teachers in 2012-13 and 2013-14 ……. 25

TABLE OF CONTENTS (CONT'D.)

Value-Added Evaluation of Louisiana Teacher Preparation Programs for Academic Years 2008-09, 2009-10, 2010-11, 2011-12, and 2012-13 …….. 32

Percentage of Undergraduate Completers Obtaining Value-Added Scores in the Teacher Effectiveness Levels During Their First and/or Second Year of Teaching …… 42

Percentage of Alternate Completers Obtaining Value-Added Scores in the Teacher Effectiveness Levels During Their First and/or Second Year of Teaching …… 46

Appendix A: Teacher Preparation Program 2020 Key Effectiveness Indicators …….. 51

Appendix B: Teacher Preparation Data Dashboard Template ……... 53

2015 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 a teacher preparation transformation 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 a new transformation that addresses new needs that extend beyond the work that occurred for the first transformation. 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 can address competencies identified by the state to demonstrate that they are "learner-ready" when they start teaching, and reporting accurate information about teacher preparation programs to the public.

The creation of the 2015 Teacher Preparation Data Dashboards and Teacher Preparation Program Fact Book are two 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 short 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 the Teacher Preparation Data Dashboards.

Outcome data in the 2015 fact book pertains to cohorts of 2012-13 program completers or earlier completers who taught in Louisiana's schools during 2013-14 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.

Louisiana obtained permission from Teacher Preparation Analytics to use a structure called *2020 Key Effectiveness Indicators* (See Appendix A) 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/accreditation/caep-accreditation/caep-accreditation-resources/building-an-evidence-based-system) This work was commissioned by the Council for the Accreditation of Educator Preparation.

To access all individual Teacher Preparation Data Dashboards, please go to the following URL: http://www.regents.la.gov/page/2014-teacher-preparation-data-dashboards. See Appendix B for a copy of the data dashboard template.

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://www.lsu.edu/chse/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://www.suno.edu/Default.aspx?PageID=16531753&A=SearchResult&SearchID=13274662&ObjectID=16531753&ObjectType=1
PRIVATE UNIVERSITIES	
Centenary College	http://www.centenary.edu/education
Louisiana College	http://www.lacollege.edu/academics/programs/division-teacher-education
Loyola University New Orleans	http://cas.loyno.edu/teacher-education
Tulane University	http://tulane.edu/teacher/index.cfm
University of Holy Cross	http://olhcc.edu/academics/calendars-catalogs-and-
Xavier University of Louisiana	http://www.xula.edu/education/
PRIVATE PROVIDERS	
Louisiana Resource Center for Educators	http://LRCEteach.org/
The New Teacher Project	http://tntp.org

Louisiana has one university and five private providers who have not yet produced enough new teachers for their results to be reported in the 2015 Teacher Preparation Data Dashboards. The university and private providers include the following: Loyola University, iTEACH Louisiana, Relay Graduate School of Education, Ascension Parish School Board, St. Bernard Parish School Board, and Caddo Parish School Board.

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

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
Tulane University	Approved	N/A	Accredited	Accredited
University of Holy Cross	Approved	N/A	Accredited	Accredited
Xavier University of Louisiana	Approved	N/A	Accredited	Accredited
PRIVATE PROVIDERS				
Louisiana Resource Center for Educators	Approved	N/A	N/A	N/A
The New Teacher Project	Approved	N/A	N/A	N/A

PERCENTAGE OF PROGRAM COMPLETERS PASSING PRAXIS ASSESSMENTS FOR TEACHER LICENSURE

UNDERGRADUATE PROGRAMS (2012-13)

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 100% of all new teachers who completed undergraduate teacher preparation programs in 2012-13 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 2015 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 (2012-13)			
	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%	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				
Louisiana College	100%	100%	100%	100%
University of Holy Cross	100%	100%	100%	100%
Xavier University of Louisiana	100%	100%	100%	100%

PERCENTAGE OF PROGRAM COMPLETERS PASSING PRAXIS ASSESSMENTS FOR TEACHER LICENSURE

ALTERNATE PROGRAMS (2012-13)

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. Additional information about Praxis passage rates can be found in Section V within the 2015 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 (2012-13)			
	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%
Tulane University	100%	100%	100%	100%
University of Holy Cross	100%	100%	100%	100%
Xavier University of Louisiana	100%	100%	100%	100%
PRIVATE PROVIDERS				
Louisiana Resource Center for Educators	100%	100%	100%	100%
The New Teacher Project	100%	100%	100%	100%

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

UNDERGRADAUTE PROGRAMS (2012-13)

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 2012-13 program completers ranged from a low of 2.60 to a high of 3.75 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 2012-13 program completers ranged from a low of 2.80 to a high of 3.66 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	3.31	3.17
Louisiana State University at Alexandria	3.00	3.43
Louisiana State University and A&M College	3.11	3.32
Louisiana State University at Shreveport	3.18	3.24
Louisiana Tech University	3.20	3.30
McNeese State University	3.12	3.40
Nicholls State University	3.06	3.27
Northwestern State University	3.44	3.51
Southeastern Louisiana University	3.13	3.32
Southern University and A&M College	2.60	2.80
Southern University at New Orleans	3.08	3.37
University of Louisiana at Lafayette	3.18	3.19
University of Louisiana at Monroe	3.11	3.42
University of New Orleans	3.14	3.30
PRIVATE UNIVERSITIES		
Louisiana College	3.45	3.20
University of Holy Cross	3.10	3.51
Xavier University of Louisiana	3.75	3.66

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

ALTERNATE PROGRAMS (2012-13)

The median Grade Point Average of 2012-13 alternate program completers ranged from a low of 2.60 to a high of 3.78 when they entered their teacher preparation programs. The median Grade Point Average of 2012-13 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	3.71
Louisiana State University at Alexandria	3.50	2.77
Louisiana State University and A&M College	3.32	3.88
Louisiana State University at Shreveport	2.98	3.19
Louisiana Tech University	3.07	3.82
McNeese State University	3.60	3.83
Nicholls State University	2.71	3.80
Northwestern State University	2.99	3.78
Southeastern Louisiana University	3.78	3.82
Southern University and A&M College	2.60	2.90
Southern University at New Orleans	3.33	3.20
University of Louisiana at Lafayette	2.89	3.12
University of Louisiana at Monroe	3.20	3.90
University of New Orleans	3.20	3.96
PRIVATE UNIVERSITIES		
Centenary College	3.04	3.85
Louisiana College	2.94	3.90
Tulane University	3.47	3.79
University of Holy Cross	2.96	3.18
Xavier University of Louisiana	3.76	3.82
PRIVATE PROVIDERS		
Louisiana Resource Center for Educators	3.00	N/A
The New Teacher Project	3.30	N/A

NUMBER OF TEACHER CANDIDATES ENROLLED AND TEACHER CANDIDATE COMPLETERS

UNDERGRADUATE PROGRAMS (2012-13)

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 2012-13.

Undergraduate Teacher Preparation Programs	Teacher Candidates Enrolled in Program	Teacher Candidates Completed Program	Total
PUBLIC UNIVERSITIES			
Grambling State University	37	19	56
Louisiana State University at Alexandria	43	18	61
Louisiana State University and A&M College	833	240	1073
Louisiana State University at Shreveport	114	47	161
Louisiana Tech University	151	79	230
McNeese State University	140	116	256
Nicholls State University	310	101	411
Northwestern State University	140	69	209
Southeastern Louisiana University	503	230	733
Southern University and A&M College	35	20	55
Southern University at New Orleans	23	12	35
University of Louisiana at Lafayette	398	200	598
University of Louisiana at Monroe	83	66	149
University of New Orleans	165	45	210
PRIVATE UNIVERSITIES			
Louisiana College	37	10	47
University of Holy Cross	9	22	31
Xavier University of Louisiana	12	3	15

NUMBER OF TEACHER CANDIDATES ENROLLED AND TEACHER CANDIDATE COMPLETERS

ALTERNATE PROGRAMS (2012-13)

Teacher candidates must meet criteria identified by the State and teacher preparation programs to be admitted and officially enrolled in an alternate teacher preparation program. 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 2012-13.

Undergraduate Teacher Preparation Programs	Teacher Candidates Enrolled in Program	Teacher Candidates Completed Program	Total
PUBLIC UNIVERSITIES			
Grambling State University	25	4	29
Louisiana State University at Alexandria	7	4	11
Louisiana State University and A&M College	56	83	139
Louisiana State University at Shreveport	21	30	51
Louisiana Tech University	141	96	237
McNeese State University	77	50	127
Nicholls State University	121	38	159
Northwestern State University	188	67	255
Southeastern Louisiana University	97	46	143
Southern University and A&M College	52	25	77
Southern University at New Orleans	28	14	42
University of Louisiana at Lafayette	116	96	212
University of Louisiana at Monroe	80	32	112
University of New Orleans	211	82	293
PRIVATE UNIVERSITIES			
Centenary College	55	24	79
Louisiana College	131	141	272
Tulane University	85	29	114
University of Holy Cross	25	39	64
Xavier University of Louisiana	15	14	29
PRIVATE PROVIDERS			
Louisiana Resource Center for Educators	142	43	185
The New Teacher Project	588	163	751

GENDER FOR ENROLLED TEACHER CANDIDATES UNDERGRADUATE AND ALTERNATE PROGRAMS (2012-13)

The number of males and females enrolled in undergraduate and alternate programs in 2012-13 is provided below

Teacher Preparation Programs	Undergraduate Enrolled Students		Alternate Enrolled Students	
	Males	Females	Males	Females
PUBLIC UNIVERSITIES				
Grambling State University	9	28	9	16
Louisiana State University at Alexandria	4	39	1	6
Louisiana State University and A&M College	135	698	12	44
Louisiana State University at Shreveport	11	103	6	15
Louisiana Tech University	32	119	43	98
McNeese State University	22	118	13	64
Nicholls State University	52	258	35	86
Northwestern State University	45	95	38	150
Southeastern Louisiana University	55	448	26	71
Southern University and A&M College	12	23	14	38
Southern University at New Orleans	3	20	4	24
University of Louisiana at Lafayette	51	347	21	95
University of Louisiana at Monroe	6	77	19	61
University of New Orleans	25	140	53	158
PRIVATE UNIVERSITIES				
Centenary College			19	36
Louisiana College	5	32	49	82
Tulane University			25	60
University of Holy Cross	0	9	5	20
Xavier University of Louisiana	2	10	5	10
PRIVATE PROVIDERS				
Louisiana Resource Center for Educators			50	72
The New Teacher Project			177	411

RACES FOR ENROLLED UNDERGRADUATE TEACHER CANDIDATES

UNDERGRADUATE PROGRAMS (2012-13)

The number of teacher candidates by race enrolled in undergraduate teacher preparation programs in 2012-13 is provided below.

Undergraduate Teacher Preparation Programs	Race						
	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial
PUBLIC UNIVERSITIES							
Grambling State University	0	0	0	35	0	2	0
Louisiana State University at Alexandria	0	1	0	2	0	40	0
Louisiana State University and A&M College	35	3	11	57	1	710	12
Louisiana State University at Shreveport	1	0	1	6	0	103	0
Louisiana Tech University	3	1	1	6	0	136	1
McNeese State University	2	1	0	5	0	131	1
Nicholls State University	6	6	1	16	0	278	3
Northwestern State University	2	6	2	12	1	111	0
Southeastern Louisiana University	11	1	2	23	2	451	8
Southern University and A&M College	1	0	0	33	0	0	1
Southern University at New Orleans	1	0	0	18	0	2	2
University of Louisiana at Lafayette	5	0	2	35	0	351	5
University of Louisiana at Monroe	1	0	1	6	0	73	2
University of New Orleans	5	1	6	22	0	73	3
PRIVATE UNIVERSITIES							
Louisiana College	0	0	0	0	0	37	0
University of Holt Cross	0	0	0	2	0	7	0
Xavier University of Louisiana	0	0	1	11	0	0	0

RACES FOR ENROLLED ALTERNATE TEACHER CANDIDATES

ALTERNATE PROGRAMS (2012-13)

The number of teacher candidates by race enrolled in alternate teacher preparation programs in 2012-13 is provided below.

Alternate Teacher Preparation Programs	Race						
	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial
PUBLIC UNIVERSITIES							
Grambling State University	0	0	0	23	0	2	0
Louisiana State University at Alexandria	0	0	0	0	0	7	0
Louisiana State University and A&M College	1	0	0	4	0	47	2
Louisiana State University at Shreveport	0	0	0	3	0	18	0
Louisiana Tech University	4	0	3	21	0	102	3
McNeese State University	2	1	0	12	0	61	1
Nicholls State University	0	5	2	23	0	89	1
Northwestern State University	1	6	2	24	0	152	3
Southeastern Louisiana University	8	1	1	14	0	69	3
Southern University and A&M College	0	0	0	48	0	2	2
Southern University at New Orleans	1	0	0	18	0	4	5
University of Louisiana at Lafayette	3	0	1	15	0	90	7
University of Louisiana at Monroe	1	0	0	14	0	58	3
University of New Orleans	3	1	5	20	0	144	10
PRIVATE UNIVERSITIES							
Centenary College	3	0	1	4	0	44	1
Louisiana College	0	2	0	32	0	95	2
Tulane University	1	0	2	3	0	64	3
University of Holy Cross	1	1	0	4	0	19	0
Xavier University of Louisiana	0	0	1	9	0	3	2
PRIVATE PROVIDERS							
Louisiana Resource Center for Educators	3	4	2	57	0	76	0
The New Teacher Project	10	0	8	69	0	175	10

NUMBER OF HOURS FOR CLINICAL EXPERIENCES FOR TEACHER PREPARATION PROGRAMS

UNDERGRADUATE PROGRAMS (2012-13)

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 actual clock hours required by programs for student teaching ranges from 400 to 600 clock hours which exceeds the number of clock hours required by BESE. The actual number of clock hours required by programs prior to student teaching ranges from 180 to 330 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	198	14	35	490
Louisiana State University and A&M College	180	14	35	490
Louisiana State University at Shreveport	180	15	30	450
Louisiana Tech University	330	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	40	600
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	180	15	35	525
University of New Orleans	180	15	35	525
PRIVATE UNIVERSITIES				
Louisiana College	215	16	30	480
University of Holy Cross	240	14	35	490
Xavier University of Louisiana	180	15	35	525

NUMBER OF HOURS FOR CLINICAL EXPERIENCES FOR TEACHER PREPARATION PROGRAMS

ALTERNATE PROGRAMS (2012-13)

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, teach full time, and receive pay as a full time teacher. Teacher candidates must obtain a Practitioner License from the Louisiana Department of Education and enroll in an alternate certification program before school districts hire them as a full time teacher.

Some alternate certification programs also allow candidates to participate in student teaching for a semester while being supervised by an experienced classroom teacher. The actual number of clock hours of clinical experiences required by alternate programs prior to student teaching ranges from 97 to 273, and the actual number of clock hours required by programs prior to student teaching ranges from 400 to 780. 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	127	14	35	490
Louisiana State University and A&M College	180	22.29	35	780
Louisiana State University at Shreveport	140	15	30	450
Louisiana Tech University	273	10	40	400
McNeese State University	273	14	30	420
Nicholls State University	*Student Teaching Not Offered*			
Northwestern State University	*Student Teaching Not Offered*			
Southeastern Louisiana University	180	15	40	600
Southern University and A&M College	180	14	35	490
Southern University at New Orleans	143	10	40	400
University of Louisiana at Lafayette	180	14	35	490
University of Louisiana at Monroe	180	15	35	525
University of New Orleans	180	15	35	525
PRIVATE UNIVERSITIES				
Centenary College	97	14	35	490
Louisiana College	*Student Teaching Not Offered*			
Tulane University	200	15	40	600
University of Holy Cross	180	14	35	490
Xavier University of Louisiana	180	15	35	525
PRIVATE PROVIDERS				
Louisiana Resource Center for Educators	*Student Teaching Not Offered*			
The New Teacher Project	*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 2008-09 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 teaching in other states**.

UNDERGRADUATE

Undergraduate Teacher Preparation Programs	Persistence in Teaching in Public Schools – 2008-09 Completers					
	Number of 2008-09 Completers	Number & Percentage Teaching in 2009-10	Number & Percentage Teaching in 2010-11	Number & Percentage Teaching in 2011-12	Number & Percentage Teaching in 2012-13	Number & Percentage Teaching in 2013-14
PUBLIC UNIVERSITIES						
Grambling State University	100% (n=18)	72% (n=13)	72% (n=13)	61% (n=11)	61% (n=11)	59% (n=10)
Louisiana State University at Alexandria	100% (n=21)	86% (n=18)	91% (n=19)	91% (n=19)	91% (n=19)	91% (n=19)
Louisiana State University and A&M College	100% (n=151)	52% (n=79)	50% (n=76)	47% (n=71)	46% (n=69)	49% (n=74)
Louisiana State University at Shreveport	100% (n=74)	85% (n=63)	82% (n=61)	76% (n=56)	74% (n=55)	70% (n=52)
Louisiana Tech University	100% (n=107)	61% (n=65)	67% (n=72)	64% (n=69)	64% (n=68)	55% (n=59)
McNeese State University	100% (n=108)	71% (n=77)	68% (n=73)	70% (n=76)	63% (n=68)	63% (n=68)
Nicholls State University	100% (n=86)	88% (n=76)	83% (n=71)	84% (n=72)	80% (n=69)	77% (n=66)
Northwestern State University	100% (n=64)	63% (n=40)	64% (n=41)	63% (n=40)	64% (n=41)	59% (n=38)
Southeastern Louisiana University	100% (n=181)	67% (n=122)	68% (n=123)	69% (n=125)	72% (n=131)	73% (n=133)
Southern University and A&M College	100% (n=34)	82% (n=28)	88% (n=30)	74% (n=25)	74% (n=25)	74% (n=25)
Southern University at New Orleans	100% (n=12)	33% (n=4)	50% (n=6)	50% (n=6)	50% (n=6)	50% (n=6)
University of Louisiana at Lafayette	100% (n=194)	76% (n=148)	72% (n=139)	72% (n=140)	72% (n=140)	68% (n=132)
University of Louisiana at Monroe	100% (n=63)	76% (n=48)	70% (n=44)	68% (n=43)	67% (n=42)	65% (n=41)
University of New Orleans	100% (n=44)	68% (n=30)	68% (n=30)	57% (n=25)	64% (n=28)	59% (n=26)
PRIVATE UNIVERSITIES						
Louisiana College	100% (n=15)	60% (n=9)	60% (n=9)	53% (n=8)	47% (n=7)	47% (n=7)
University of Holy Cross	100% (n=20)	50% (n=10)	50% (n=10)	45% (n=9)	45% (n=9)	45% (n=9)
Xavier University of Louisiana	100% (n=6)	83% (n=5)	83% (n=5)	83% (n=5)	100% (n=6)	100% (n=6)

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

ALTERNATE

Alternate Teacher Preparation Programs	Persistence in Teaching in Public Schools – 2008-09 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=12)	83% (n=10)	83% (n=10)	83% (n=10)	83% (n=10)	92% (n=11)
Louisiana State University at Alexandria	100% (n=4)	75% (n=3)	75% (n=3)	100% (n=4)	75% (n=3)	75% (n=3)
Louisiana State University and A&M College	100% (n=102)	59% (n=60)	58% (n=59)	56% (n=57)	53% (n=54)	41% (n=42)
Louisiana State University at Shreveport	100% (n=44)	89% (n=39)	80% (n=35)	78% (n=34)	71% (n=31)	68% (n=30)
Louisiana Tech University	100% (n=74)	82% (n=61)	77% (n=57)	72% (n=53)	68% (n=50)	66% (n=49)
McNeese State University	100% (n=60)	85% (n=51)	82% (n=49)	83% (n=50)	80% (n=48)	64% (n=47)
Nicholls State University	100% (n=46)	89% (n=41)	87% (n=40)	83% (n=38)	74% (n=34)	74% (n=34)
Northwestern State University	100% (n=48)	85% (n=41)	88% (n=42)	88% (n=42)	85% (n=41)	83% (n=40)
Southeastern Louisiana University	100% (n=63)	86% (n=54)	86% (n=54)	73% (n=46)	75% (n=47)	73% (n=46)
Southern University and A&M College	100% (n=25)	88% (n=22)	84% (n=21)	84% (n=21)	80% (n=20)	84% (n=21)
Southern University at New Orleans	100% (n=5)	80% (n=4)	40% (n=2)	60% (n=3)	80% (n=4)	60% (n=3)
University of Louisiana at Lafayette	100% (n=121)	77% (n=93)	75% (n=91)	74% (n=90)	72% (n=87)	70% (n=85)
University of Louisiana at Monroe	100% (n=62)	89% (n=55)	82% (n=51)	84% (n=52)	76% (n=47)	76% (n=47)
University of New Orleans	100% (n=60)	63% (n=38)	58% (n=35)	52% (n=31)	48% (n=29)	52% (n=31)
PRIVATE UNIVERSITIES						
Centenary College	100% (n=10)	80% (n=8)	70% (n=7)	70% (n=7)	60% (n=6)	60% (n=6)
Louisiana College	100% (n=57)	95% (n=54)	91% (n=52)	89% (n=51)	84% (n=48)	79% (n=45)
University of Holy Cross	100% (n=36)	50% (n=18)	53% (n=19)	61% (n=22)	58% (n=21)	53% (n=19)
Tulane University	100% (n=2)	0% (n=0)	0% (n=0)	0% (n=0)	0% (n=0)	50% (n=1)
Xavier University of Louisiana	100% (n=14)	64% (n=9)	64% (n=9)	57% (n=8)	43% (n=6)	57% (n=8)

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

ALTERNATE (CONT'D.)

Alternate Teacher Preparation Programs	Persistence in Teaching in Public Schools – 2008-09 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
PRIVATE PROVIDERS						
Louisiana Resource Center for Educators	100% (n=168)	74% (n=125)	72% (n=121)	67% (n=112)	64% (n=107)	61% (n=102)
The New Teacher Project	100% (n=288)	93% (n=268)	56% (n=160)	41% (n=118)	32% (n=93)	31% (n=90)

NUMBER AND PERCENTAGE OF 2012-13 COMPLETERS WHO BEGAN TEACHING IN PUBLIC SCHOOLS IN LOUISIANA DURING 2013-14

The numbers of undergraduate and alternate completers who completed in 2012-13 and began teaching in public schools in Louisiana in 2013-14 are listed below. **Teacher candidates completers who began teaching in private schools in Louisiana or began teaching in other states during 2013-14 are not listed below.**

Teacher Preparation Programs	Undergraduate Completers		Alternate Completers	
	Number & Percentage Completed in 2012-13	Number & Percentage Teaching in Public Schools in 2013-14	Number & Percentage Completed in 2012-13	Number & Percentage Teaching in Public Schools in 2013-14
PUBLIC UNIVERSITIES				
Grambling State University	100% (n=19)	47% (n=9)	100% (n=4)	75% (n=3)
Louisiana State University at Alexandria	100% (n=18)	78% (n=14)	100% (n=4)	100% (n=4)
Louisiana State University and A&M College	100% (n=240)	50% (n=120)	100% (n=83)	60% (n=50)
Louisiana State University at Shreveport	100% (n=47)	72% (n=34)	100% (n=30)	73% (n=22)
Louisiana Tech University	100% (n=79)	63% (n=50)	100% (n=96)	68% (n=65)
McNeese State University	100% (n=116)	74% (n=86)	100% (n=50)	76% (n=38)
Nicholls State University	100% (n=101)	88% (n=89)	100% (n=38)	79% (n=30)
Northwestern State University	100% (n=69)	64% (n=44)	100% (n=67)	84%(n=56)
Southeastern Louisiana University	100% (n=231)	72% (n=167)	100% (n=46)	76% (n=35)
Southern University and A&M College	100% (n=20)	80% (n=16)	100% (n=25)	88% (n=22)
Southern University at New Orleans	100% (n=12)	92% (n=11)	100% (n=14)	71% (n=10)
University of Louisiana at Lafayette	100% (n=200)	72% (n=143)	100% (n=96)	64% (n=61)
University of Louisiana at Monroe	100% (n=66)	65% (n=43)	100% (n=32)	69% (n=22)
University of New Orleans	100% (n=45)	62% (n=28)	100% (n=81)	73% (n=59)
PRIVATE UNIVERSITIES				
Centenary College	100% (n=12)	75% (n=9)	100% (n=24)	67% (n=16)
Louisiana College	100% (n=10)	80% (n=8)	100% (n=141)	82% (n=116)
Tulane University			100% (n=29)	45% (n=13)
University of Holy Cross	100% (n=22)	41% (n=9)	100% (n=39)	26% (n=10)
Xavier University of Louisiana	100% (n=3)	33% (n=1)	100% (n=14)	71% (n=10)
PRIVATE PROVIDERS				
Louisiana Resource Center for Educators			100% (n=157)	73% (n=115)
The New Teacher Project			100% (n=163)	83% (n=135)

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS FINAL EVALUATION SCORES BY UNDERGRADUATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS IN 2012-13 AND 2013-14

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 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 2013-14 and completed undergraduate teacher preparation programs during or before 2012-13. 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 next chart identifies the mean Compass Professional Practice scores of all first and second year teachers who taught in 2012-13 and 2013-14 and completed undergraduate teacher preparation programs during or before 2012-13. 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 third chart identifies the mean Compass Student Growth scores of all first and second year teachers who taught in 2012-13 and 2013-14 and completed undergraduate teacher preparation programs during or before 2012-2013. In addition, it identifies the percentage of first and second year teachers who obtained Compass Student Growth scores in each of the four effectiveness levels after completing their undergraduate teacher preparation programs.

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MEANS AND EFFECTIVENESS LEVELS FOR COMPASS FINAL EVALUATION SCORES BY UNDERGRADUATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS IN 2012-13 AND 2013-14 (CONT'D.)

UNDERGRADUATE PROGRAMS

COMPASS FINAL EVALUATION

Undergraduate Teacher Preparation Programs	Compass Final Evaluation				
	Mean	Compass Effectiveness Levels			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Grambling State University	3.0 (n=30)	3%	10%	67%	20%
Louisiana State University at Alexandria	2.9 (n=42)	10%	10%	62%	19%
Louisiana State University and A&M College	3.0 (n=409)	3%	14%	60%	24%
Louisiana State University at Shreveport	3.2 (n=132)	2%	14%	49%	35%
Louisiana Tech University	3.2 (n=203)	3%	9%	51%	37%
McNeese State University	3.2 (n=322)	3%	6%	54%	37%
Nicholls State University	3.1 (n=309)	3%	9%	68%	20%
Northwestern State University	3.0 (n=151)	5%	11%	62%	23%
Southeastern Louisiana University	3.0 (n=586)	4%	11%	65%	21%
Southern University and A&M College	3.0 (n=83)	4%	17%	57%	23%
Southern University at New Orleans	2.8 (n=25)	8%	16%	64%	12%
University of Louisiana at Lafayette	3.1 (n=555)	5%	8%	61%	26%
University of Louisiana at Monroe	3.2 (n=174)	4%	9%	56%	32%
University of New Orleans	3.0 (n=125)	2%	10%	78%	10%
PRIVATE UNIVERSITIES					
Louisiana College	3.2 (n=36)	3%	6%	61%	31%

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS FINAL EVALUATION SCORES BY UNDERGRADUATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS IN 2012-13 AND 2013-14 (CONT'D.)

UNDERGRADUATE PROGRAMS (CONT'D.)

COMPASS PROFESSIONAL PRACTICE

Undergraduate Teacher Preparation Programs	Compass Professional Practice				
	Mean	Compass Effectiveness Levels			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Grambling State University	3.1 (n=30)	0%	7%	70%	23%
Louisiana State University at Alexandria	3.0 (n=42)	2%	7%	79%	12%
Louisiana State University and A&M College	3.0 (n=409)	1%	17%	65%	17%
Louisiana State University at Shreveport	3.1 (n=132)	1%	13%	54%	33%
Louisiana Tech University	3.2 (n=203)	0%	12%	59%	30%
McNeese State University	3.2 (n=322)	0%	8%	64%	29%
Nicholls State University	3.0 (n=309)	0%	12%	77%	11%
Northwestern State University	3.0 (n=151)	1%	15%	67%	18%
Southeastern Louisiana University	3.0 (n=586)	0%	18%	68%	13%
Southern University and A&M College	2.9 (n=83)	1%	25%	59%	15%
Southern University at New Orleans	2.9 (n=25)	4%	12%	68%	16%
University of Louisiana at Lafayette	3.0 (n=555)	0%	11%	70%	19%
University of Louisiana at Monroe	3.2 (n=174)	1%	7%	63%	30%
University of New Orleans	2.9 (n=125)	0%	13%	77%	10%
PRIVATE UNIVERSITIES					
Louisiana College	3.0 (n=36)	0%	14%	67%	19%

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS FINAL EVALUATION SCORES BY UNDERGRADUATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS IN 2012-13 AND 2013-14 (CONT'D.)

UNDERGRADUATE PROGRAMS (CONT'D.)

COMPASS STUDENT GROWTH

Undergraduate Teacher Preparation Programs	Compass Student Growth				
	Mean	Compass Effectiveness Levels			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Grambling State University	3.1 (n=30)	3%	10%	43%	43%
Louisiana State University at Alexandria	3.1 (n=42)	7%	12%	33%	48%
Louisiana State University and A&M College	3.2 (n=409)	2%	14%	34%	50%
Louisiana State University at Shreveport	3.2 (n=132)	2%	17%	28%	53%
Louisiana Tech University	3.3 (n=203)	3%	10%	28%	60%
McNeese State University	3.3 (n=322)	3%	7%	32%	58%
Nicholls State University	3.2 (n=309)	3%	14%	32%	51%
Northwestern State University	3.2 (n=151)	4%	13%	32%	52%
Southeastern Louisiana University	3.2 (n=586)	3%	13%	35%	49%
Southern University and A&M College	3.1 (n=83)	2%	19%	31%	47%
Southern University at New Orleans	2.8 (n=25)	8%	16%	44%	32%
University of Louisiana at Lafayette	3.1 (n=555)	5%	13%	36%	46%
University of Louisiana at Monroe	3.2 (n=174)	4%	14%	32%	51%
University of New Orleans	3.1 (n=125)	2%	17%	39%	42%
PRIVATE UNIVERSITIES					
Louisiana College	3.3 (n=36)	3%	3%	39%	56%

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS IN 2012-13 AND 2013-14

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 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 2013-14 and completed alternate teacher preparation programs during or before 2012-13. 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 next chart identifies the mean Compass Professional Practice scores of all first and second year teachers who taught in 2012-13 and 2013-14 and completed alternate teacher preparation programs during or before 2012-13. 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 last chart identifies the mean Compass Student Growth scores of all first and second year teachers who taught in 2012-13 and 2013-14 and completed alternate teacher preparation programs during or before 2012-13. In addition, it identifies the percentage of first and second year teachers who obtained Compass Student Growth scores in each of the four effectiveness levels after completing their alternate teacher preparation programs.

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS IN 2012-13 AND 2013-14 (CONT'D.)

ALTERNATE PROGRAMS

COMPASS FINAL EVALUATION

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	3.2 (n=156)	4%	10%	54%	33%
Louisiana State University at Shreveport – Certification-Only	3.3 (n=136)	5%	4%	43%	48%
Louisiana Tech University – Certification-Only	3.2 (n=67)	5%	8%	48%	40%
Louisiana Tech University - Master of Arts in Teaching	3.4 (n=194)	4%	4%	41%	51%
McNeese State University – Master of Arts in Teaching	3.3 (n=148)	3%	4%	50%	43%
Nicholls State University – Certification-Only	3.0 (n=195)	3%	13%	62%	22%
Northwestern State University – Practitioner Teacher Program	3.0 (n=56)	7%	7%	64%	21%
Southeastern Louisiana University – Master of Arts in Teaching	3.2 (n=34)	0%	3%	74%	24%
Southern University and A&M College – Certification-Only	3.1 (n=97)	4%	8%	64%	24%
Southern University at New Orleans – Certification-Only	2.9 (n=36)	6%	17%	56%	22%
University of Louisiana at Lafayette – Certification-Only	3.1 (n=287)	6%	10%	58%	27%
University of Louisiana at Monroe – Master of Arts in Teaching	3.1 (n=186)	7%	6%	54%	33%
University of New Orleans – Certification-Only	3.0 (n=73)	8%	10%	60%	22%

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS IN 2012-13 AND 2013-14 (CONT'D.)

ALTERNATE PROGRAMS (CONT'D.)

COMPASS FINAL EVALUATION (CONT'D.)

Alternate Teacher Preparation Programs	COMPASS FINAL EVALUATION				
	Mean	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PRIVATE UNIVERSITIES					
Centenary College – Masters of Arts in Teaching	3.3 (n=32)	0%	3%	63%	34%
Louisiana College - Practitioner Teacher	3.2 (n=411)	2%	9%	53%	37%
Tulane University – Certification Only	3.0 (n=28)	4%	14%	61%	21%
University of Holy Cross – Certification Only	3.0 (n=45)	4%	7%	76%	13%
Xavier University – Master of Arts in Teaching	2.8 (n=40)	5%	20%	65%	10%
PRIVATE PROVIDERS					
Louisiana Resource Center for Educators - Practitioner Teacher	3.2 (n=373)	1%	8%	65%	26%
The New Teacher Project – Practitioner Teacher Program	2.9 (n=429)	7%	12%	63%	18%

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS IN 2012-13 AND 2013-14 (CONT'D.)

ALTERNATE PROGRAMS (CONT'D.)

COMPASS PROFESSIONAL PRACTICE

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	3.0 (n=156)	1%	13%	67%	20%
Louisiana State University at Shreveport – Certification-Only	3.4 (n=136)	0%	2%	52%	46%
Louisiana Tech University – Certification-Only	3.3 (n=67)	0%	8%	52%	40%
Louisiana Tech University Master of Arts in Teaching	3.3 (n=194)	0%	4%	58%	38%
McNeese State University – Master of Arts in Teaching	3.3 (n=148)	0%	7%	53%	41%
Nicholls State University – Certification-Only	3.0 (n=195)	0%	12%	72%	16%
Northwestern State University – Practitioner Teacher	3.1 (n=56)	2%	11%	65%	25%
Southeastern Louisiana University – Master of Arts in Teaching	3.1 (n=34)	0%	15%	65%	21%
Southern University and A&M College – Certification-Only	3.0 (n=97)	0%	118%	67%	16%
Southern University at New Orleans	3.0 (n=36)	0%	8%	78%	14%
University of Louisiana at Lafayette – Certification-Only	3.0 (n=287)	1%	12%	70%	18%
University of Louisiana at Monroe – Master of Arts in Teaching	3.2 (n=186)	0%	5%	67%	29%
University of New Orleans – Certification-Only	3.0 (n=73)	1%	16%	69%	23%

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS IN 2012-13 AND 2013-14 (CONT'D.)

ALTERNATE PROGRAMS (CONT'D.)

COMPASS PROFESSIONAL PRACTICE (CONT'D.)

Alternate Teacher Preparation Program	COMPASS PROFESSIONAL PRACTICE				
	Mean	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PRIVATE UNIVERSITIES					
Centenary College – Master of Arts in Teaching	3.3 (n=32)	0%	6%	53%	41%
Louisiana College - Practitioner Teacher	3..2 (n=411)	0%	9%	62%	29%
Tulane University	3.0 (n=28)	0%	18%	68%	14%
University of Holy Cross – Certification-Only	3.1 (n=45)	2%	9%	67%	22%
Xavier University – Master of Arts in Teaching	3.0 (n=40)	0%	18%	73%	10%
PRIVATE PROVIDERS					
Louisiana Resource Center for Educators - Practitioner Teacher	3.1 (n=373)	0%	12%	67%	21%
The New Teacher Project – Practitioner Teacher Program	3.0 (n=429)	0%	12%	73%	15%

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS IN 2012-13 AND 2013-14 (CONT'D.)

ALTERNATE PROGRAMS (CONT'D.)

COMPASS STUDENT GROWTH

Alternate Teacher Preparation Programs	COMPASS STUDENT GROWTH				
	Mean	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Grambling State University – Certification-Only	3.1 (n=30)	3%	10%	43%	43%
Louisiana State University and A&M College – Master of Arts in Teaching	3.2 (n=156)	3%	14%	28%	55%
Louisiana State University at Shreveport – Certification-Only	3.4 (n=136)	5%	6%	27%	63%
Louisiana Tech University Master of Arts in Teaching	3.4 (n=194)	4%	7%	23%	67%
McNeese State University – Master of Arts in Teaching	3.4 (n=148)	3%	7%	29%	61%
Nicholls State University – Certification-Only	3.1 (n=195)	3%	16%	36%	45%
Northwestern State University – Practitioner Teacher	3.0 (n=56)	5%	16%	36%	43%
Southeastern Louisiana University – Master of Arts in Teaching	3.1 (n=34)	0%	21%	32%	47%
Southern University and A&M College – Certification-Only	3.2 (n=97)	4%	12%	35%	49%
Southern University of New Orleans – Certification-Only	3.0 (n=36)	6%	22%	25%	47%
University of Louisiana at Lafayette – Certification-Only	3.1 (n=287)	6%	15%	31%	48%
University of Louisiana at Monroe – Master of Arts in Teaching	3.1 (n=186)	7%	14%	31%	48%
University of New Orleans – Certification-Only	2.9 (n=73)	7%	16%	41%	36%

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS IN 2012-13 AND 2013-14 (CONT'D.)

ALTERNATE PROGRAMS (CONT'D.)

COMPASS STUDENT GROWTH (CONT'D.)

Alternate Teacher Preparation Programs	COMPASS STUDENT GROWTH				
	Mean	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PRIVATE UNIVERSITIES					
Centenary College-Master of Arts in Teaching	3.2 (n=32)	0%	13%	41%	47%
Louisiana College – Practitioner Teacher	3.20 (n=411)	2%	13%	34%	52%
Tulane University – Certification Only	3.2 (n=28)	4%	18%	25%	54%
University of Holy Cross	2.9 (n=45)	4%	24%	42%	29%
Xavier University	2.8 (n=40)	5%	23%	48%	25%
PRIVATE PROVIDERS					
Louisiana Resource Center for Educators – Practitioner Teacher	3.2 (n=373)	1%	16%	36%	52%
The New Teacher Project – Practitioner Teacher Program	2.9 (n=429)	7%	18%	41%	34%

VALUE-ADDED EVALUATION OF LOUISIANA TEACHER PREPARATION PROGRAMS FOR ACADEMIC YEARS 2009-2010, 2010-11, 2011-12, 2012-13, AND 2013-2014

Value-added scores have been calculated by the Louisiana Department of Education for all teachers whose students are assessed for mathematics (grades 4-10), science (grades 4-8), social studies (grades 4-8), and English language arts (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 the same teacher may have a value-added score listed for each of those areas. Thus, 25 scores listed for math, 25 scores listed for science, 25 scores listed for social studies, and 25 scores listed for English language arts may actually represent 25 elementary teachers instead of 100 different teachers. 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 and scores could represent different teachers.

The value-added score means were calculated using the Louisiana department of Education hierarchical linear model which is described at the following URL: http://www.louisianabelieves.com/teaching/value-added-model.

On the following pages, all means describe the performance of the teacher preparation programs listed in the left column. The 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 model which is described at the following URL: http://www.louisianabelieves.com/teaching/value-added-model. 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 3 years of data, the 3-year means are reported. If four- or five-years of data were needed to generate a minimum of 25 scores for a content area, the means represented the four- or five-years of data. Teachers from Louisiana teacher preparation programs are only counted as new from a teacher preparation program if they entered as a first year teacher within 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 2013-14 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 -11.6 in Language Arts, their value-added score would be in the Ineffective range.

Transitional Student Growth Data for All Individual Teachers (Compass) in Public Schools in Louisiana					
Individual Teacher Labels For State Teacher Evaluation System (Compass)	***Distribution of Transitional Student Growth Data Scores for all Individual Teachers (2013-14)***				***Percentile Ranges of Transitional Student Growth Data Scores for all Individual Teachers***
	Language Arts	**Mathematics**	**Science**	**Social Studies**	
Highly Effective	7.5 and higher	12.5 & higher	6.5 & higher	6.5 & higher	80th percentile and above
Effective Proficient	0.5 to 7.4	-0.4 to 12.4	.-0.4 to 6.4	-0.4 to 6.4	50th to 79th percentile
Effective Emerging	-11.4 to 0.4	-19.4 to -0.5	-9.4 to -0.5	-10.4 to -0.5	11th to 49th percentile
Ineffective	-11.5 & Lower	-19.5 & Lower	-9.5 & lower	-10.5 & Lower	At or below 10th percentile

MEANS, NUMBERS, AND STANDARD ERRORS FOR VALUE-ADDED SCORES BY CONTENT AREAS FOR TEACHER PREPARATION PROGRAMS (CONT'D.)

UNDERGRADUATE

MATHEMATICS (GRADES 4-10)

Teacher Preparation Programs	3 years 2011-12 to 2013-14			4 years 2010-11 to 2013-14			5 years 2009-10 to 2013-14		
	Mean	*N*	SEM	Mean	*N*	SEM	Mean	*N*	SEM
PUBLIC UNIVERSITIES									
Louisiana State University and A&M College	1.1	77	1.6						
Louisiana State University – Shreveport	-0.9	33	2.6						
Louisiana Tech University	-4.0	52	1.8						
McNeese State University	-9.9	41	1.7						
Nicholls State University	0.1	40	1.8						
Northwestern State University				-3.7	29	2.5			
Southeastern Louisiana University	-4.0	75	1.5						
Southern University and A&M College				3.3	25	2.5			
University of Louisiana Lafayette	-4.1	123	1.3						
University of Louisiana Monroe	-4.6	33	2.2						
University of New Orleans							1.0	34	2.1

MEANS, NUMBERS, AND STANDARD ERRORS FOR VALUE-ADDED SCORES BY CONTENT AREAS FOR TEACHER PREPARATION PROGRAMS (CONT'D.)

UNDERGRADUATE (CONT'D.)

SCIENCE (GRADES 4-8)

Teacher Preparation Programs	3 years 2011-12 to 2013-14			4 years 2010-11 to 2013-14			5 years 2009-10 to 2013-14		
	Mean	*N*	SEM	Mean	*N*	SEM	Mean	*N*	SEM
PUBLIC UNIVERSITIES									
Louisiana State University and A&M College	0.0	57	0.9						
Louisiana State University – Shreveport				0.3	34	1.5			
Louisiana Tech University	-1.2	35	1.5						
McNeese State University				-2.7	34	1.0			
Nicholls State University	-1.2	34	1.2						
Northwestern State University							-0.4	31	1.3
Southeastern Louisiana University	-1.3	62	0.9						
Southern University and A&M College							-1.6	34	1.7
University of Louisiana Lafayette	-2.2	92	0.8						
University of Louisiana Monroe	-1.3	27	1.5						
University of New Orleans				1.7	26	1.2			

MEANS, NUMBERS, AND STANDARD ERRORS FOR VALUE-ADDED SCORES BY CONTENT AREAS FOR TEACHER PREPARATION PROGRAMS (CONT'D.)

UNDERGRADUATE (CONT'D.)

SOCIAL STUDIES (GRADES 4-8)

Teacher Preparation Programs	3 years 2011-12 to 2013-14			4 years 2010-11 to 2013-14			5 years 2009-10 to 2013-14		
	Mean	*N*	SEM	Mean	*N*	SEM	Mean	*N*	SEM
PUBLIC UNIVERSITIES									
Louisiana State University and A&M College	-0.3	57	1.0						
Louisiana State University – Shreveport				-2.5	30	1.8			
Louisiana Tech University	-3.4	32	1.4						
McNeese State University	-2.6	31	1.3						
Nicholls State University	-3.1	47	1.4						
Northwestern State University	0.3	31	1.5						
Southeastern Louisiana University	-2.6	89	1.0						
Southern University and A&M College				0.6	28	2.2			
University of Louisiana Lafayette	-4.6	99	1.1						
University of Louisiana Monroe				-3.1	27	2.0			
University of New Orleans							-0.9	27	1.4

MEANS, NUMBERS, AND STANDARD ERRORS FOR VALUE-ADDED SCORES BY CONTENT AREAS FOR TEACHER PREPARATION PROGRAMS (CONT'D.)

UNDERGRADUATE (CONT'D.)

ENGLISH LANGUAGE ARTS (GRADES 4-8)

Teacher Preparation Programs	3 years 2011-12 to 2013-14			4 years 2010-11 to 2013-14			5 years 2009-10 to 2013-14		
	Mean	*N*	SEM	Mean	*N*	SEM	Mean	*N*	SEM
PUBLIC UNIVERSITIES									
Louisiana State University and A&M College	-2.1	81	0.8						
Louisiana State University – Shreveport	-2.9	32	1.5						
Louisiana Tech University	-3.9	49	1.5						
McNeese State University	-6.4	40	1.5						
Nicholls State University	-1.3	57	1.2						
Northwestern State University	-1.4	38	1.7						
Southeastern Louisiana University	-1.8	109	0.8						
Southern University and A&M College				-0.6	35	1.6			
University of Louisiana Lafayette	-3.6	131	0.8						
University of Louisiana Monroe	-2.7	47	1.4						
University of New Orleans	-0.6	26	1.3						

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

ALTERNATE

MATHEMATICS (GRADES 4-10)

Teacher Preparation Programs	3 years 2011-12 to 2013-14			4 years 2010-11 to 2013-14			5 years 2009-10 to 2013-14		
	Mean	*N*	SEM	Mean	*N*	SEM	Mean	*N*	SEM
PUBLIC UNIVERSITIES									
Louisiana State University – Master of Arts in Teaching	4.8	39	2.6						
Louisiana State University – Shreveport – Certification-Only				-3.5	26	2.4			
Louisiana Tech University – Certification-Only	-6.4	25	2.4						
Louisiana Tech University - Master of Arts in Teaching	-4.2	37	2.0						
McNeese State University – Master of Arts in Teaching				-2.7	31	2.1			
Nicholls State University – Certification-Only	-0.2	47	2.0						
Northwestern State University – Practitioner Teacher Program							0.1	31	1.8
Southeastern Louisiana University – Master of Arts in Teaching							-1.6	33	2.4
Southern University and A&M College – Certification-Only	1.6	26	2.3						
University of Louisiana – Lafayette – Certification-Only	-3.5	57	1.7						
University of Louisiana - Monroe – Master of Arts in Teaching				-2.9	35	2.3			
University of New Orleans – Certification-Only				3.2	25	2.0			
PRIVATE UNIVERSITIES									
Louisiana College – Practitioner Teacher Program	0.1	93	1.8						
PRIVATE PROVIDERS									
Louisiana Resource Center for Educators – Practitioner Teacher Program	1.5	95	1.3						
The New Teacher Project – Practitioner Teacher Program	7.6	107	1.5						

MEANS, NUMBERS, AND STANDARD ERRORS FOR VALUE-ADDED SCORES BY CONTENT AREAS FOR TEACHER PREPARATION PROGRAMS (CONT'D.)

ALTERNATE PROGRAMS (CONT'D.)

SCIENCE (GRADES 4-8)

Teacher Preparation Programs	3 years 2011-12 to 2013-14			4 years 2010-11 to 2013-14			5 years 2009-10 to 2013-14		
	Mean	*N*	SEM	Mean	*N*	SEM	Mean	*N*	SEM
PUBLIC UNIVERSITIES									
Louisiana State University – Master of Arts in Teaching	2.3	30	1.4						
Louisiana State University – Shreveport – Certification-Only	-0.3	28	1.4						
Louisiana Tech University – Certification-Only	-1.6	25	1.0						
Louisiana Tech University - Master of Arts in Teaching				-2.3	28	1.8			
McNeese State University – Master of Arts in Teaching							-2.0	31	1.4
Nicholls State University – Certification-Only	-2.4	35	1.0						
Northwestern State University – Practitioner Teacher Program							1.1	30	1.5
University of Louisiana – Lafayette – Certification-Only	0.1	48	0.9						
University of Louisiana - Monroe – Master of Arts in Teaching	-1.3	38	0.8						
PRIVATE UNIVERSITIES									
Louisiana College – Practitioner Teacher Program	-1.6	75	0.9						
PRIVATE PROVIDERS									
Louisiana Resource Center for Educators – Practitioner Teacher Program	1.7	62	0.9						
The New Teacher Project – Practitioner Teacher Program	2.4	68	1.3						

MEANS, NUMBERS, AND STANDARD ERRORS FOR VALUE-ADDED SCORES BY CONTENT AREAS FOR TEACHER PREPARATION PROGRAMS (CONT'D.)

ALTERNATE (CONT'D.)

SOCIAL STUDIES (GRADES 4-8)

Teacher Preparation Programs	3 years 2011-12 to 2013-14			4 years 2010-11 to 2013-14			5 years 2009-10 to 2013-14		
	Mean	*N*	SEM	Mean	*N*	SEM	Mean	*N*	SEM
PUBLIC UNIVERSITIES									
Louisiana State University – Master of Arts in Teaching	4.2	34	1.4						
Louisiana State University – Shreveport – Certification-Only	1.3	34	1.7						
Louisiana Tech University – Certification-Only				-5.6	25	2.0			
Louisiana Tech University Master of Arts in Teaching							-4.8	31	1.7
McNeese State University – Master of Arts in Teaching							-1.7	31	1.9
Nicholls State University – Certification-Only	-4.3	31	1.7						
Southern University and A&M College				3.4	25	1.5			
University of Louisiana – Lafayette – Certification-Only	-2.1	66	1.2						
University of Louisiana - Monroe – Master of Arts in Teaching	-4.6	26	1.8						
PRIVATE UNIVERSITIES									
Louisiana College – Practitioner Teacher Program	-0.2	76	1.2						
PRIVATE PROVIDERS									
Louisiana Resource Center for Educators – Practitioner Teacher Program	0.7	57	1.3						
The New Teacher Project – Practitioner Teacher Program	9.7	55	1.8						

MEANS, NUMBERS, AND STANDARD ERRORS FOR VALUE-ADDED SCORES BY CONTENT AREAS FOR TEACHER PREPARATION PROGRAMS (CONT'D.)

ALTERNATE PROGRAMS (CONT'D.)

ENGLISH LANGUAGE ARTS (GRADES 4-8)

Teacher Preparation Programs	3 years 2011-12 to 2013-14			4 years 2010-11 to 2013-14			5 years 2009-10 to 2013-14		
	Mean	*N*	SEM	Mean	*N*	SEM	Mean	*N*	SEM
PUBLIC UNIVERSITIES									
Louisiana State University – Master of Arts in Teaching	1.4	33	1.3						
Louisiana State University – Shreveport – Certification-Only	0.3	39	1.6						
Louisiana Tech University – Certification-Only							-2.2	32	1.4
Louisiana Tech University Master of Arts in Teaching	-1.9	35	1.6						
McNeese State University – Master of Arts in Teaching	-3.7	32	1.6						
Nicholls State University – Certification-Only	-1.4	52	1.1						
Northwestern State University – Practitioner Teacher Program							-0.5	36	1.8
Southeastern Louisiana University – Master of Arts in Teaching							2.1	27	2.2
Southern University and A&M College							0.6	27	1.2
University of Holy Cross – Certification-Only							0.4	25	1.8
University of Louisiana – Lafayette – Certification-Only	-2.0	-81	0.9						
University of Louisiana - Monroe – Master of Arts in Teaching	-1.5	33	1.3						
University of New Orleans – Certification-Only							1.7	26	1.8
PRIVATE UNIVERSITIES									
Louisiana College – Practitioner Teacher Program	-2.0	99	1.3						
University of Holy Cross – Certification-Only							0.4	25	1.8

MEANS, NUMBERS, AND STANDARD ERRORS FOR VALUE-ADDED SCORES BY CONTENT AREAS FOR TEACHER PREPARATION PROGRAMS (CONT'D.)

ALTERNATE PROGRAMS (CONT'D.)

ENGLISH LANGUAGE ARTS (GRADES 4-8) (CONT'D.)

Teacher Preparation Programs	3 years 2011-12 to 2013-14			4 years 2010-11 to 2013-14			5 years 2009-10 to 2013-14		
	Mean	*N*	SEM	Mean	*N*	SEM	Mean	*N*	SEM
PRIVATE PROVIDERS									
Louisiana Resource Center for Educators – Practitioner Teacher Program	-0.7	82	0.9						
The New Teacher Project – Practitioner Teacher	2.5	99	0.9						

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

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. A minimum of 25 scores were required for each content area for percentages to be listed. The 25 scores were generated over a three year time period as new teachers taught during (2011-12 to 2013-14), four year time period as new teachers taught during (2010-11 to 2013-14), or five year time period as new teachers taught during (2009-2014) depending upon the sizes of the programs. The previous section of the fact book provides the means and numbers of teachers for each of the institutions listed below for each of the content areas.

UNDERGRADUATE PROGRAMS

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	10%	35%	35%	20%
Louisiana State University at Shreveport	12%	42%	24%	21%
Louisiana Tech University	15%	44%	27%	14%
McNeese State University	32%	46%	20%	2%
Nicholls State University	8%	40%	28%	25%
Northwestern State University	14%	48%	28%	10%
Southeastern Louisiana University	17%	40%	33%	9%
Southern University and A&M College	4%	40%	20%	36%
University of Louisiana at Lafayette	20%	44%	24%	13%
University of Louisiana at Monroe	18%	33%	42%	6%
University of New Orleans	9%	35%	27%	29%

PERCENTAGE OF UNDERGRADUATE COMPLETERS OBTAINING VALUE-ADDED SCORES IN THE TEACHER EFFECTIVENESS LEVELS DURING THEIR FIRST AND/OR SECOND YEAR OF TEACHING (CONT'D.)

UNDERGRADUATE PROGRAMS (CONT'D.)

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	11%	33%	37%	19%
Louisiana State University at Shreveport	12%	24%	38%	27%
Louisiana Tech University	14%	40%	26%	20%
McNeese State University	12%	50%	35%	3%
Nicholls State University	6%	47%	38%	9%
Northwestern State University	10%	42%	23%	26%
Southeastern Louisiana University	8%	44%	40%	8%
Southern University and A&M College	18%	38%	24%	21%
University of Louisiana at Lafayette	11%	48%	29%	12%
University of Louisiana at Monroe	11%	33%	41%	15%
University of New Orleans	0%	39%	46%	15%

PERCENTAGE OF UNDERGRADUATE COMPLETERS OBTAINING VALUE-ADDED SCORES IN THE TEACHER EFFECTIVENESS LEVELS DURING THEIR FIRST AND/OR SECOND YEAR OF TEACHING (CONT'D.)

UNDERGRADUATE PROGRAMS (CONT'D.)

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	4%	51%	33%	12%
Louisiana State University at Shreveport	7%	57%	27%	10%
Louisiana Tech University	9%	59%	19%	13%
McNeese State University	7%	55%	26%	13%
Nicholls State University	15%	47%	21%	17%
Northwestern State University	0%	45%	39%	16%
Southeastern Louisiana University	15%	48%	26%	11%
Southern University and A&M College	11%	36%	29%	25%
University of Louisiana at Lafayette	16%	47%	25%	12%
University of Louisiana at Monroe	7%	59%	15%	19%
University of New Orleans	7%	41%	44%	7%

PERCENTAGE OF UNDERGRADUATE COMPLETERS OBTAINING VALUE-ADDED SCORES IN THE TEACHER EFFECTIVENESS LEVELS DURING THEIR FIRST AND/OR SECOND YEAR OF TEACHING (CONT'D.)

UNDERGRADUATE PROGRAMS (CONT'D.)

ENGLISH LANGUAGE ARTS

UNDERGRADUATE TEACHER PREPATION 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%	53%	25%	10%
Louisiana State University at Shreveport	13%	60%	13%	16%
Louisiana Tech University	14%	57%	12%	16%
McNeese State University	28%	48%	23%	3%
Nicholls State University	16%	37%	26%	21%
Northwestern State University	13%	40%	29%	18%
Southeastern Louisiana University	10%	50%	29%	11%
Southern University and A&M College	9%	46%	20%	26%
University of Louisiana at Lafayette	18%	47%	23%	12%
University of Louisiana at Monroe	17%	47%	23%	13%
University of New Orleans	8%	39%	42%	12%

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

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. A minimum of 25 scores were required for each content area for percentages to be listed. The 25 scores were generated over a three year time period as new teachers taught during (2011-12 to 2013-14), four year time period as new teachers taught during (2010-11 to 2013-14), or five year time period as new teachers taught during (2009-10 to 2013-14) depending upon the sizes of the programs. The previous section of the fact book provides the means and numbers of teachers for each of the institutions listed below for each of the content areas.

ALTERNATE PROGRAMS

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 – Master of Arts in Teaching	10%	23%	33%	33%
Louisiana State University at Shreveport – Certification-Only	23%	27%	35%	15%
Louisiana Tech University – Master of Arts in Teaching	11%	60%	19%	11%
Louisiana Tech University – Certification-Only	20%	44%	28%	8%
McNeese State University – Master of Arts in Teaching	13%	55%	16%	16%
Nicholls State University – Certification-Only	13%	34%	34%	19%
Northwestern State University – Practitioner Teacher Program	3%	52%	29%	16%
Southeastern Louisiana University – Master of Arts in Teaching	9%	49%	27%	15%
Southern University and A&M College – Certification-Only	8%	39%	19%	35%
University of Louisiana at Lafayette – Certification-Only	14%	44%	26%	11%
University of Louisiana at Monroe – Master of Arts in Teaching	23%	34%	31%	11%
University of New Orleans – Certification-Only	0%	36%	44%	20%
PRIVATE UNIVERSITIES				
Louisiana College - Practitioner Teacher Program	15%	40%	22%	24%

PERCENTAGE OF ALTERNATE COMPLETERS OBTAINING VALUE-ADDED SCORES IN THE TEACHER EFFECTIVENESS LEVELS DURING THEIR FIRST AND/OR SECOND YEAR OF TEACHING (CONT'D.)

ALTERNATE PROGRAMS (CONT'D.)

MATHEMATICS (CONT'D.)

ALTERNATE TEACHER PREPARATION PROGRAMS	Levels of Effectiveness for Value-added Scores			
	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
PRIVATE PROVIDERS				
Louisiana Resource Center for Educators – Practitioner Teacher Program	6%	43%	28%	22%
The New Teacher Project – Practitioner Teacher Program	7%	22%	27%	45%

PERCENTAGE OF ALTERNATE COMPLETERS OBTAINING VALUE-ADDED SCORES IN THE TEACHER EFFECTIVENESS LEVELS DURING THEIR FIRST AND/OR SECOND YEAR OF TEACHING (CONT'D.)

ALTERNATE PROGRAMS (CONT'D.)

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 – Master of Arts in Teaching	7%	40%	20%	33%
Louisiana State University at Shreveport – Certification-Only	11%	29%	50%	11%
Louisiana Tech University – Master of Arts in Teaching	14%	46%	25%	14%
Louisiana Tech University – Certification-Only	12%	40%	48%	0%
McNeese State University – Master of Arts in Teaching	13%	52%	19%	16%
Nicholls State University – Certification-Only	9%	51%	31%	9%
Northwestern State University – Practitioner Teacher Program	3%	50%	27%	20%
Southeastern Louisiana University – Master of Arts in Teaching	N/A	N/A	N/A	N/A
University of Louisiana at Lafayette – Certification-Only	6%	44%	31%	19%
University of Louisiana at Monroe – Master of Arts in Teaching	5%	55%	34%	5%
PRIVATE UNIVERSITIES				
Louisiana College – Practitioner Teacher Program	19%	39%	29%	13%
PRIVATE PROVIDERS				
Louisiana Resource Center for Educators – Practitioner Teacher Program	5%	31%	42%	23%
The New Teacher Project – Practitioner Teacher Program	13%	25%	24%	38%

PERCENTAGE OF ALTERNATE COMPLETERS OBTAINING VALUE-ADDED SCORES IN THE TEACHER EFFECTIVENESS LEVELS DURING THEIR FIRST AND/OR SECOND YEAR OF TEACHING (CONT'D.)

ALTERNATE PROGRAMS (CONT'D.)

SOCIAL STUDIES

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 – Master of Arts in Teaching	6%	24%	38%	32%
Louisiana State University at Shreveport – Certification-Only	6%	29%	41%	24%
Louisiana Tech University – Master of Arts in Teaching	19%	52%	19%	10%
Louisiana Tech University – Certification-Only	32%	40%	20%	8%
McNeese State University – Master of Arts in Teaching	13%	42%	32%	13%
Nicholls State University – Certification-Only	16%	48%	23%	13%
Southern University and A&M College – Certification-Only	0%	36%	32%	32%
University of Louisiana at Lafayette – Certification-Only	14%	44%	29%	14%
University of Louisiana at Monroe – Master of Arts in Teaching	15%	58%	15%	12%
PRIVATE UNIVERSITIES				
Louisiana College – Practitioner Teacher Program	8%	36%	37%	20%
PRIVATE PROVIDERS				
Louisiana Resource Center for Educators – Practitioner Teacher Program	9%	37%	32%	23%
The New Teacher Project – Practitioner Teacher Program	2%	16%	33%	49%

PERCENTAGE OF ALTERNATE COMPLETERS OBTAINING VALUE-ADDED SCORES IN THE TEACHER EFFECTIVENESS LEVELS DURING THEIR FIRST AND/OR SECOND YEAR OF TEACHING (CONT'D.)

ALTERNATE PROGRAMS (CONT'D.)

ENGLISH LANGUAGE ARTS

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 – Master of Arts in Teaching	0%	49%	30%	21%
Louisiana State University at Shreveport – Certification-Only	8%	44%	33%	15%
Louisiana Tech University – Master of Arts in Teaching	14%	46%	20%	20%
Louisiana Tech University – Certification-Only	16%	38%	38%	9%
McNeese State University – Certification-Only	22%	41%	25%	13%
Nicholls State University – Certification-Only	12%	50%	25%	14%
Northwestern State University – Practitioner Teacher Program	19%	17%	36%	28%
Southeastern Louisiana University – Master of Arts in Teaching	7%	37%	33%	22%
Southern University and A&M College – Certification-Only	4%	44%	33%	19%
University of Louisiana at Lafayette – Certification-Only	15%	42%	32%	11%
University of Louisiana at Monroe – Master of Arts in Teaching	6%	58%	21%	15%
University of New Orleans	8%	31%	35%	27%
PRIVATE UNIVERSITIES				
Louisiana College – Practitioner Teacher Program	19%	38%	25%	17%
University of Holy Cross – Certification-Only	12%	32%	32%	24%
PRIVATE PROVIDERS				
Louisiana Resource Center for Educators – Practitioner Teacher Program	12%	35%	39%	13%
The New Teacher Project – Practitioner Teacher Program	9%	26%	34%	30%

APPENDIX A

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

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APPENDIX B
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		
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 (CAEP)	
Type of Program	Traditional (Undergraduate)	

CANDIDATE SELECTION PROFILE

Academic Strength	Completer Passage Rate on Praxis Skills Assessment (2012-13)	
	Median GPA of Candidates Entering the Program (2012-13)	
	Median GPA of Candidates Completing the Program (2012-13)	
	Number of Candidates who Started but Did not Complete the Program Within 6 Years (by 2012-13)	
Teaching Promise	Data not yet available.	

Candidates/ Completer Diversity	**Candidates (2012-13)**	**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 (2012-13)	
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2012-13)	
	Overall	Completer Passage Rate on all Assessments (2012-13)	

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 2012-13 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 2012-13 Completers That Began Teaching in 2013-14					
	Percentage & Number of 2012-13 Completers That Obtained a License to Teach					
(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)	**2008-09 Completers Teaching in Public Schools in Louisiana in 2009-10, 2010-11, 2011-12, 2012-13, and 2013-14**					
	Number of 2008-09 Completers	**Number & Percentage Teaching in 2009-10**	**Number & Percentage Teaching in 2010-11**	**Number & Percentage Teaching in 2011-12**	**Number & Percentage Teaching in 2012-13**	**Number & Percentage Teaching in 2013-14**
Placement/Persistence in High-Need Subjects/Schools	Data Not Yet Available					

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APPENDIX B (CONT'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*

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

Impact on K-12 Students *(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	Mean Compass Student Outcome Score (2012-13 & 2013-14) 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 and 2013-14 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 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	Mean *Compass Professional Practice Score* (2012-13 & 2013-14) 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 & 2013-14 *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 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	Mean *Compass Final Evaluation Score* (2012-13 & 2013-14) 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 & 2013-14 *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 for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) *(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	**Content Areas**	**Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Twenty-five or More New Teachers with Less Than Two Years of Teaching who Taught during 2011-12, 2012-13, or 2013-14**			
	Mathematics				
		Ineffective	**Effective Emerging**	**Effective Proficient**	**Highly Effective**
	Science				
		Ineffective	**Effective Emerging**	**Effective Proficient**	**Highly Effective**
	Social Studies				
		Ineffective	**Effective Emerging**	**Effective Proficient**	**Highly Effective**
	English/Language Arts/Reading				
		Ineffective	**Effective Emerging**	**Effective Proficient**	**Highly Effective**
K-12 Student Perceptions	Data Not Yet Available.				