## **2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD**

## **Louisiana Tech University**

Prepared by Louisiana Board of Regents & University of Louisiana System

Public University Undergraduate Teacher Preparation Program

				BASIC F	ROGRAM II	NFORM	MATION						
Program We	b Site	http://educat	tion.late	ech.edu,	/								
Approval/Accreditation		Names of Agencies									St	atus	
• • •		State: Board	of Elem	entary	and Seconda	ary Ed	ucation (E	BESE)			Арр	Approved	
		State: Board of Regents (BoR)								Арр	Approved		
		Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)								Accr	edited		
			tional C	ouncil f	or Accredita	ation o	f Teacher	Education (	NCAT	E); Teacher	Accr	edited	
		National: National Council for Accreditation of Teacher Education (NCATE); Teacher Education Accreditation Council (TEAC); or Council for the Accreditation of Educator											
	Preparation												
Type of Prog	ram	Traditional (U	Indergra	aduate)							•		
				CANDII	DATE SELEC	TION F	PROFILE						
Academic Strength		Completer Passage Rate on Praxis Skills Assessment (2012-13)									10	100%	
		Median GPA	of Cand	idates E	intering the	Progra	am (2012-	·13)			3	3.20	
		Median GPA of Candidates Completing the Program (2012-13)									3.30		
		Number of Candidates who Started but Did not Complete the Program Within 6 Years								Data	Data Not Yet		
		(by 2012-13)								Ava	Available		
Teaching Pro	mise	Data not yet	available										
Candidates/		Candidates	Enrolled				Completers				Total		
Completer		(2012-13)		151			79				230		
Diversity		Enrolled		Males					Females				
		Gender		32						119			
		Enrolled	Hispa	inic	Indian		Asian	Black		Islander	White	Multi- Racial	
		Race -	3		1		1	6		0	136	1	
		KNOV	WLEDGE	AND S	KILLS FOR T	EACHI	NG OF CO	OMPLETERS	•			<u> </u>	
Knowledge	Content	Completer Pa									10	100%	
	Pedagogical								ents (	(2012-13)		100%	
	Overall	Completer Passage Rate on Praxis Professional Knowledge Assessments (2012-13)  Completer Passage Rate on all Assessments (2012-13)									-	100%	
Clinical Expe	riences	Student Clock Hours of Clinical Experiences Prior to Student Teaching								_	30		
		Teaching	Clo	Clock Hours of Clinical Experiences  During Student Teaching  Number of Weeks  Clock Hours per Weeks  Weeks						Total N	Total Number of Clock Hours		
			10 40						4	400			
Licensure Requirements		Number and Percentage of 2012-13 Completers That Meet State Licensing Requirements								10	00%		
Completer R	ating	Data Not Yet		lo.									
Completer K					D ALLCAINACI	NIT TO	CTATE NO		MADLE	TEDC			
PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS  Entry and Persistence in Percentage & Number of 2012-13 Completers That Began Teaching in 2013-14										63%	(n=50)		
Teaching in Public		Percentage & Number of 2012-13 Completers That Began reaching in 2013-14  Percentage & Number of 2012-13 Completers That Obtained a License to Teach									63% (n=50) Data Not Yet		
Schools in Louisiana		Trefeeringe & Namber of 2012-13 completers that obtained a license to feach									Available		
2008-09 Completes Teaching in Public Schools in Louisiana in 2009-10, 2010-11, 2011-12, 2012-13, and													
(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)		Number of 2008-09 Completers		Number & I Percentage F		Nur Perd Tead	Number & Number & Percentage Perching in Teaching in 2010-11 2011-12		Number & Percentage Teaching in 2012-13	Number & Percentage Teaching in 2013-14			
		100% (n=107)		61%	% (n=65)	67%	(n=72)	64% (n=6	9)	64% (n=68	) 55%	(n=59)	
Placement/P High-Need Subjects/Sch	ersistence in	Data Not Yet	availabl	e		l							

## 2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

**Louisiana Tech University** 

Prepared by Louisiana Board of Regents & University of Louisiana System

Public University Undergraduate Teacher Preparation Program

PERFORMANCE AS CLASSROOM TEACHERS (NEW TEACHERS WITH LESS THAN TWO YEARS OF TEACHING)	PERFORMANO	CE AS CLASSROOM TEACHERS (NEW TE				G)			
Score   2012-13 & 2013-14  and   Number of Scores for All New Teachers with Less than Two Years of Teaching Precentage and Number of 2012-13 & 2013-14 Compass Student Outcome Scores for the New Teachers with Less than Two Years of Teaching Precentage and Number of 2012-13 & 2013-14 Compass Student Outcome Scores for the New Teachers with Less than Two Years of Teaching Practice Score (2012-13 & 2013-14 Compass Student Outcome Scores for All New Teachers with Less than Two Years of Teaching Practice Score (2012-13 & 2013-14 Compass Professional Practice Scores (2012-13 & 2013-14 Compass									
Number of Scores for All New Teacher Preparation Duto Facilities for examine the 2015   Loadsham Teacher Preparation Scores	=	•							
Teachers with Less than Two Years of Teaching   Percentage and Number of 2012-	K 11 Students	· · · · · · · · · · · · · · · · · · ·	2.2/n=2021						
Debut nort Book in Version of Teaching   Percentage and Number of 2012-13 and 2013-14 Compass Student   Outcome Scores for the New Teacher Perpention   Percentage and Number of 2012-13 and 2013-14 Compass Professional Practice Score (2012-13 & 2013-14) and Number of Scores for Mex Teachers by LIDOE Teacher Effectiveness Levels for Professional Practice Score (2012-13 & 2013-14) and Number of Scores for All New Teachers with Less than Two Years of Teaching   Percentage and Number of 2012-13 & 2013-14 Compass Professional Practice Score (2012-13 & 2013-14) and Number of Scores for All Number of Scores (2012-13 & 2013-14) and Number of Scores for All Number of Scores (2012-13 & 2013-14) and Number of Scores for All Number of Scores (2012-13 & 2013-14) and Number of Scores (2012-13 & 2013-14) and Number of Scores for All Number of Scores (2012-13 & 2013-14) and Number of Scores for New Teachers with Less than Two Years of Teaching New Teachers with Less than Two Years of Teaching New Teachers with Less than Two Years of Teaching New Teachers (2012-13 & 2013-14) and Number of Scores for New Teachers (2012-13 & 2013-14) and Number of Scores (2012-13 & 2013-14) and Number	(Please examine the 2015		5.5 (II=2U3)						
Percentage and Mumber of 2012- 13 and 2013-14 Compass Stacker Effectiveness Levels for Student Outcome Scores for the New Teachers by LDOE Teacher Percentage and Mumber of 2012- 13 and 2013-14 Compass Student Outcome Scores for the New Teachers by LDOE Teacher Percentage and Mumber of Scores for All Number of Scores for New Teachers by LDOE Teacher Effectiveness Levels  Overall Impact and Demonstrated Teaching Skill Skill Scores for All Number of Scores for New Teachers by All Number of Scores for New Teacher Preparation Data Fail Roak to accurately Interpret the meaning of these Scores for New Teachers in General Number of Scores for New Teachers by LDOE Teacher Effectiveness Levels for Natural Number of Scores for New Teachers by LDOE Teacher Effectiveness Levels for Natural Number of Scores of Teaching Number of Scores for New Teachers by LDOE Teacher Effectiveness Levels for Natural Number of Scores of Teaching Number of Scores for New Teachers by LDOE Teacher Effectiveness Levels for Natural Number of Scores of Teaching Number	1								
13 and 2013-14 Compass Student Outcome Scores for the New Teachers by LDOE Teacher Effectiveness Levels   10	*	Ö	Compass Teacher Effectiveness Levels for Student Outcome Scores						
Demonstrated Teaching Skill  Please examine the 2015 Louisiand Toucher Proporation Dots Food Rook to accurately Integrate the meaning of these scores.)  Deviate Traching Percentage and Number of 2012- Teaching Skill  Overall Impact and Demonstrated Teaching Skill  Als 2013-14 Compass Professional Practice Nean & Number of Scores Inteffective Inteffective Effectiveness Levels for Professional Practice Scores Inteffective  Overall Impact and Demonstrated Teaching Skill  Overall Impact and Demonstrated Teaching Skill  Demonstrated Teaching Skill  Overall Impact and Demonstrated Teaching Skill  Overall Impact and Demonstrated Teaching Skill  Demonstrated Teaching Skill  Overall Impact and Demonstrated Teaching Skill  Overall Impact and Demonstrated Teaching Skill  Demonstrated Teaching Deformation to Everate Scores for the New Teachers by UnDC Teacher Teaching by Content Areas (Twenty-five or More New Teachers with Less Than Two Years of Teaching who Taught during 2011-12, 2012-13, or 2013-14  Teaching Demonstrated Teaching Teachers by UnDC Teacher Teaching by Content Areas (Twenty-five or More New Teachers with Less Than Two Years of Teaching who Taught durin		_	•						
Teachers by LDOE Teacher Effectiveness Levels  Mean Compass Professional Practice Score (2012-13 & 2013-14) and Number of Score for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for New Teachers by LDOE Teaching Professional Practice Scores for New Teachers by LDOE Teaching Professional Practice Scores for New Teachers by LDOE Teaching Professional Practice Scores for New Teachers in Grands 4-10 with Less than Two Years of Teaching Professional Practice Scores for New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for New Teachers by LDOE Teacher Professional Practice Scores for New Teachers by LDOE Teacher Professional Prac	scores./	•	menective	Lifective Liferging	Lifective Proficient	riigiliy Eriective			
Effectiveness Levels			3%	10%	28%	60%			
Demonstrated Teaching   Practice   Score (2012-13 & 2013-14) and Number of Scores for All New Teachers with Less than Two Vears of Teaching   Practice   Scores for the New Teachers with Less than Two Vears of Teaching   Practice   Scores for the New Teachers with Less than Two Vears of Teaching   Practice   Scores for the New Teachers with Less than Two Vears of Teaching   Practice   Scores for the New Teachers with Less than Two Vears of Teaching   Practice   Scores for the New Teachers with Less than Two Vears of Teaching   Practice   Scores for the New Teachers with Less than Two Vears of Teaching   Practice   Scores for the New Teachers with Less than Two Vears of Teaching   Practice   Scores for the New Teachers with Less than Two Vears of Teaching   Practice   Scores for the New Teachers with Less than Two Vears of Teaching   Practice   Scores for the New Teachers with Less than Two Vears of Teaching by Content Areas (Twenty-five or More New Teachers)   Science   Scores   Science   S		•							
Skill    Practice Score (2012-13 & 2013-14) and Number of Scores for All 14) and Number of 2012-13 & 2013-14 Compass Professional Practice Scores for the New Teachers with Lob Teacher Effectiveness Levels  Overall Impact and Demonstrated Teaching Skill  Mean Compass Final Evaluation Score (2012-13 & 2013-14) and Number of Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of 2012-13 & 2013-14) and Number of Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of 2012-13 & 2013-14 Compass Final Evaluation Mean & Number of Scores  State Value Added Scores for New Teachers with Less than Two Years of Teaching by Content Areas (Teaching by Co			Compace Professional Practice Mean 9. Number of Season						
14) and Number of Scores for All New Teachers with Less than Two Years of Teaching   14) and Number of 2012-13 & 2013-14 (Compass Final Evaluation Mean & Number of 2012-13 & 2013-14 (Compass Final Evaluation Mean & Number of 12012-13 & 2013-14) and Number of 2012-13 & 2013-14 (Compass Final Evaluation Mean & Number of 12012-13 & 2013-14) and Number of Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of 2012-13 & 2013-14 (Compass Final Evaluation Mean & Number of Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of 2012-13 & 2013-14 (Compass Final Evaluation Mean & Number of Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Mean & Number of Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Mean & Number of Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Mean & Number of Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Mean & Number of Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Mean & Number of Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of 2012-13 & 2013-14 (Compass Final Evaluation Mean & Number of Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Mean & Number of Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Mean & Number of Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of 2012-13 & 2013-14 (Compass Final Evaluation Mean & Number of Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Mean & Number of Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of Scores & Effective Emerging Effectiveness Levels for Final Evaluation Mean & Number of Scores for New Teachers with Less than Two Years of Teaching Percentage New Teachers with Less than Two Years of Teaching Percentage New	_	· · · · · · · · · · · · · · · · · · ·							
New Teachers with Less than Two Years of Teaching Grades 4-10 with Less than Two Yea	SKIII								
Vears of Teaching   Percentage and Number of 2012-   Ineffective Emerging   Effective Proficient   Highly Effective Enterpret Percentage and Number of 2012-   Ineffective Emerging   Effective Proficient   Highly Effective Enterpret Percentage and Number of 2012-   Ineffective Emerging   Effective Proficient   Highly Effective Enterpret Percentage and Number of 2012-   Ineffective Emerging   Infective Emerging	(Places evening the 2015	•	3.2 (n=203)						
Date Fact Book to occurretly interpret the meaning of these scores.]   Packing Percentage and Number of 2012-13 & 2013-14 Compass Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels   Down Teacher Preparation Date Fact Book to occurretly interpret the meaning of these scores.]   Mean Compass Final Evaluation Scores   Description of the Professional Practice Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching Vortex Harmanis (Please examine the 2015 Enaching Percentage and Number of 2012-13 & 2013-14 Compass Final Evaluation Mean & Number of Scores	· ·								
13 & 2013-14 Compass Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels   12%   59%   30%   30%   12%   59%   30%   12%   59%   30%   12	· · · · · · · · · · · · · · · · · · ·		C	·	unale fou Durafaccion al Du	antina Canana			
Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels Number of Scores for New Teachers by LDOE Teacher Effectiveness Levels Number of Scores for New Teachers with Less than Two Years of Teaching Levaluation Scores for the New Teachers with Less than Two Years of Teaching Levaluation Scores for New Teachers by LDOE Teacher Effectiveness Levels Number of Scores for the New Teachers by LDOE Teacher Effectiveness Levels Number of Scores for New Teachers by LDOE Teacher Effectiveness Levels Number of Scores for the New Teachers by LDOE Teacher Effectiveness Levels Number of Scores for New Teachers by LDOE Teacher Effectiveness Levels Number of Scores, & Effectiveness Levels for Value-Added Scores of Twenty-Five or More New Teachers with Less than Two Years of Teaching by Content Areas (Twenty-Five or More New Teachers with Less than Two Years of Teaching by Content Areas (Twenty-Five or More New Teachers)    Please examine the 2015		g .	•						
Overall Impact and Mean Compass Final Evaluation Score (2012-13 & 2013-14) and Number of Scores for New Teachers with Less than Two Years of Teaching Effectiveness Levels  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 Louisiania Feather Proparation Date fact Book to accurately interpret the meaning of these scores.)  State Value Added Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores of The New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for New Teachers with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers 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.)  Science  Science  -1.2 (n=35)  Science  -1.2 (n=35)  Science  -1.2 (n=35)  Science  -1.2 (n=35)  Ineffective Effective Emerging Effective Proficient Highly Effective Proficient (Plighty Effective Emerging Effective Proficient (Plighty Effective Proficient (Plighty Effective Emerging Effective Proficient (Plighty Ef	scores.)					<u> </u>			
Demonstrated Teaching Skill			070	12/0	3370	3070			
Overall Impact and Demonstrated Teaching Skill   Skill   Skore (2012-13 & 2013-14) and Number of Scores for New Teachers with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers with Less Than Two Years of Teaching who Taught during 2011-12, 2012-13, or 2013-14    Percentage and Number of 2012-13 & 2013-14 Compass Final Evaluation Scores Interfective 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    Percentage and Number of 2012-13 & 2013-14 Compass Final Evaluation Scores Interfective Effective Emerging Effective Proficient Highly Effective Scores   Philosophic Proficient   Philosophi		T							
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Teachers with Less than Two Years of Teaching  Percentage and Number of 2012- 13 & 2013-14 Compass Final Evaluation Scores  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 Preporation Dota Fact Book to accurately interpret the meaning of these scores.)  Science  Teachers with Less than Two Years of 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 Preporation Dota Fact Book to accurately interpret the meaning of these scores.)  Science  Science  Teaching Decrease 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  Science  Teaching 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  Science  Ineffective Effective Emerging Effective Proficient Highly Effective Emerging Effective Proficient Highly Effective 14% 40% 26% 20%  Social Studies  -3.4 (n=32)  Ineffective Emerging Effective Proficient Highly Effective 9% 59% 19% 13%  English/Language Arts/Reading  Final Evaluation Scores Effective Emerging Effective Proficient Highly Effective 9% 59% 19% 13%  Ineffective Effective Emerging Effective Proficient Highly Effective 9% 59% 19% 13%  English/Language Arts/Reading Effective Emerging Effective Proficient Highly Effective Emerging Effective Eme	<del>-</del>								
Of Teaching   Of Teaching   Precentage and Number of 2012-   13 & 2013-14 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels   13 & 2013-14 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels   3%   9%   51%   37%	Skill								
Louisinon Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)  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 Louisinon Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)  Science  Science  Content Areas  Mean, Number of Scores, & Effective Emerging Effective Proficient Twenty-five or More New Teachers with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers)  Science  Science  Science  Science  Science  Compass Teacher Effectiveness Levels for Final Evaluation Scores Interfective Effective Emerging Effective Proficient Highly Effective Scores.)  Social Studies  -3.4 (n=32)  Ineffective Effective Emerging Effective Proficient Highly Effective Proficient Profi	(Dlanes annuing the 2015								
Pate Part Robot to accurately interpret the meaning of these scores.]   18 & 2013-14 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels   3% 9% 51% 37%	•								
Interpret the meaning of these scores.)  Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels  State Value Added Scores for New Teachers by LDOE Teacher Effectiveness Levels  Content Areas  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  Mathematics  Areas (Twenty-five or More New Teachers with Less Than Two Years of Teaching who Taught during 2011-12, 2012-13, or 2013-14  Mathematics  -4.0 (n=52)  Ineffective Effective Emerging Effective Proficient Highly Effective Ineffective Ineffective Effective Emerging Effective Proficient Ineffective Ineffective Effective Emerging Effective Proficient Ineffective Series Effective Emerging Effective Proficient Ineffective Series Effective Emerging Effective Proficient Ineffective Series Effective Emerging Effective Proficient Ineffective Ineffective Effective Emerging Effective Proficient Ineffective Ineffective Effective Emerging Effective Proficient Ineffective Effective Emerging Effective Proficient Ineffective Effective Emerging Effective Emerging Effective Proficient Ineffective Effective Emerging Effective Emerg			·						
State Value Added Scores for New Teachers by LDOE Teacher Effectiveness Levels    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 by Content Areas (Twenty-five or More New Teachers)    Please examine the 2015   Interfective   Effective Emerging   Effective Proficient   Highly Effective   Interfective   Interfectiv		•							
Effectiveness Levels   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 by Content Areas (Twenty-five or More New Teachers)   Mathematics	scores.)		370	370	31/0	3770			
State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas  Mathematics  Parallel during 2011-12, 2012-13, or 2013-14  Mathematics  -4.0 (n=52)  Ineffective Effective Emerging Effective Proficient Mathematics  Parallel during 2011-12, 2012-13, or 2013-14  Mathematics  Advance To Concept Concepts 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  -4.0 (n=52)  Science  -1.2 (n=35)  Science Proficient Mighly Effective Emerging Effective Proficient Mathematics  -3.4 (n=32)  Ineffective Effective Emerging Effective Proficient Mathematics  -3.9 (n=49)  Ineffective Effective Emerging Effective Proficient Mighly Effective Emerging Effective Proficient Mighly Effective Emerging Effective Proficient Mighly Effective Emerging Effective Emerging Effective Proficient Mighly Effective Emerging Effective Emerging Effective Emerging Effective Proficient Mighly Effective Emerging Effective Emerging Effective Proficient Mighly Effective Emerging Effective Emerging Effective Proficient Mighly Effective Emerging Effective Proficient Mighly Effective Emerging Effective Emerging Effective Proficient Mighly Effective Emerging Eff		,							
for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers)    Mathematics			Bassa Bloomb	on of Coones O Effective	I suala fa a Valua (	Adad Carres of			
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.)  Social Studies  Social Studies  Taught during 2011-12, 2012-13, or 2013-14  Mathematics  -4.0 (n=52)  Ineffective Effective Emerging   Effective Proficient   Highly Effe		Content Areas	Twenty-five or More New Teachers with Less Than Two Years of Teaching who						
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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.)  Science  Ineffective Effective Emerging   Effective Proficient   Highly Effective Proficient   Highly Effective Effective Emerging   Effective Proficient   Highly Effective Proficient   Highly Effective Proficient   Highly Effective Effective Emerging   Effective Proficient   Highly Effective Effective Emerging   Effective Proficient   Highly Effective Proficient   Highly Effective Proficient   Highly Effective Effective Emerging   Effective Proficient   Highly Effective Proficient   Highly Effective Proficient   Highly Effective Emerging   Effective Proficient   Highly Effective Emerging   Effective Proficient   Highly E		Mathematics							
Areas (Twenty-five or More New Teachers)    Ineffective   Effective Emerging   Effective Proficient   Highly Effective			-4.0 (n=52)						
More New Teachers)  (Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)  Social Studies  -1.2 (n=35)  Ineffective Effective Emerging Effective Proficient Highly Effective 14% 40% 26% 20%  Social Studies  -3.4 (n=32)  Ineffective Effective Emerging Effective Proficient Highly Effective 9% 59% 19% 13%  English/Language Arts/Reading  -3.9 (n=49)  Ineffective Effective Emerging Effective Proficient Highly Effective 14% 57% 12% 16%									
(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)    Ineffective   Effective Emerging   Effective Proficient   Highly Effective     14%   40%   26%   20%									
(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)    Ineffective   Effective Emerging   Effective Proficient   Highly Effective	More New Teachers		15%	44%	27%	14%			
Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)    Ineffective   Effective Emerging   Effective Proficient   Highly Effective	(Please examine the 2015	Science							
Ineffective Effective Emerging Effective Proficient Highly Effective 20%  Social Studies  Ineffective Effective Emerging Effective Proficient Highly Effective 9% 59% 19% 13%  English/Language Arts/Reading  Ineffective Effective Emerging Effective Proficient Highly Effective 9% 59% 19% 13%  Ineffective Effective Emerging Effective Proficient Highly Effective 9% 59% 19% 13%  Ineffective Effective Emerging Effective Proficient Highly Effective Emerging Effective Proficient Highly Effective 14% 57% 12% 16%	Louisiana Teacher Preparation		-1.2 (n=35)						
Social Studies	•								
Social Studies  -3.4 (n=32)  Ineffective Effective Emerging Effective Proficient Highly Effective 9% 59% 19% 13%  English/Language Arts/Reading  -3.9 (n=49)  Ineffective Effective Emerging Effective Proficient Highly Effective Emerging Effective Proficient Highly Effective 14% 57% 12% 16%									
Ineffective Effective Emerging Effective Proficient Highly Effective 9% 59% 19% 13%  English/Language Arts/Reading  Ineffective Effective Emerging Effective Proficient Highly Effective 9% 59% 19% 13%  English/Language Arts/Reading  Ineffective Effective Emerging Effective Proficient Highly Effective 14% 57% 12% 16%	300103./		14%	40%	26%	20%			
Ineffective Effective Emerging Effective Proficient Highly Effective 9% 59% 19% 13%  English/Language Arts/Reading  -3.9 (n=49)  Ineffective Effective Emerging Effective Proficient Highly Effective 14% 57% 12% 16%		Social Studies	-3.4 (n=32)						
9% 59% 19% 13%  English/Language Arts/Reading  -3.9 (n=49)  Ineffective Effective Emerging Effective Proficient Highly Effective 14% 57% 12% 16%									
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14%         57%         12%         16%		Lugusuy Language Arts/ Reading	-3.9 (n=49)						
14% 57% 12% 16%			Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	K-12 Student Perceptions	Data Not Yet Available.			1				