2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

Nicholls State University

Prepared by Louisiana Board of Regents & University of Louisiana System

Public University Alternate Teacher Preparation Program

			BASIC PI	ROGRAM IN	FORMATION	ON				
Program Web S	ite	http://www.nic	:holls.edu/e	education/						
Approval/Accreditation		1	·		es of Agenci	es				Status
		State: Board of Elementary and Secondary Education (BESE)								Approved
		State: Board of Regents (BoR)								Approved
		Regional: Southern Association of Colleges and Schools Commission on Colleges								Accredited
		(SACSCOC)								A 1:4 1
		National: National Council for Accreditation of Teacher Education (NCATE); Teacher Education Accreditation Council (TEAC); or Council for the Accreditation of Educator								Accredited
		Preparation								
Type of Program	n	Alternate (Certi	ification-Or	ily)						
			CANDID	ATE SELECT	ON PROFI	LE				
Academic Stren	gth	Completer Pass	age Rate o	n Praxis Skil	s Assessm	ent (20:	12-13)			100%
		Median GPA of Candidates Entering the Program (2012-13)								2.71
		Median GPA of Candidates Completing the Program (2012-13)								3.80
		Number of Candidates who Started but Did not Complete the Program Within 6								Data Not Yet
		Years (by 2012-	13)							Available
Teaching Promi	ise	Data not yet av	ailable.							
Candidates/		Candidates	Er	rolled		Compl	eters		Total	
Completer		(2012-13)		121		38	3		159	
Diversity		Enrolled		Males					Females	
		Gender	35 86						86	
		Enrolled	Hispanic	Indian	Asian	Bla		nder	White	Multi-Racial
		Race	0	5	2	2	3 ()	89	1
		KNOWLED	GE AND SK	ILLS FOR TE	ACHING O	F COM	PLETERS			
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2012-13)								
	Pedagogical	Completer Pass	age Rate o	n Praxis Pro	essional K	nowled	ge Assessme	ents (2	2012-13)	100%
Overall		Completer Pass	100%							
Clinical Experie	Clinical Experiences		ships are C	Offered for t	ne Academ	ic Year				
·		Student Clock Hours of Clinical Experiences Prior to Student Teaching								N/A
		Teaching	Clock F	Clock Hours of Clinical Experiences Number of Number of						Total Number of
				During Student Teaching				s	Clock Hours	Clock Hours
								per Week	N/A	
Linear Brandania		Percentage of 2012-13 Completers That Meet State Licensing Requirements							100%	
Licensure Requirements				inpleters in	at Meet St	ate Lice	nsing Kequi	emei	ILS	100%
Completer Rati		Data Not Yet Av		ALICAIRATA	T TO CTAT	E NICED	C OF COMP	ETEN	c	
Entry and Persi		GRAM PRODUCT								79% (n=30)
		· · · · · · · · · · · · · · · · · · ·								
Teaching in Public Schools in Louisiana		Percentage & Number of 2012-13 Completers That Obtained a License to Teach								Data Not Yet Available
		2008-00 Com								
(Please examine the	2015 Louisiana	2008-09 Completers Teaching in Public Schools in Louisiana in 2009-10, 2010-11, 2011-12, 2012-13, Number of Number & Number & Number & Number & Number &						Number &		
Teacher Preparation		2008-09		ercentage	Percenta	_	Percentage		Percentage	Percentage
to accurately interp of these scores.)	ret the meaning	Completers		eaching in	Teaching		Teaching in		Teaching in	Teaching in
oj mese scores.)		100% (n=46		2009-10 % (n=41)	2010-1 87% (n=		2011-12 83% (n=38	7	2012-13 74% (n=34)	2013-14 74% (n=34)
		100/6 (11–40	, 69	70 (II-41)	07 /0 (II-	- -0)	05/0 (11-30)	' <i>'</i>	T/0 (11-34)	/ 4/0 (11-34)
Placement/Persistence in		Data Not Yet available								
High-Need Subj										
-	-									

2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D) Nicholls State University

Prepared by Louisiana Board of Regents & University of Louisiana System

Certification-Only Alternate Teacher Preparation Program

Score (2012-13 & 2013-14) and Number of Scores for All New Teachers with Less than Two Years of Teaching Skill Overall Impact and Demonstrated Teaching Practice Scores for the New Teachers with Less than Two Years of Teaching Practice Scores for the New Teachers with Less than Two Years of Teaching Skill Overall Impact and Demonstrated Teaching Skill Name Compass Final Evaluation Mean & Number of Scores Demonstrated Teaching Overage Stroke Effectiveness Levels for Final Evaluation Scores for New Teachers by LDOE Teacher Effectiveness Levels for New Teachers by LDOE Teacher Effectiveness Levels for Scores Skill Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Value-Added Scores of Twenty-five or More New Teachers by LDOE Teacher Effectiveness Levels for Value-Added	PERFORMANO	CE AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	LESS THAN TWO Y	EARS OF TEACHING	3)				
Number of Scores for All New Teachers with Less than Two Years of Teaching Percentage and Number of Scores for All New Teachers with Less than Two Years of Teaching Percentage and Number of Scores for All New Teachers with Less than Two Years of Teaching Percentage and Number of Scores for All New Teachers with Less than Two Years of Teaching Percentage and Number of Scores for All Number of Scores for New Teachers by Lobot Teacher Federiveness Levels for Final Evaluation Scores for Teaching Percentage and Number of Scores for New Teachers by Lobot Teacher Federiveness Levels for Final Evaluation Scores for Teaching Number of Scores for Teaching Number of Scores for All Number of Score	Impact on	Mean Compass Student Outcome								
Number of Scores for All New Teachers with Less than Two Years of Teaching Percentage and Number of Scores for All New Teachers with Less than Two Years of Teaching Percentage and Number of Scores for All Number of Scores for New Teachers by Loco Ereacher Effectiveness Levels for Professional Practice Scores for New Teachers by Loco Ereacher Effectiveness Levels for North Number of Scores for New Teachers of Teaching Percentage and Number of Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching Number of Scores for The New Teachers by Loco Ereacher Effectiveness Levels for Final Evaluation Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching Number of Scores for The New Teachers by Loco Ereacher Effectiveness Levels for Final Evaluation Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching Number of Scores for The New Teachers by Loco Ereacher Effectiveness Levels for Final Evaluation Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching Number of Scores for The New Teachers by Loco Ereacher Effectiveness Levels for Final Evaluation Scores for New Teachers in Grad	K-12 Students	Score (2012-13 & 2013-14) and	3.1 (n=195)							
outside reacher Preparation Debug Facehor Preparation Demonstrated Teaching Skill Overall Impact and Demonstrated Teaching Skill Overall Impact and Demonstrated Teaching Skill Overall Skill Skill Overall Skill Skill Overall Impact and Demonstrated Teaching Amendment of Scores for New Teachers by Look Demonstrated Teach Preparation Demonstrated Teachers by Look Defact Rook to accurately Impact to Impact to Impact to Impact to		Number of Scores for All New	,							
Demonstrated Teaching Skill Demonstrated Teaching Skill Please examine the 2015 Louisiona Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.) Overall Impact and Demonstrated Teaching Skill Demonstrated Teaching Skill Overall Impact and Demonstrated Teaching Skill Demonstrated Teaching Skill Overall Impact and Demonstrated Teaching Skill Demonstrated Teaching Skill Overall Impact and Demonstrated Teaching Skore Skind Evolution Score (2012-13 & 2013-14) All Annown More New Teachers by LDOE Teacher Effectiveness Levels Overall Impact and Demonstrated Teaching Skore Skind Evolution Score (2012-13 & 2013-14) All Annown More New Teachers with Less than Two Years of Teaching According to the Skore Sko	(Please examine the 2015									
Percentage and Number of 2012-13 and 2013-14 Compass Student Outcome Scores for the New Teachers by LDOE Teacher Effectiveness Levels	Louisiana Teacher Preparation	of Teaching								
13 and 2013-14 Compass Student Outcome Scores for the New Teachers by LOET Teacher Effectiveness Levels			Compass Teacher Effectiveness Levels for Student Outcome Scores							
Demonstrated Teaching Skill 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 Final Evaluation Mean & Number of Scores 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 Final Evaluation Score (2012-13 & 2013-14) and Number of 2012-13 & 2013-14 Compass Final Evaluation Score (2012-13 & 2013-14) and Number of Scores for New Teachers Preparation Deba fact Book to accurately interpret the meaning of these scores.) Doverall impact and Demonstrated Teaching Skill Percentage and Number of 2012-13 & 2013-14) and Number of Score (2012-13 & 2013-14	scores.)	13 and 2013-14 Compass Student	Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
Demonstrated Teaching Similar the 2015 Louisiana Teacher Preparation Dero foct Book to accurately interpret the meaning of these scores.) Overall Impact and Demonstrated Teaching Skill Overall Impact and Demonstrated Teaching Score (2012-13 & 2013-14) and Number of Scores for New Teachers with Less than Two Years of Teaching with Teaching who Taught during 2011-12, 2012-13, or 2013-14 Mathematics Overall Impact and Demonstrated Teaching Mean Compass Final Evaluation Score (2012-13 & 2013-14) and Number of Scores (a Teaching Teacher Preparation Detail Fact Book to accurately interpret the meaning of these scores) National Teacher Preparation Detail Fact Book to accurately interpret the meaning of these scores of the New Teachers with Less Than Two Years of Teaching who Taught during 2011-12, 2012-13, or 2013-14 Ineffective Effective Emerging Effective Proficient Highly Effective Teaching Teacher Preparation Detail Fact Book to accurately interpret the meaning of these s		Outcome Scores for the New								
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Skill 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 All Compass 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 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 (Sompass Final Evaluation Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for 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 by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for 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 by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for 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 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 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 Effective Proficient Highly Effective Effective Emerging		Effectiveness Levels								
Practice Score (2012-13 & 2013-14 Compass Final Evaluation Mean & Number of Scores for He New Teachers with Less than Two Years of Teaching Delta Foot Book to accurately interpret the meaning of these scores.) Practice Scores for 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 by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for 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 by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for 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 by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for 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 by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for New Teachers by LDOE Teacher 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 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 the Effective Emerging Effective Eme	Demonstrated Teaching	Mean Compass Professional	Compass Professional Practice Mean & Number of Scores							
14 and Number of Scores for All New Teachers with Less than Two Years of Teaching	Skill		3 N (n=195)							
Vears of Teaching Vear		14) and Number of Scores for All	3.0 (II-133)							
Teaching by LoDE Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.] Percentage and Number of 2012-13 & 2013-14 Compass Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels Mean Compass Final Evaluation Mean & Number of Scores Mean Compass Final Evaluation Mean & Num	(Please examine the 2015	New Teachers with Less than Two								
Percentage and Number of 2012- 13 & 2013-14 Compass Professional Practice Scores Nean Compass Final Evaluation Mean & Number of Scores Overall Impact and Demonstrated Teaching Skill Skill Overall Impact and Demonstrated Teaching Skill Practice Scores for the New Teachers with Less than Two Years of Teaching Profession of Teaching Profess	•	Years of Teaching								
13 & 2013-14 Compass Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels 12% 72% 16%	,	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Professional Practice Scores							
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Overall Impact and Demonstrated Teaching Skill Skill Mean Compass Final Evaluation Scores Mean Compass Final Evaluation Scores Mean Compass Final Evaluation Scores Mean Compass Final Evaluation Mean & Number of Scores 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 Compass Final Evaluation Scores State Value Added Scores for the New Teachers by LDOE Teacher Effectiveness Levels State Value Added Scores for New Teachers of Teaching by LODE Teacher Effectiveness Levels Content Areas Content Areas Mean, Number of Scores, & Effective Proficient Highly Effective Transplant during 2011-12, 2012-13, or 2013-14 Mathematics Mathematics 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 Mathematics 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 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 Science -2.4 (n=35) Ineffective Effective Emerging Effective Proficient Highly Effective Emerging Effective Proficient Highly Effective Effective Effective Emerging Effective Proficient Highly Effective Effective Emerging Effective Proficient Highly Effective Effective Effective Emerging Effective Effect		Teachers by LDOE Teacher								
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Of Teaching Percentage and Number of 2012- 13 & 2013-14 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels	Skill	Number of Scores for New	, ,							
Compass Teacher Preparation Percentage and Number of 2012- 13 & 2013-14 Compass Final Evaluation Scores 18 & 2013-14 Compass Final Evaluation Scores 18 & 2013-14 Compass Final Evaluation Scores 18 & 2013-14 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels State Value Added Scores for New Teachers by LDOE Teacher 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) Mathematics Science		Teachers with Less than Two Years								
Data Fact Book to accurately interpret the meaning of these scores.) Data Fact Book to accurately interpret the meaning of these scores. 2013-14 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels 3%	(Please examine the 2015	of Teaching								
13 & 2013-14 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels 3% 13% 62% 22%	•	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Final Evaluation Scor							
Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas Mathematics Peffective Effective Emerging Effective Proficient Highly Effective Beautiful Mathematics Note and the proficient Highly Effective Beautiful Mathematics Mathematics Policy (please examine the 2015 Augustian Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.) Social Studies Social Studies Policy Effective Emerging Effective Proficient Highly Effective Interpret Mathematics Policy (please examine the 2015 Augustian Teacher Preparation Proficient Mathematics Interpret Teaching Who Mathematics Policy (please examine the 2015 Augustian Teacher Preparation Proficient Mathematics Interpret Teachers Who Mathematics Proficient Pro		13 & 2013-14 Compass Final				Highly Effective				
Effectiveness Levels Content Areas Content Areas 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 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 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 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 Ineffective Effective Emerging Effective Proficient Highly Effective Position Highly Effective Ineffective Effective Emerging Effective Proficient Highly Effective Effective Effective Emerging Effective Proficient Highly Effective Effective Effective Emerging Effective Proficient Highly Effective Effective Effective Effective Emerging Effective Proficient Highly Effective Effective Effective Effective Effective Effective Effective Proficient Highly Effective Effect	scores.)	Evaluation Scores for the New	3%	13%	62%	22%				
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) Mathematics 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		Teachers by LDOE Teacher								
for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) Mathematics Twenty-five or More New Teachers with Less Than Two Years of Teaching who Taught during 2011-12, 2012-13, or 2013-14 Ineffective		Effectiveness Levels								
Taught during 2011-12, 2012-13, or 2013-14 Mathematics Taught during 2011-12, 2012-13, or 2013-14 Mathematics -0.2 (n=47) Ineffective Effective Emerging Effective Proficient Highly Effective Proficient Highly Effective Proficient Highly Effective Proficient Highly Effective Proficient Preparation Pata Fact Book to accurately interpret the meaning of these scores.) Social Studies Taught during 2011-12, 2012-13, or 2013-14 Ineffective Effective Emerging Effective Proficient Highly Effective Proficient Highly Effective Proficient Preparation Proficient Preparation Proficient Preparation Proficient Preparation Proficient Profi	State Value Added Scores	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							
Mathematics Mathematics Teaching by Content Mathematics Teaching by Content by Content Mathematics Teaching by Content by Conte	for New Teachers in									
than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) Science Science Ineffective Effective Emerging Effective Proficient Highly Effective Proficient Proficient Highly Effective Effective Emerging Effective Proficient Profici	Grades 4-10 with Less	Mathematics								
Areas (Twenty-five or More New Teachers) Comparison of Note New Teachers	than Two Years of	Wathematics								
Areas (Twenty-five or More New Teachers) Science 13% 34% 34% 19% Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.) Social Studies Social Studies 13% 34% 34% 19% Ineffective Effective Emerging Effective Proficient Highly Effective 9% 51% 31% 9% Ineffective Effective Emerging Effective Proficient Highly Effective 16% 48% 23% 13% English/Language Arts/Reading Ineffective Effective Emerging Effective Proficient Highly Effective Effective Emerging Effective Emerging Effective Proficient Highly Effective Emerging Effective Proficient Highly Effective Emerging Emerging Effective Emerging Effective Emerging	Teaching by Content		Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
(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			13%		34%	19%				
(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.) Social Studies Social Studies Ineffective Effective Emerging Effective Proficient Highly Effective Emglish/Language Arts/Reading English/Language Arts/Reading Ineffective Effective Emerging Effective Proficient Highly Effective Effective Emerging Effective Emerging Effective Proficient Highly Effective Emerging Effective Proficient Highly Effective Emerging Effec	More New Teachers)	Science	-2.4 (n=35)							
Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.) Social Studies Social Studies Ineffective Effective Emerging Effective Proficient Highly Effective 9% 51% 31% 9% Ineffective Effective Emerging Effective Proficient Highly Effective 16% 48% 23% 13% English/Language Arts/Reading Ineffective Effective Emerging Effective Proficient Highly Effective 16% 48% 23% 13% Ineffective Effective Emerging Effective Proficient Highly Effective										
Data Fact Book to accurately interpret the meaning of these scores.) Social Studies Social Studies Ineffective Effective Emerging Effective Proficient Highly Effective 16% 48% 23% 1	•		Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
Ineffective Effective Emerging Effective Proficient Highly Effective 16% 48% 23% 13% English/Language Arts/Reading -1.4 (n=52) Ineffective Effective Emerging Effective Proficient Highly Effective	Data Fact Book to accurately		9%	51%	31%					
Ineffective Effective Emerging Effective Proficient Highly Effective 16% 48% 23% 13% English/Language Arts/Reading -1.4 (n=52) Ineffective Effective Emerging Effective Proficient Highly Effective		Social Studies		-4.3	(n=31)					
16% 48% 23% 13% English/Language Arts/Reading -1.4 (n=52) Ineffective Effective Emerging Effective Proficient Highly Effective	scores.)		, , ,							
English/Language Arts/Reading -1.4 (n=52) Ineffective Effective Emerging Effective Proficient Highly Effective			Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
Ineffective Effective Emerging Effective Proficient Highly Effective			16%	48%	23%	13%				
		English/Language Arts/Reading		-1.4	(n=52)					
			Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
12/0 30/0 23/0 14/0										