## 2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

## **Southern University and A&M College**

Prepared by Louisiana Board of Regents & Southern University System

Public University Alternate Teacher Preparation Program

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Dug guaya Mah	Cito	http://www.cul		ROGRAM INI		V .					
Program Web Site		http://www.subr.edu/index.cfm/page/229									
Approval/Accreditation		Names of Agencies  State: Board of Elementary and Secondary Education (BESE)									
				-	uary Euucat	IOII (BE.	3E)		Approved Approved		
		State: Board of Regents (BoR)							Accredited		
		Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)									
		National: National Council for Accreditation of Teacher Education (NCATE); Teacher									
		Education Accreditation Council (TEAC); or Council for the Accreditation of Educator									
		Preparation									
Type of Progra	m	Alternate (Certi	fication-Or	ıly )							
			CANDID	ATE SELECTI	ON PROFILE						
Academic Strength		Completer Pass	age Rate o	n Praxis Skill	s Assessmer	it (2012	!-13)		100%		
		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							Data Not Yet		
		Years (by 2012-13)							Available		
<b>Teaching Prom</b>	ise	Data not yet av	Data not yet available.								
Candidates/		Candidates	Eı	rolled		Completers		Total			
Completer		(2012-13)	52			25		77			
Diversity		Enrolled	Males Females								
			14 38				38	1			
		Enrolled	Hispanic	Indian	Asian	Black			Multi-Racial		
		Race	0	0	0	48	0	2	2		
		KNOWLED	GE AND SK	ILLS FOR TE	ACHING OF	COMPL	ETERS				
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2012-13)									
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2012-13)									
	Overall	Completer Pass	age Rate o	n all Assessn	nents (2012-	·13)			100%		
Clinical Experiences		Full Time Internships are Offered for the Academic Year									
			ic / loadciiiic								
		Student	Clock F	lours of Clini		ces Pri	or to Studen	t Teaching	180		
		Student Teaching		lours of Clini Iours of Clini	cal Experien		Number o	f Number of	Total Number of		
			Clock F		cal Experien			f Number of Clock Hours			
			Clock F	lours of Clini	cal Experien		Number o Weeks	f Number of Clock Hours per Week	Total Number of Clock Hours		
Licensure Rea	uirements	Teaching	Clock H During	lours of Clini Student Tea	cal Experien cal Experien ching	ces	Number of Weeks	f Number of Clock Hours per Week	Total Number of Clock Hours 490		
Licensure Requ		Teaching  Percentage of 2	Clock F During	lours of Clini Student Tea	cal Experien cal Experien ching	ces	Number of Weeks	f Number of Clock Hours per Week	Total Number of Clock Hours		
Licensure Requ Completer Rat	ing	Percentage of 2 Data Not Yet Av	Clock F During 2012-13 Co vailable	lours of Clini Student Tea mpleters Tha	cal Experien cal Experien ching at Meet Stat	ces e Licens	Number of Weeks  14 sing Require	f Number of Clock Hours per Week 35 ments	Total Number of Clock Hours 490		
Completer Rat	ing PRO	Percentage of 2 Data Not Yet Av	Clock F During 012-13 Co vailable	lours of Clini Student Tea mpleters Tha	cal Experien cal Experien ching at Meet Stat	e Licens	Number of Weeks  14 sing Require	f Number of Clock Hours per Week 35 ments	Total Number of Clock Hours  490  100%		
Completer Rat	PRO istence in	Percentage of 2 Data Not Yet Average Manager Percentage & N	Clock F During 2012-13 Co vailable TVITY AND Jumber of 2	Student Tea mpleters Tha ALIGNMEN 2012-13 Com	cal Experien cal Experien ching at Meet Stat T TO STATE pleters Tha	e Licens  NEEDS  t Began	Number of Weeks  14 sing Require  OF COMPLE Teaching in	f Number of Clock Hours per Week 35 ments	Total Number of Clock Hours  490 100%  88% (n=22)		
Completer Rat	PRO istence in	Percentage of 2 Data Not Yet Av	Clock F During 2012-13 Co vailable TVITY AND Jumber of 2	Student Tea mpleters Tha ALIGNMEN 2012-13 Com	cal Experien cal Experien ching at Meet Stat T TO STATE pleters Tha	e Licens  NEEDS  t Began	Number of Weeks  14 sing Require  OF COMPLE Teaching in	f Number of Clock Hours per Week 35 ments	Total Number of Clock Hours  490 100%  88% (n=22) Data Not Yet		
Completer Rat  Entry and Pers Teaching in Pu	PRO istence in	Percentage of 2 Data Not Yet Average & N Percentage & N Percentage & N	Clock F During 2012-13 Co vailable TVITY AND tumber of 2	Nours of Clini Student Tea mpleters That ALIGNMEN 2012-13 Com	cal Experien cal Experien ching at Meet Stat TTO STATE pleters Tha	e Licens  NEEDS  t Began  t Obtain	Number of Weeks  14  sing Require  OF COMPLE  Teaching in hed a License	f Number of Clock Hours per Week 35 ments  TERS 2013-14 eto Teach	Total Number of Clock Hours  490 100%  88% (n=22) Data Not Yet Available		
Completer Rat  Entry and Pers Teaching in Pu	PRO istence in blic Schools in	Percentage of 2 Data Not Yet Average & N Percentage & N Percentage & N	Clock F During 2012-13 Co vailable IVITY AND umber of 2	Nours of Clini Student Tea mpleters That ALIGNMEN 2012-13 Com	cal Experien cal Experien ching at Meet Stat TTO STATE pleters Tha	e Licens  NEEDS  t Began  t Obtain	Number of Weeks  14  sing Require  OF COMPLE  Teaching in hed a License	f Number of Clock Hours per Week 35 ments	Total Number of Clock Hours  490 100%  88% (n=22) Data Not Yet Available		
Entry and Pers Teaching in Pul Louisiana (Please examine th Teacher Preparation	PRO istence in blic Schools in  e 2015 Louisiana an Data Fact Book	Percentage of 2 Data Not Yet Av  GRAM PRODUCT  Percentage & N  Percentage & N  2008-09 Com  Number of 2008-09	Clock F During 2012-13 Co vailable IVITY AND umber of 2 umber of 2	ALIGNMEN 2012-13 Com 2012-13 Com 2012-13 Com 2012-13 Com 2012-13 Com 2012-13 Com	cal Experienching  It Meet State  I TO STATE  pleters That  pleters That	e Licens  NEEDS  t Began  t Obtain	Number of Weeks  14  Sing Require  OF COMPLE  Teaching in the dear License  109-10, 2010-11  Number & Percentage	f Number of Clock Hours per Week 35 ments  TERS 2013-14 e to Teach ., 2011-12, 2012-13, Number & Percentage	Total Number of Clock Hours  490 100%  88% (n=22) Data Not Yet Available and 2013-14 Number & Percentage		
Entry and Pers Teaching in Pul Louisiana  (Please examine th Teacher Preparation to accurately interp	PRO istence in blic Schools in  e 2015 Louisiana an Data Fact Book	Percentage of 2 Data Not Yet Av  GRAM PRODUCT  Percentage & N  Percentage & N  2008-09 Com  Number of	Clock F During 2012-13 Co vailable IVITY AND umber of 2 umber of 2	ALIGNMENT 2012-13 Completers That 2012-13 Completers Co	cal Experienching  It Meet State  I TO STATE  pleters That  pleters That  pleters That  pleters That  Number &  Percentage  Teaching in	e Licens  NEEDS  t Began  t Obtain	Number of Weeks  14  Sing Require  OF COMPLE  Teaching in the da Licenson  109-10, 2010-11  Number & Percentage  Teaching in	f Number of Clock Hours per Week 35 ments  TERS 2013-14 e to Teach ., 2011-12, 2012-13, Number & Percentage Teaching in	Total Number of Clock Hours  490 100%  88% (n=22) Data Not Yet Available and 2013-14 Number & Percentage Teaching in		
Entry and Pers Teaching in Pul Louisiana (Please examine th Teacher Preparation	PRO istence in blic Schools in  e 2015 Louisiana an Data Fact Book	Percentage of 2 Data Not Yet Av  GRAM PRODUCT  Percentage & N  Percentage & N  2008-09 Com  Number of 2008-09	Clock F During 2012-13 Co vailable TVITY AND tumber of 2 umber of 2	ALIGNMEN 2012-13 Com 2012-13 Com 2012-13 Com 2012-13 Com 2012-13 Com 2012-13 Com	cal Experienching  It Meet State  I TO STATE  pleters That  pleters That	e Licens  NEEDS  t Began  t Obtain	Number of Weeks  14  Sing Require  OF COMPLE  Teaching in the dear License  109-10, 2010-11  Number & Percentage	f Number of Clock Hours per Week 35 ments  TERS 2013-14 e to Teach ., 2011-12, 2012-13, Number & Percentage	Total Number of Clock Hours  490 100%  88% (n=22) Data Not Yet Available and 2013-14 Number & Percentage		
Entry and Persi Teaching in Pul Louisiana  (Please examine th Teacher Preparation to accurately interpretation of these scores.)	PRO istence in blic Schools in e 2015 Louisiana in Data Fact Book oret the meaning	Percentage of 2 Data Not Yet Av  GRAM PRODUCT  Percentage & N  Percentage & N  2008-09 Com  Number of 2008-09 Completers  100% (n=25	Clock F During 2012-13 Co vailable TVITY AND lumber of 2 lumber of 2	ALIGNMEN 2012-13 Com	cal Experienching  It Meet State  TTO STATE  pleters That  pleters That  pleters That  hools in Louisi  Number &  Percentage  Teaching in  2010-11	e Licens  NEEDS  t Began  t Obtain	Number of Weeks  14  Sing Require  OF COMPLE  Teaching in ned a License  109-10, 2010-11  Number & Percentage  Teaching in 2011-12	f Number of Clock Hours per Week 35 ments  TERS 2013-14 to Teach  Number & Percentage Teaching in 2012-13	Total Number of Clock Hours  490 100%  88% (n=22) Data Not Yet Available and 2013-14  Number & Percentage Teaching in 2013-14		
Entry and Pers Teaching in Pul Louisiana  (Please examine th Teacher Preparation to accurately interp	PRO istence in blic Schools in e 2015 Louisiana an Data Fact Book pret the meaning	Percentage of 2 Data Not Yet Av  GRAM PRODUCT  Percentage & N  Percentage & N  2008-09 Com  Number of 2008-09 Completers	Clock F During 2012-13 Co vailable TVITY AND lumber of 2 lumber of 2	ALIGNMEN 2012-13 Com	cal Experienching  It Meet State  TTO STATE  pleters That  pleters That  pleters That  hools in Louisi  Number &  Percentage  Teaching in  2010-11	e Licens  NEEDS  t Began  t Obtain	Number of Weeks  14  Sing Require  OF COMPLE  Teaching in ned a License  109-10, 2010-11  Number & Percentage  Teaching in 2011-12	f Number of Clock Hours per Week 35 ments  TERS 2013-14 to Teach  Number & Percentage Teaching in 2012-13	Total Number of Clock Hours  490 100%  88% (n=22) Data Not Yet Available and 2013-14  Number & Percentage Teaching in 2013-14		

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

## **Southern University and A&M College**

Prepared by Louisiana Board of Regents & Southern University System Certification-Only Alternate Teacher Preparation Program

Mean Compass Student Outcome   Scores	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 Practice Scores for Ite New Teachers with Less than Two Years of Teaching Practice Scores for Ite New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores (2012-13 & 2013-14) and Number of Scores for Ite New Teachers by LDOE Teacher Effectiveness Levels    Percentage and Number of Scores for All New Teachers with Less than Two Years of Teaching Practice Scores (2012-13 & 2013-14) and Number of Scores for All New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for Item New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for Item New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for Item New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for Item New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for Item New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for Item New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for Item New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for Item New Teachers with Less than Two Years of Teaching Percentage and Number of Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores Of Teaching Percentage and Number of 2012-13 & 2013-14 Compass Final Evaluation News Scores for Item New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores Of Teaching Percentage and Number of 2012-13 & 2013-14 Compass Final Evaluation News Scores for Item New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores Of Teaching Percentage and Number of 2012-13 & 2013-14 Compass Final Evaluation News Scores for Item New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores Of Teaching New Teachers by LDOE Teacher Profesional Practice Scores of Teaching New Teachers	Impact on	· · · · · · · · · · · · · · · · · · ·						
Precent gas and Number of 2012-   13 and 2013-14 Compass Student	K-12 Students	Score (2012-13 & 2013-14) and	3.2 (n=97)					
Louisianar Teacher Preparation Date Frequention Scores   Percentage and Number of 2012-   Interfective   Inte		Number of Scores for All New						
Demonstrated Teaching Skill  New Teachers by LDOE Teacher Effectiveness Levels  Demonstrated Teaching Date ford Book to accurately Interpret the meaning of these scores.)  Demonstrated Teaching Date ford Book to accurately Percentage and Number of 2012- 13 & 2013-14 Compass Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels  Demonstrated Teaching Skill  Number of Scores for New Teachers with Less than Two Years of Teaching Number of Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of 2012- 13 & 2013-14 Compass Professional Practice Scores for the New Teachers with Less than Two Years of Teaching Number of Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of 2012- 13 & 2013-14 Compass Professional Practice Scores for the New Teachers with Less than Two Years of Teaching Percentage and Number of 2012- 13 & 2013-14 Compass Professional Practice Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of 2012- 13 & 2013-14 Compass Professional Practice Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of 2012- 13 & 2013-14 Compass Professional Practice Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of 2012- 13 & 2013-14 Compass Professional Practice Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of 2012- 13 & 2013-14 Compass Professional Practice Scores for New Teachers with Less than Two Years of Teaching Professional Practice Scores for New Teachers by LDOE Teacher Effectiveness Levels  Compass Teacher Effectiveness Levels for Value-Added Sco	•	Teachers with Less than Two Years						
Percentage and Number of 2012-13 & 2013-14 Compass Student Outcome Scores for the New Teachers by LDCD Freacher Effectiveness Levels for Student Outcome Scores for the New Teachers by LDCD Freacher Effectiveness Levels for Professional Practice Score (2012-13 & 2013-14) and Number of Scores for All Number of Scores for the New Teachers by LDCD Freacher Effectiveness Levels  Overall impact and Demonstrated Teaching Skill Skill Skill Score (2012-13 & 2013-14) and Number of Scores for New Teachers by LDCD Freacher Effectiveness Levels  Overall impact and Demonstrated Teaching Skill Skill Skill Score (2012-13 & 2013-14) and Number of Scores for New Teachers by LDCD Freacher Effectiveness Levels  Overall impact and Demonstrated Teaching Percentage and Number of Scores for New Teachers by LDCD Freacher Effectiveness Levels  Overall impact and Demonstrated Teaching Percentage and Number of Scores for New Teachers by LDCD Freacher Effectiveness Levels  Overall impact and Demonstrated Teaching Percentage and Number of Scores for New Teachers by LDCD Freacher Effectiveness Levels  Overall impact and Demonstrated Teaching Percentage and Number of Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching Percentage and Number of Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching Percentage and Number of Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching Percentage and Number of Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching Percentage and Number of Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching Percentage and Number of Scores for New Teachers in Grades 4-10 with Less than Two Years of Teachers Perporation	•	of Teaching						
Demonstrated Teaching Skill Mean Compass Professional Practice Score (2012-13 & 2013-14 Compass Professional Practice Score Sore Note New Teachers by LDOE Teacher Effectiveness Levels To Teaching Mean Compass Final Evaluation Score (2012-13 & 2013-14) and Number of Scores for the New Teachers with Less than Two Years of Teaching Professional Practice Scores Strip (Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels To Teaching Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels To Teaching of Teaching Professional Practice Scores for New Teachers by LDOE Teacher Effectiveness Levels To Teaching Professional Practice Scores for New Teachers by LDOE Teacher Effectiveness Levels To Teaching Professional Practice Scores Teaching Professional Practice Scores To Teaching Professional Practice	· · · · · · · · · · · · · · · · · · ·	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Student Outcome Scores					
Teachers by LDDE Teacher Effectiveness Levels Mean & Number of Scores (2012-13 & 2013-14) and Number of Scores for All New Teachers by LDDE 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 Skill  Overall Impact and Demonstrated Teaching Skill  Mean Compass Professional Practice Score (2012-13 & 2013-14) and Number of Scores for All New Teachers by LDDE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDDE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDDE Teacher Effectiveness Levels for Professional Practice Scores Image (1997)  Overall Impact and Demonstrated Teaching Skill  Overall Impact and Demonstrated Teaching Skill  Process examine the 2015 Louisinan Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)  Process examine the 2015 Louisinan Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores by LDDE Teacher Effectiveness Levels for Final Evaluation Scores for New Teachers by LDDE 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)  Mathematics  Compass Teacher Effectiveness Levels for Final Evaluation Scores  Compass Teacher Effectiveness Levels for Final Evaluation Scores  Compass Final Evaluation Mean & Number of Scores & Effective Proficient Highly Effective Number of Scores & Effective Proficient Highly Effective Proficient Highly Effective Proficient Number of Scores & Effective Emerging Effective Proficient Highly Effective Scores of Teaching who provide the meaning of these scores.)  Effective Effective Emerging Effective Proficient Highly Effective Proficient Highly Effective Proficient Number of Scores (Proficient Number of Scores Scores)  Effective Effective Emerging Effective Proficient Highly Effective Proficient Number of Scores S		13 and 2013-14 Compass Student	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
Demonstrated Teaching Skill  Wean Compass Professional Practice Scores and Number of Scores for the New Teachers with Less than Two Years of Teaching by Compass Front South New Teachers by LDDE Teacher Effectiveness Levels  State Value Added Scores for New Teachers by LDDE Teacher Effectiveness Levels  State Value Added Scores for Reaching by Content Areas  Content Areas  Content Areas  Mean Compass Front Evaluation  Score (2012-13 & 2013-14)  Mean Compass Front Evaluation  Mean Compass Front Evaluation  Score (2012-13 & 2013-14)  M		Outcome Scores for the New	40/	120/	250/	400/		
Demonstrated Teaching Skill   Practice Score (2012-13 & 2013-14) and Number of Scores for All New Teachers with Less than Two Years of Teaching Practice Scores (2012-13 & 2013-14) and Number of Scores for All New Teachers with Less than Two Years of Teaching Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels   Score (2012-13 & 2013-14 Compass Final Evaluation Score (2012-13 & 2013-14) and Number of Scores for New Teachers Preparation Data Fact Book to accurately interpret the meaning of these scores.)   State Value Added Scores for New Teachers with Less than Two Years of Teaching Scores (1992-1992-1992-1992-1992-1992-1992-1992		Teachers by LDOE Teacher	4%	12%	35%	49%		
Skill  (Please examine the 2015 Louisianar Teacher Preparation Date Fact Book to accurately interpret the meaning of these scores.)  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 Scores for the New Teachers by LDDE Teacher Effectiveness Levels  Mean Compass Final Evaluation Mean & Number of Scores  Compass Teacher Effectiveness Levels berefactive to Effective Emerging Effective Proficient  Mean Compass Final Evaluation Mean & Number of Scores  Compass Teacher Effectiveness Levels for Professional Practice Scores  Number of Scores for the New Teachers by LDDE Teacher Effectiveness Levels  Mean Compass Final Evaluation Mean & Number of Scores  Compass Teacher Effectiveness Levels for Final Evaluation Mean & Number of Scores  Compass Teacher Effectiveness Levels for Final Evaluation Mean & Number of Scores  Core (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 for the New Teachers by LDDE Teacher Effectiveness Levels  Content Areas  Content Areas  Mathematics  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 2009-10, 20101-1, 2011-12, 2012-13, or 2013-14  N/A (n=N/A)  Science  N/A (n=N/A)  N/A (n=N/A)  N/A (n=N/A)  Ineffective Effective Emerging Effective Proficient Highly Effective N/A N/A N/A N/A N/A  N/A N/A N/A N/A  Ineffective Effective Emerging Effective Proficient Highly Effective N/A N/A N/A N/A  Effective Emerging Effective Proficient Highly Effective Defective Emerging Effective Proficient Highly Effective Proficient N/A N/A  Effective Emerging Effective Proficient Highly Effective Proficient N/A		Effectiveness Levels						
An and Number of Scores for All New Teachers with Less than Two Years of Teaching of these scores.   And August 2013-   And Number of 2012-   18 & 2013-14 Compass Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels on Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels on Teaching Number of Scores for New Teachers by LDOE Teacher Effectiveness Levels on Teaching Number of Scores for New Teachers by LDOE Teacher Effectiveness Levels on Teaching Number of Scores for New Teachers by LDOE Teacher Effectiveness Levels on Teaching Number of Scores for New Teachers by LDOE Teacher Effectiveness Levels on Teaching Number of Scores for New Teachers on Teaching Number of Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching Normal Number of Scores for Teaching Number of Scores for Teaching Number of Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching Number of Scores for Teaching Number of Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching Number of Scores for Teaching Number of Scores Number of Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching Number of Scores Number of	<b>Demonstrated Teaching</b>	Mean Compass Professional	Compass Professional Practice Mean & Number of Scores					
All and Number of Scores for All   New Teachers with Less than Two Years of Teaching   New Teachers by LDOE Teacher	Skill	Practice Score (2012-13 & 2013-	3.0 (n=97)					
Vears of Teaching   Vear		14) and Number of Scores for All						
Dote 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   Downstrated Teaching	1	New Teachers with Less than Two						
Percentage and Number of 2012-   13 & 2013-14 Compass Professional Practice Scores   Ineffective   Effective merging   Effective Proficient   Highly Effective	•	~						
Practice Scores for the New Teachers by LDDE Teacher Effectiveness Levels  Mean Compass Final Evaluation Mean & Number of Scores  State Value Added Scores for the New Teachers by LDDE 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  Content Areas  Mathematics  Mathematics  O% 18% 67% 16%  16%  Compass Final Evaluation Mean & Number of Scores  3.1 (n=97)  Compass Final Evaluation Mean & Number of Scores  3.1 (n=97)  Compass Teacher Effectiveness Levels for Final Evaluation Scores  Teaching Percentage and Number of 2012-13 & 2013-14 Compass Final Evaluation Scores for the New Teachers by LDDE Teacher Effectiveness Levels for Final Evaluation Scores  Teaching Percentage and Number of 2012-13 & 2013-14 Compass Final Evaluation Scores for the New Teachers by LDDE Teacher Effectiveness Levels for Value-Added Scores of Twenty-five or More New Teachers with Less than Two Years of Teaching who Taught during 2009-10, 2010-11, 2011-12, 2012-13, or 2013-14  Mathematics  Mathematics  Mathematics  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 2009-10, 2010-11, 2011-12, 2012-13, or 2013-14  Mathematics  Mathematics  Mathematics  Mathematics  Mean, Number of Scores, & Effective Emerging Effective Proficient Highly Effective N/A		Percentage and Number of 2012-	<u> </u>					
Teachers by LDOE Teacher Effectiveness Levels  Mean Compass Final Evaluation Mean & Number of Scores  Compass Final Evaluation Mean & Number of Scores  Mean Compass Final Evaluation Mean & Number of Scores  Compass Final Evaluation Mean & Number of Scores  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 New Teachers by LDOE Teacher Effectiveness Levels  Content Areas  Compass Teacher Effectiveness Levels for Final Evaluation Scores  Content Areas  Compass Teacher Effectiveness Levels for Final Evaluation Scores  Ineffective Effective Emerging Effective Proficient Highly Effective Mannage Areas (Twenty-five or More New Teachers with Less Than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers)  Mathematics  Content Areas  Mann, 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 2009-10, 2010-11, 2011-12, 2012-13, or 2013-14  Mathematics  Mathematics  Content Areas  Mann, Number of Scores, & Effective Proficient Highly Effective Number of Scores (Twenty-five or More New Teachers with Less Than Two Years of Teaching who Taught during 2009-10, 2010-11, 2011-12, 2012-13, or 2013-14  Mathematics  Science  Number of Scores, & Effective Emerging Effective Proficient Highly Effective Number of Scores (Twenty-five or More New Teachers with Less Than Two Years of Teaching who Taught during 2009-10, 2010-11, 2011-12, 2012-13, or 2013-14  Mathematics  Science  Number of Scores, & Effective Emerging Effective Proficient Highly Effective Number of Scores (Twenty-five or More New Teachers with Less Than Two Years of Teaching who Taught during 2009-10, 2010-11, 2011-12, 2012-13, or 2013-14  Ineffective Effective Emerging Effective Proficient Highly Effective Number of Scores (Twenty-five or More New Teachers with Less Than Two Years of Teaching Who Taught during 2009-10, 2010-11, 2011-12	scores.)	13 & 2013-14 Compass Professional				• .		
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 Compass Final Evaluation Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of 2012-13 & 2013-14 Compass Final Evaluation Scores for the New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas  Mathematics  Mathematics  Mathematics  Mean, Number of Scores, & Effective Emerging Effective Proficient Ineffective  Mean, Number of Scores  Mean, Number of Scores, & Effective Emerging Effective Proficient Ineffective  Mean, Number of Scores  Mean, Number of Scores  Mean, Number of Scores  New Teachers with Less than Two Years of Teaching who Taught during 2009-10, 2010-11, 2011-12, 2012-13, or 2013-14  Mathematics  Mathematics  Mathematics  Mean, Number of Scores, & Effective Emerging Effective Proficient Ineffective Effective Emerging Effective Proficient N/A N/A N/A N/A  N/A N/A N/A  N/A N/A  Ineffective Effective Emerging Effective Proficient Highly Effective N/A N/A  Ineffective Effective Emerging Effective Proficient Highly Effective O% 36% 32% 32%  English/Language Arts/Reading  Ineffective Effective Emerging Effective Proficient Highly Effective Highly Effective Effective Emerging Effective Proficient Highly Effective Highly Effective Effective Emerging Effective Proficient Highly Effective Highly Effective Effective Emerging Effective Proficient Highly Effective Effective Emerging Effective Proficient Highly Effective Highly Effective Effective Emerging Effective Proficient Highly Effective Highly Effe			0%	18%	6/%	16%		
Mean Compass Final Evaluation Mean & Number of Scores		Teachers by LDOE Teacher						
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 for New Teachers by LDOE Teacher		Effectiveness Levels						
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 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 the 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)	Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores					
Teachers with Less than Two Years of Teaching   Percentage and Number of 2012-	Demonstrated Teaching	· · · · · · · · · · · · · · · · · · ·	3.1 (n=97)					
Compass Teacher Preparation   Data fact Book to accurately interpret the meaning of these scores.   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)   Science   Data fact Book to accurately interpret the meaning of these scores.   Science   Content Areas   Compass Teacher Effectiveness Levels for Value-Added Scores of Twenty-five or More New Teachers with Less Than Two Years of Teaching who Taught during 2009-10, 2010-11, 2011-12, 2012-13, or 2013-14	Skill	Number of Scores for New						
Percentage and Number of 2012-   13 & 2013-14 Compass Final Evaluation Scores   24%		Teachers with Less than Two Years						
Data Fact Book to accurately interpret the meaning of these scores.]   13 & 2013-14 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels   14%   8%   8%   64%   24%	1							
13 & 2013-14 Compass Final   Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels   4%   8%   64%   24%	•	_						
State Value Added Scores Effectiveness Levels  State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas  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 2009-10, 2010-11, 2011-12, 2012-13, or 2013-14  Mathematics  1.6 (n=26)  Ineffective Effective Emerging Effective Proficient Highly Effective Raw 39% 19% 35%  Science  N/A (n=N/A)  Fineffective Effective Emerging Effective Proficient N/A	· · · · · · · · · · · · · · · · · · ·	·				<u> </u>		
State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas  Mathematics  Mathematics  Mathematics  Ineffective Effective Emerging Effective Proficient N/A	scores.)		4%	8%	64%	24%		
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   Mathematics		<u> </u>						
for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers)    Mathematics     Mathematics		Effectiveness Levels	-					
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     Taught during 2009-10, 2010-11, 2011-12, 2012-13, or 2013-14		Content Areas						
Mathematics   Mighly Effective   Mighly Effective   Mighly Mathematics   Mighly Effective   Mighly Effec			<u>-</u>	· · · · · · · · · · · · · · · · · · ·				
Teaching by Content Areas (Twenty-five or More New Teachers)    Columbia		Mathematics						
Areas (Twenty-five or More New Teachers)    Science   S%   39%   19%   35%					•			
More New Teachers)    College examine the 2015   Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)    Ineffective   Effective Emerging   Effective Proficient   Highly Effective	0 /							
(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)  Social Studies  Social Studies  Social Studies  Ineffective Effective Emerging Effective Proficient Highly Effective N/A N/A N/A N/A N/A  Ineffective Effective Emerging Effective Proficient Highly Effective 0% 36% 32% 32%  English/Language Arts/Reading  Ineffective Effective Emerging Effective Proficient Highly Effective 4% 44% 33% 19%			8%	39%	19%	35%		
Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)  Social Studies  Social Studies  Ineffective  Ine	•	Science	N/A (n=N/A)					
Data Fact Book to accurately interpret the meaning of these scores.)    N/A	•		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
Social Studies    Ineffective   Effective Emerging   Effective Proficient   Highly Effective	•					<u> </u>		
O% 36% 32% 32%   Signal	interpret the meaning of these	Social Studies						
O% 36% 32% 32%   Signal			Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
English/Language Arts/Reading  0.6 (n=27)  Ineffective Effective Emerging Effective Proficient Highly Effective 4% 44% 33% 19%					<b>+</b>			
4% 44% 33% 19%		English/Language Arts/Reading	<u> </u>					
			Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
K-12 Student Perceptions Data Not Yet Available.			4%	44%	33%	19%		
	K-12 Student Perceptions	Data Not Yet Available.	<u> </u>		<u> </u>			