



2018

**LOUISIANA TEACHER
PREPARATION PROGRAM
FACT BOOK**

**Prepared by the
Louisiana Board of Regents**

April 2019

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2018 LOUISIANA TEACHER PREPARATION PROGRAM FACT BOOK

INTRODUCTION

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

Louisiana has now engaged in a new transformation that addresses new needs that extend beyond the work that occurred for the first transformation. Several new needs involve the development of greater collaboration between teacher preparation programs and schools/districts ensuring that candidates are provided high quality clinical experiences while being supervised by highly effective teacher mentors, providing a teacher preparation curriculum that involves in-depth instruction to prepare new teachers' students to successfully master college and career-ready standards, ensuring that candidates can address competencies identified by the state, implementing full year residencies, and reporting accurate information about teacher preparation programs to the public.

The creation of the 2018 Teacher Preparation Data Dashboards and Teacher Preparation Program Fact Book are two endeavors that are being voluntarily implemented to address the need to provide the public with access to outcome data about teacher preparation programs in Louisiana. The Teacher Preparation Data Dashboards provide a short summary of relevant data about individual teacher preparation programs in Louisiana. The Teacher Preparation Program Fact Book provides listings of data found in the individual data dashboards plus additional contextual data. All teacher preparation programs discussed in the Teacher Preparation Program Fact Book have voluntarily signed data agreements with the Louisiana Board of Regents and Louisiana Department of Education to share data about their candidates and to have aggregate level data reported to the public in the Teacher Preparation Data Dashboards.

Outcome data in the 2018 fact book pertains to cohorts of 2015-16 program completers or earlier completers who taught in Louisiana's schools during 2016-17 or previous years. New Teacher Preparation Data Dashboards and fact books will be created in the future as new cohorts of teacher candidates complete programs and teach in public schools in Louisiana.

Louisiana obtained permission from Teacher Preparation Analytics to use a structure called *2020 Key Effectiveness Indicators* (See Appendix A) developed by Michael Allen, Edward Crowe, and Charles Coble, co-partners of Teacher Preparation Analytics to develop the Louisiana Teacher Preparation Data Dashboards (<http://teacherpreparationanalytics.org/wp-content/uploads/2017/01/KEI-Guide-12-15-16.pdf>). This work was originally commissioned by the Council for the Accreditation of Educator Preparation.

To access all individual Teacher Preparation Data Dashboards, please go to the following URL: <https://regents.la.gov/divisions/planning-research-and-academic-affairs/academic-affairs/teacher-education-initiatives/teacher-preparation-data-dashboards-fact-book/>. See Appendix B for a copy of the data dashboard template.

LISTING OF TEACHER PREPARATION PROGRAMS AND WEB SITES

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

| Teacher Preparation Programs | Teacher Preparation Programs |
|--|---|
| PUBLIC UNIVERSITIES | |
| <i>Louisiana State University System</i> | |
| Louisiana State University at Alexandria | http://www.lsua.edu/academic/Departments/Education |
| Louisiana State University and A&M College | http://www.lsu.edu/chse/education/ |
| Louisiana State University at Shreveport | http://www.lsus.edu/academics/college-of-business-education-and-human-development/school-of-education |
| <i>University of Louisiana System</i> | |
| Grambling State University | http://www.gram.edu/academics/majors/education/ |
| Louisiana Tech University | http://education.latech.edu/ |
| McNeese State University | http://www.mcneese.edu/education |
| Nicholls State University | http://www.nicholls.edu/education/ |
| Northwestern State University | http://education.nsula.edu/ |
| Southeastern Louisiana University | http://www.southeastern.edu/acad_research/colleges/edu_hd/index.html |
| University of Louisiana at Lafayette | http://coe.louisiana.edu/ |
| University of Louisiana at Monroe | http://ulm.edu/education/index.html |
| University of New Orleans | http://www.uno.edu/coehd/index.aspx |
| <i>Southern University System</i> | |
| Southern University and A&M College | http://www.subr.edu/index.cfm/page/229 |
| Southern University at New Orleans | http://www.suno.edu/page/colleges-schools-education-human-development |
| PRIVATE UNIVERSITIES | |
| Centenary College | https://www.centenary.edu/academics/departments-schools/education/ |
| Louisiana College | https://www.lacollege.edu/academics/undergraduate-programs/school-of-education/ |
| Loyola University | http://cas.loyno.edu/teacher-education |
| University of Holy Cross | http://uhcno.edu/academics/calendars-catalogs-and- |
| Tulane University | https://tulane.edu/academics/undergraduate-education |
| Xavier University of Louisiana | https://www.xula.edu/division?id=education_and_counseling |
| PRIVATE PROVIDERS | |
| Ascension Parish School Board | http://apsb.org/page/teach-ascension |
| Caddo Parish School Board | http://www.caddo.org |
| Iteach Louisiana | https://www.iteach.net |

LISTING OF TEACHER PREPARATION PROGRAMS AND WEB SITES (CONT'D)

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

| PRIVATE PROVIDERS | |
|---|---|
| Louisiana Resource Center for Educators | http://LRCEteach.org/ |
| Relay Graduate School of Education | https://relay.edu |
| St. Bernard Parish School Board | https://www.sbpsb.org/ |
| The New Teacher Project | https://tntp.org/ |

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

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

| Teacher Preparation Programs | Types of Approval and Accreditation | | | |
|--|-------------------------------------|-----------------------|----------------------------------|---|
| | State Approval by BESE | State Approval by BoR | Regional Accreditation (SACSCOC) | Program Accreditation (NCATE/TEAC/CAEP) |
| PUBLIC AND PRIVATE UNIVERSITIES | | | | |
| Grambling State University | Approved | Approved | Accredited | Accredited |
| Louisiana State University at Alexandria | Approved | Approved | Accredited | Accredited |
| Louisiana State University and A&M College | Approved | Approved | Accredited | Accredited |
| Louisiana State University at Shreveport | Approved | Approved | Accredited | Accredited |
| Louisiana Tech University | Approved | Approved | Accredited | Accredited |
| McNeese State University | Approved | Approved | Accredited | Accredited |
| Nicholls State University | Approved | Approved | Accredited | Accredited |
| Northwestern State University | Approved | Approved | Accredited | Accredited |
| Southeastern Louisiana University | Approved | Approved | Accredited | Accredited |
| Southern University and A&M College | Approved | Approved | Accredited | Accredited |
| Southern University at New Orleans | Approved | Approved | Accredited | Accredited |
| University of Louisiana at Lafayette | Approved | Approved | Accredited | Accredited |
| University of Louisiana at Monroe | Approved | Approved | Accredited | Accredited |
| University of New Orleans | Approved | Approved | Accredited | Accredited |
| PRIVATE UNIVERSITIES | | | | |
| Centenary College | Approved | N/A | Accredited | Accredited |
| Louisiana College | Approved | N/A | Accredited | Accredited |
| Tulane University | Approved | N/A | Accredited | Accredited |
| Loyola University | Approved | N/A | Accredited | Not Accredited |
| University of Holy Cross | Approved | N/A | Accredited | Accredited |
| Xavier University of Louisiana | Approved | N/A | Accredited | Accredited |

**STATE, REGIONAL, AND NATIONAL APPROVAL/ACCREDITATION OF TEACHER
PREPARATION PROGRAMS (CONT'D)**

| PRIVATE PROVIDERS | | | | |
|---|----------|-----|-----|------------|
| Ascension Parish School Board | Approved | N/A | N/A | N/A |
| Caddo Parish School Board | Approved | N/A | N/A | N/A |
| Iteach Louisiana | Approved | N/A | N/A | Accredited |
| Louisiana Resource Center for Educators | Approved | N/A | N/A | N/A |
| Relay Graduate School | Approved | N/A | N/A | N/A |
| St. Bernard Parish School Board | Approved | N/A | N/A | N/A |
| The New Teacher Project | Approved | N/A | N/A | N/A |

**PERCENTAGE OF PROGRAM COMPLETERS PASSING PRAXIS
ASSESSMENTS FOR TEACHER LICENSURE**

**UNDERGRADUATE PROGRAMS
(2015-16)**

State law requires all undergraduate teacher candidates to pass an assessment approved by the State to be admitted to a teacher preparation program. All teacher candidates must pass the Core Academic Skills for Educators assessments to enter teacher preparation programs and must obtain the required cut-off scores that are required by the Board of Elementary and Secondary Education (BESE) for new teachers to obtain a license to teach in Louisiana. Teacher candidates may also obtain an ACT composite score of 22 or a SAT combined verbal and math score of 1100 or higher (New SAT) or 1030 or higher (Pre-March 2016 SAT) in lieu of the Praxis I assessments. State law also requires undergraduate teacher candidates to take all remaining State licensure assessments (i.e., Praxis Subject Areas; Praxis Professional Knowledge) prior to graduation; however, the law does not require teacher candidates to pass the assessments. Individual universities have created policies that require all teacher candidates to meet all Louisiana teacher licensure requirements to obtain a degree in teacher education. Some universities allow students to appeal the university policy. Assessment results indicate that 100% of all new teachers who completed undergraduate teacher preparation programs in 2015-16 in Louisiana passed all licensure assessments to become certified to teach in Louisiana. Additional information about Praxis passage rates can be found in Section V within the 2017 Louisiana Title II Higher Education Act Report at the following URL: <https://title2.ed.gov/Public/Report/StateHome.aspx>.

| Undergraduate Teacher Preparation Programs | Percentage of Undergraduate Program Completers Who Passed the Teacher Licensure Assessments (2015-16) | | | |
|--|---|-------------------|------------------------|------------------------|
| | Core Academic Skills | Content Knowledge | Professional Knowledge | All Praxis Assessments |
| PUBLIC AND PRIVATE UNIVERSITIES | | | | |
| Grambling State University | 100% | 100% | 100% | 100% |
| Louisiana State University at Alexandria | 100% | 100% | 100% | 100% |
| Louisiana State University and A&M College | 100% | 100% | 100% | 100% |
| Louisiana State University at Shreveport | 100% | 100% | 100% | 100% |
| Louisiana Tech University | 100% | 100% | 100% | 100% |
| Loyola University | 100% | 100% | 100% | 100% |
| McNeese State University | 100% | 100% | 100% | 100% |
| Nicholls State University | 100% | 100% | 100% | 100% |
| Northwestern State University | 100% | 100% | 100% | 100% |
| Southeastern Louisiana University | 100% | 100% | 100% | 100% |
| Southern University and A&M College | 100% | 100% | 100% | 100% |
| Southern University at New Orleans | 100% | 100% | 100% | 100% |
| University of Louisiana at Lafayette | 100% | 100% | 100% | 100% |
| University of Louisiana at Monroe | 100% | 100% | 100% | 100% |
| University of New Orleans | 100% | 100% | 100% | 100% |
| PRIVATE UNIVERSITIES | | | | |
| Louisiana College | 100% | 100% | 100% | 100% |
| Loyola University | 100% | 100% | 100% | 100% |
| University of Holy Cross | 100% | 100% | 100% | 100% |
| Xavier University of Louisiana | 100% | 100% | 100% | 100% |

**PERCENTAGE OF PROGRAM COMPLETERS PASSING PRAXIS
ASSESSMENTS FOR TEACHER LICENSURE**

**ALTERNATE PROGRAMS
(2015-16)**

Board of Elementary and Secondary Education (BESE) policy requires all alternate teacher candidates to hold a baccalaureate degree and pass the Core Academic Skills assessments and Subject Area assessments to enter teacher preparation programs. They must obtain the cut-off scores required by BESE for new teachers to be certified to teach. Teacher candidates may also have a Master’s Degree or obtain an ACT composite score of 22 or a SAT combined verbal and math score 1100 or higher (New SAT) or 1030 or higher (pre-March 2016 SAT) in lieu of the Praxis I assessments. Additional information about Praxis passage rates can be found in Section V within the 2017 Louisiana Title II Higher Education Act Report at the following URL: <https://title2.ed.gov/Public/Report/StateHome.aspx>

| Alternate Teacher Preparation Programs | Percentage of Program Completers Who Passed the Alternate Teacher Licensure Assessments (2015-16) | | | |
|---|--|----------------------|---------------------------|--------------------------|
| | Core Academic Skills | Content Knowledge | Professional Knowledge | All Praxis Assessment |
| PUBLIC UNIVERSITIES | | | | |
| Grambling State University | 100% | 100% | 100% | 100% |
| Louisiana State University at Alexandria | 100% | 100% | 100% | 100% |
| Louisiana State University and A&M College | 100% | 100% | 100% | 100% |
| Louisiana State University at Shreveport | 100% | 100% | 100% | 100% |
| Louisiana Tech University | 100% | 100% | 100% | 100% |
| McNeese State University | 100% | 100% | 100% | 100% |
| Nicholls State University | 100% | 100% | 100% | 100% |
| Northwestern State University | 100% | 100% | 100% | 100% |
| Southeastern Louisiana University | 100% | 100% | 100% | 100% |
| Southern University and A&M College | 100% | 100% | 100% | 100% |
| Southern University at New Orleans | 100% | 100% | 100% | 100% |
| University of Louisiana at Lafayette | 100% | 100% | 100% | 100% |
| University of Louisiana at Monroe | 100% | 100% | 100% | 100% |
| University of New Orleans | 100% | 100% | 100% | 100% |
| PRIVATE UNIVERSITIES | | | | |
| Centenary College | 100% | 100% | 100% | 100% |
| Louisiana College | 100% | 100% | 100% | 100% |
| Tulane University | 100% | 100% | 100% | 100% |
| University of Holy Cross | 100% | 100% | 100% | 100% |
| Xavier University of Louisiana | 100% | 100% | 100% | 100% |
| PRIVATE PROVIDERS | | | | |
| Ascension Parish School Board | 100% | 100% | 100% | 100% |
| Caddo Parish School Board | 100% | 100% | 100% | 100% |
| Iteach Louisiana | 100% | 100% | 100% | 100% |

**PERCENTAGE OF PROGRAM COMPLETERS PASSING PRAXIS ASSESSMENTS
FOR TEACHER LICENSURE (CONT'D)**

**ALTERNATE PROGRAMS
(2015-16)**

Board of Elementary and Secondary Education (BESE) policy requires all alternate teacher candidates to hold a baccalaureate degree and pass the Core Academic Skills assessments and Subject Area assessments to enter teacher preparation programs. They must obtain the cut-off scores required by BESE for new teachers to be certified to teach. Teacher candidates may also have a Master’s Degree or obtain an ACT composite score of 22 or a SAT combined verbal and math score 1100 or higher (New SAT) or 1030 or higher (pre-March 2016 SAT) in lieu of the Praxis I assessments. Additional information about Praxis passage rates can be found in Section V within the 2017 Louisiana Title II Higher Education Act Report at the following URL: <https://title2.ed.gov/Public/Report/StateHome.aspx>

| PRIVATE PROVIDERS | | | | |
|---|------|------|------|------|
| Louisiana Resource Center for Educators | 100% | 100% | 100% | 100% |
| Relay Graduate School | 100% | 100% | 100% | 100% |
| St. Bernard Parish School Board | 100% | 100% | 100% | 100% |
| The New Teacher Project | 100% | 100% | 100% | 100% |

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

**UNDERGRADUATE PROGRAMS
(2015-16)**

All undergraduate teacher preparation programs in Louisiana require a minimum Grade Point Average of 2.5 for candidates to be admitted to a teacher preparation program. The median Grade Point Average of 2015-16 undergraduate program completers ranged from a low of 2.60 to a high of 3.55 when they entered their teacher preparation programs. Candidates generally enter their teacher preparation programs during their sophomore or junior years. The median Grade Point Average of 2015-16 program completers ranged from a low of 3.00 to a high of 3.60 at the point when candidates completed their teacher preparation programs. A 4.0 is the highest value for a Grade Point Average.

| Undergraduate Teacher Preparation Programs | Median Grade Point Average of Candidates Entering Teacher Preparation Program | Median Grade Point Average of Candidates Completing Teacher Preparation Program |
|---|--|--|
| PUBLIC UNIVERSITIES | | |
| Grambling State University | 3.24 | 3.31 |
| Louisiana State University at Alexandria | 3.02 | 3.26 |
| Louisiana State University and A&M College | 3.15 | 3.38 |
| Louisiana State University at Shreveport | 3.20 | 3.27 |
| Louisiana Tech University | 3.30 | 3.30 |
| McNeese State University | 3.15 | 3.43 |
| Nicholls State University | 3.00 | 3.35 |
| Northwestern State University | 3.55 | 3.60 |
| Southeastern Louisiana University | 3.11 | 3.35 |
| Southern University and A&M College | 2.60 | 3.00 |
| Southern University at New Orleans | 2.97 | 3.48 |
| University of Louisiana at Lafayette | 3.22 | 3.22 |
| University of Louisiana at Monroe | 3.20 | 3.43 |
| University of New Orleans | 3.26 | 3.26 |
| PRIVATE UNIVERSITIES | | |
| Louisiana College | 3.30 | 3.50 |
| Loyola University | 3.15 | 3.31 |
| University of Holy Cross | 3.29 | 3.40 |
| Xavier University of Louisiana | 3.49 | 3.26 |

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

ALTERNATE PROGRAMS (2015-16)

The median Grade Point Average of 2015-16 alternate program completers ranged from a low of 2.40 to a high of 3.90 when they entered their teacher preparation programs. The median Grade Point Average of 2015-16 program completers ranged from a low of 2.70 to a high of 4.00 when they completed their programs. A 4.0 is the highest value for a Grade Point Average. Private providers do not offer college credit and do not assign grades while candidates are enrolled in the alternate programs; thus, they do not calculate new Grade Point Averages at the end of the program.

| Alternate Teacher Preparation Programs | Median Grade Point Average of Candidates Entering Teacher Preparation Program | Median Grade Point Average of Candidates Completing Teacher Preparation Program |
|---|--|--|
| PUBLIC UNIVERSITIES | | |
| Grambling State University | 2.91 | 3.71 |
| Louisiana State University at Alexandria | 2.91 | 3.18 |
| Louisiana State University and A&M College | 3.29 | 3.85 |
| Louisiana State University at Shreveport | 3.17 | 3.02 |
| Louisiana Tech University | 3.00 | 3.92 |
| McNeese State University | 3.17 | 3.49 |
| Nicholls State University | 3.02 | 4.00 |
| Northwestern State University | 3.09 | 3.37 |
| Southeastern Louisiana University | 3.25 | 3.88 |
| Southern University and A&M College | 2.40 | 2.70 |
| Southern University at New Orleans | 3.07 | 3.72 |
| University of Louisiana at Lafayette | 3.07 | 3.18 |
| University of Louisiana at Monroe | 3.00 | 3.94 |
| University of New Orleans | 3.14 | 3.81 |
| PRIVATE UNIVERSITIES | | |
| Centenary College | 3.19 | 3.93 |
| Louisiana College | 2.97 | 3.96 |
| Tulane University | 3.03 | 3.68 |
| University of Holy Cross | 3.03 | 3.80 |
| Xavier University of Louisiana | 3.90 | 3.88 |
| PRIVATE PROVIDERS | | |
| Ascension Parish School Board | 3.27 | N/A |
| Caddo Parish School Board | 2.90 | N/A |
| Iteach Louisiana | 3.01 | N/A |
| Louisiana Resource Center for Educators | 3.02 | N/A |
| Relay Graduate School | 3.20 | N/A |
| St. Bernard Parish School Board | 3.10 | N/A |
| The New Teacher Project | 3.27 | N/A |

**NUMBER OF TEACHER CANDIDATES ENROLLED AND
TEACHER CANDIDATE COMPLETERS**

**UNDERGRADUATE PROGRAMS
(2015-16)**

Teacher candidates must meet criteria identified by the State and universities to be admitted and officially enrolled in an undergraduate teacher preparation program. The criteria includes passage of the Praxis I assessment or obtain an ACT composite score of 22 or a SAT combined verbal and math score 1100 or higher (New SAT) or 1030 or higher (pre-March 2016 SAT) in lieu of the Praxis I assessments. They must also obtain a 2.5 or higher GPA and meet other entry requirements. Entry usually occurs during a student's sophomore or junior year. The following chart identifies the number of candidates who were officially enrolled in undergraduate teacher preparation programs and the number of additional students who completed undergraduate teacher preparation programs in 2015-16.

| Undergraduate Teacher Preparation Programs | Teacher Candidates Enrolled in Program | Teacher Candidates Completed Program | Total Enrolled and Completed |
|---|---|---|---|
| PUBLIC UNIVERSITIES | | | |
| Grambling State University | 26 | 9 | 35 |
| Louisiana State University at Alexandria | 46 | 17 | 63 |
| Louisiana State University and A&M College | 739 | 175 | 914 |
| Louisiana State University at Shreveport | 90 | 41 | 131 |
| Louisiana Tech University | 74 | 82 | 156 |
| McNeese State University | 214 | 85 | 299 |
| Nicholls State University | 113 | 65 | 178 |
| Northwestern State University | 115 | 59 | 174 |
| Southeastern Louisiana University | 422 | 153 | 575 |
| Southern University and A&M College | 35 | 7 | 42 |
| Southern University at New Orleans | 13 | 4 | 17 |
| University of Louisiana at Lafayette | 269 | 180 | 449 |
| University of Louisiana at Monroe | 131 | 66 | 197 |
| University of New Orleans | 133 | 40 | 173 |
| PRIVATE UNIVERSITIES | | | |
| Louisiana College | 8 | 9 | 17 |
| Loyola University | 6 | 6 | 12 |
| University of Holy Cross | 4 | 21 | 25 |
| Xavier University of Louisiana | 8 | 4 | 12 |

**NUMBER OF TEACHER CANDIDATES ENROLLED AND TEACHER
CANDIDATE COMPLETERS**

ALTERNATE PROGRAMS (2015-16)

Teacher candidates must meet criteria identified by the State and teacher preparation programs to be admitted and officially enrolled in an alternate teacher preparation program. The criteria includes possession of a baccalaureate degree from a regionally accredited institution and passage of Praxis Basic Skills. Teacher candidates may have a Master’s Degree or obtain an ACT composite score of 22 or a SAT combined verbal and math score 1100 or higher (New SAT) or 1030 or higher (pre-March 2016 SAT) in lieu of the Praxis I assessments. The candidates must pass Praxis Subject Area assessments, have a required GPA, and meet other entry requirements. Candidates enter one of three alternate pathway: Master of Arts in Teaching; Practitioner Teacher Program; or Certification-Only Program. Most alternate candidates teach full time as a teacher of record while being enrolled in their alternate certification programs. The following chart identifies the number of candidates who were officially enrolled in alternate teacher preparation programs and the number of additional students who completed alternate teacher preparation programs in 2015-16.

| Alternate Teacher Preparation Programs | Teacher Candidates Enrolled in Program | Teacher Candidates Completed Program | Total Enrolled and Completed |
|---|---|---|-------------------------------------|
| PUBLIC UNIVERSITIES | | | |
| Grambling State University | 31 | 11 | 42 |
| Louisiana State University at Alexandria | 14 | 6 | 20 |
| Louisiana State University and A&M College | 34 | 12 | 46 |
| Louisiana State University at Shreveport | 23 | 11 | 34 |
| Louisiana Tech University | 68 | 44 | 112 |
| McNeese State University | 67 | 38 | 105 |
| Nicholls State University | 85 | 29 | 114 |
| Northwestern State University | 216 | 82 | 298 |
| Southeastern Louisiana University | 62 | 20 | 82 |
| Southern University and A&M College | 12 | 2 | 14 |
| Southern University at New Orleans | 25 | 13 | 38 |
| University of Louisiana at Lafayette | 73 | 37 | 110 |
| University of Louisiana at Monroe | 73 | 35 | 108 |
| University of New Orleans | 132 | 45 | 177 |
| PRIVATE UNIVERSITIES | | | |
| Centenary College | 38 | 25 | 63 |
| Louisiana College | 119 | 103 | 222 |
| Tulane University | 52 | 18 | 70 |
| University of Holy Cross | 26 | 23 | 49 |
| Xavier University of Louisiana | 21 | 13 | 34 |
| PRIVATE PROVIDERS | | | |
| Ascension Parish School Board | 18 | 2 | 20 |
| Caddo Parish School Board | 1 | 8 | 9 |
| Iteach Louisiana | 438 | 280 | 718 |
| Louisiana Resource Center for Educators | 234 | 88 | 322 |
| Relay Graduate School | 5 | 36 | 41 |
| St. Bernard Parish School Board | 16 | 28 | 44 |
| The New Teacher Project | 278 | 134 | 412 |

**GENDER FOR ENROLLED TEACHER CANDIDATES UNDERGRADUATE AND
ALTERNATE PROGRAMS (2015-16)**

The number of males and females enrolled in undergraduate and alternate programs in 2015-16 is provided below

| Teacher Preparation Programs | Undergraduate Enrolled Students | | Alternate Enrolled Students | |
|--|---------------------------------|---------|-----------------------------|---------|
| | Males | Females | Males | Females |
| PUBLIC UNIVERSITIES | | | | |
| Grambling State University | 3 | 23 | 11 | 20 |
| Louisiana State University at Alexandria | 4 | 42 | 2 | 12 |
| Louisiana State University and A&M College | 129 | 610 | 4 | 30 |
| Louisiana State University at Shreveport | 14 | 76 | 5 | 18 |
| Louisiana Tech University | 12 | 62 | 9 | 59 |
| McNeese State University | 36 | 178 | 20 | 47 |
| Nicholls State University | 18 | 95 | 18 | 67 |
| Northwestern State University | 27 | 88 | 46 | 170 |
| Southeastern Louisiana University | 63 | 359 | 20 | 42 |
| Southern University and A&M College | 11 | 24 | 2 | 10 |
| Southern University at New Orleans | 1 | 12 | 9 | 16 |
| University of Louisiana at Lafayette | 34 | 235 | 17 | 56 |
| University of Louisiana at Monroe | 16 | 115 | 14 | 59 |
| University of New Orleans | 26 | 107 | 36 | 96 |
| PRIVATE UNIVERSITIES | | | | |
| Centenary College | | | 11 | 27 |
| Louisiana College | 1 | 7 | 43 | 76 |
| Loyola University | 3 | 3 | | |
| Tulane University | | | 15 | 37 |
| University of Holy Cross | 0 | 4 | 5 | 21 |
| Xavier University of Louisiana | 1 | 7 | 7 | 14 |
| PRIVATE PROVIDERS | | | | |
| Ascension Parish School Board | | | 4 | 14 |
| Caddo Parish School Board | | | 0 | 1 |
| Iteach Louisiana | | | 118 | 320 |
| Louisiana Resource Center for Educators | | | 49 | 185 |
| Relay Graduate School | | | 2 | 3 |
| St. Bernard Parish School Board | | | 6 | 10 |
| The New Teacher Project | | | 94 | 184 |

RACES FOR ENROLLED UNDERGRADUATE TEACHER CANDIDATES

UNDERGRADUATE PROGRAMS (2015-16)

The number of teacher candidates by race enrolled in undergraduate teacher preparation programs in 2015-16 is provided below.

| Undergraduate Teacher Preparation Programs | Race | | | | | | |
|---|----------|--------|-------|-------|----------|-------|------------------|
| | Hispanic | Indian | Asian | Black | Islander | White | Multi- Racial |
| PUBLIC UNIVERSITIES | | | | | | | |
| Grambling State University | 0 | 0 | 0 | 24 | 0 | 2 | 0 |
| Louisiana State University at Alexandria | 1 | 0 | 2 | 1 | 0 | 42 | 0 |
| Louisiana State University and A&M College | 36 | 3 | 11 | 69 | 2 | 604 | 13 |
| Louisiana State University at Shreveport | 1 | 0 | 0 | 7 | 0 | 78 | 2 |
| Louisiana Tech University | 0 | 0 | 0 | 3 | 0 | 71 | 0 |
| McNeese State University | 2 | 0 | 0 | 12 | 0 | 196 | 4 |
| Nicholls State University | 2 | 0 | 1 | 9 | 0 | 101 | 0 |
| Northwestern State University | 5 | 1 | 0 | 16 | 0 | 88 | 3 |
| Southeastern Louisiana University | 26 | 2 | 1 | 31 | 0 | 332 | 29 |
| Southern University and A&M College | 0 | 0 | 0 | 34 | 0 | 1 | 0 |
| Southern University at New Orleans | 0 | 0 | 0 | 12 | 0 | 1 | 0 |
| University of Louisiana at Lafayette | 7 | 4 | 4 | 23 | 0 | 224 | 7 |
| University of Louisiana at Monroe | 5 | 0 | 2 | 14 | 0 | 108 | 2 |
| University of New Orleans | 8 | 2 | 6 | 19 | 0 | 102 | 4 |
| PRIVATE UNIVERSITIES | | | | | | | |
| Louisiana College | 0 | 0 | 0 | 0 | 0 | 8 | 0 |
| Loyola University | 0 | 0 | 1 | 2 | 0 | 3 | 0 |
| University of Holy Cross | 1 | 0 | 0 | 0 | 0 | 3 | 0 |
| Xavier University of Louisiana | 0 | 0 | 0 | 7 | 0 | 0 | 1 |

RACES FOR ENROLLED ALTERNATE TEACHER CANDIDATES

ALTERNATE PROGRAMS (2015-16)

The number of teacher candidates by race enrolled in alternate teacher preparation programs in 2015-16 is provided below.

| Alternate Teacher Preparation Programs | Race | | | | | | |
|--|----------|--------|-------|-------|----------|-------|------------------|
| | Hispanic | Indian | Asian | Black | Islander | White | Multi- Racial |
| PUBLIC UNIVERSITIES | | | | | | | |
| Grambling State University | 0 | 0 | 0 | 30 | 0 | 1 | 0 |
| Louisiana State University at Alexandria | 1 | 0 | 0 | 1 | 0 | 12 | 0 |
| Louisiana State University and A&M College | 1 | 0 | 1 | 1 | 0 | 31 | 1 |
| Louisiana State University at Shreveport | 1 | 0 | 1 | 3 | 0 | 18 | 0 |
| Louisiana Tech University | 0 | 0 | 2 | 10 | 0 | 55 | 1 |
| McNeese State University | 3 | 1 | 0 | 10 | 0 | 53 | 0 |
| Nicholls State University | 1 | 0 | 2 | 11 | 0 | 68 | 3 |
| Northwestern State University | 8 | 3 | 1 | 24 | 0 | 173 | 7 |
| Southeastern Louisiana University | 7 | 0 | 1 | 6 | 0 | 47 | 1 |
| Southern University and A&M College | 0 | 0 | 0 | 12 | 0 | 0 | 0 |
| Southern University at New Orleans | 0 | 0 | 0 | 14 | 0 | 10 | 1 |
| University of Louisiana at Lafayette | 0 | 1 | 0 | 8 | 0 | 60 | 4 |
| University of Louisiana at Monroe | 2 | 0 | 0 | 11 | 0 | 58 | 2 |
| University of New Orleans | 6 | 1 | 2 | 13 | 0 | 111 | 5 |
| PRIVATE UNIVERSITIES | | | | | | | |
| Centenary College | 1 | 0 | 0 | 0 | 2 | 35 | 0 |
| Louisiana College | 2 | 0 | 1 | 27 | 1 | 66 | 6 |
| Tulane University | 2 | 0 | 1 | 4 | 0 | 40 | 0 |
| University of Holy Cross | 4 | 0 | 0 | 3 | 0 | 19 | 0 |
| Xavier University of Louisiana | 1 | 0 | 0 | 11 | 0 | 8 | 1 |
| SCHOOL BOARDS AND OTHER PROGRAMS | | | | | | | |
| Ascension Parish School Board | | | | | | | |
| Caddo Parish School Board | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Iteach Louisiana | 5 | 3 | 3 | 90 | 0 | 306 | 31 |
| Louisiana Resource Center for Educators | 7 | 0 | 1 | 42 | 0 | 163 | 3 |
| Relay Graduate School | 1 | 0 | 0 | 2 | 0 | 2 | 0 |
| St. Bernard Parish School Board | 1 | 0 | 0 | 1 | 0 | 15 | 0 |
| The New Teacher Project | 15 | 0 | 5 | 70 | 0 | 156 | 16 |

**NUMBER OF HOURS FOR CLINICAL EXPERIENCES FOR TEACHER
PREPARATION PROGRAMS**

**UNDERGRADUATE PROGRAMS
(2015-16)**

The Board of Elementary and Secondary Education (BESE) requires 2015-16 teacher candidates to spend a minimum of 270 clock hours in student teaching, with at least 180 of such hours spent in actual teaching. BESE requires that a substantial portion of the 180 hours be on an all-day basis. In addition to the student teaching experience, BESE states that students should be provided actual teaching experience (in addition to observations) in classroom settings during the sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended by BESE that pre-service teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching. Student teaching generally occurs during one semester with a student being supervised by an experienced classroom teacher.

Information provided below identifies the actual number of clock hours required by each teacher preparation program prior to student teaching and during student teaching. The actual clock hours required by undergraduate programs for student teaching ranges from 400 to 600 clock hours which exceeds the number of clock hours required by BESE. The actual number of clock hours required by undergraduate programs prior to student teaching ranges from 180 to 330 which also exceed the number of clock hours identified by BESE.

| Undergraduate Teacher Preparation Programs | Clock Hours Prior to Student Teaching | Student Teaching | | |
|---|--|--------------------|--------------------------------------|-----------------------------------|
| | | Number of Weeks | Number of Clock Hours per Week | Total Number of Clock Hours |
| PUBLIC UNIVERSITIES | | | | |
| Grambling State University | 180 | 14 | 35 | 490 |
| Louisiana State University at Alexandria | 198 | 14 | 35 | 490 |
| Louisiana State University and A&M College | 180 | 14 | 35 | 490 |
| Louisiana State University at Shreveport | 180 | 15 | 30 | 450 |
| Louisiana Tech University | 330 | 10 | 40 | 450 |
| McNeese State University | 273 | 14 | 30 | 420 |
| Nicholls State University | 180 | 15 | 40 | 600 |
| Northwestern State University | 260 | 15 | 35 | 525 |
| Southeastern Louisiana University | 180 | 15 | 40 | 600 |
| Southern University and A&M College | 180 | 14 | 35 | 490 |
| Southern University at New Orleans | 180 | 10 | 40 | 400 |
| University of Louisiana at Lafayette | 180 | 14 | 35 | 490 |
| University of Louisiana at Monroe | 180 | 15 | 35 | 525 |
| University of New Orleans | 180 | 15 | 35 | 525 |
| PRIVATE UNIVERSITIES | | | | |
| Louisiana College | 215 | 16 | 30 | 480 |
| Loyola University | 180 | 15 | 35 | 525 |
| University of Holy Cross | 240 | 15 | 35 | 525 |
| Xavier University of Louisiana | 180 | 15 | 35 | 525 |

**NUMBER OF HOURS FOR CLINICAL EXPERIENCES FOR TEACHER
PREPARATION PROGRAMS CONT'D**

ALTERNATE PROGRAMS (2015-16)

| Alternate Teacher Preparation Programs | Clock Hours Prior to Student Teaching | Student Teaching | | |
|---|--|--------------------|--------------------------------------|-----------------------------------|
| | | Number of Weeks | Number of Clock Hours per Week | Total Number of Clock Hours |
| PUBLIC UNIVERSITIES | | | | |
| Grambling State University | <i>Student Teaching Not Offered</i> | | | |
| Louisiana State University at Alexandria | 127 | 14 | 35 | 490 |
| Louisiana State University and A&M College | 180 | 22.29 | 35 | 780 |
| Louisiana State University at Shreveport | 140 | 15 | 30 | 450 |
| Louisiana Tech University | 180 | 10 | 40 | 400 |
| McNeese State University | 273 | 14 | 30 | 420 |
| Nicholls State University | <i>Student Teaching Not Offered</i> | | | |
| Northwestern State University | <i>Student Teaching Not Offered</i> | | | |
| Southeastern Louisiana University | 180 | 15 | 40 | 600 |
| Southern University and A&M College | 180 | 14 | 35 | 490 |
| Southern University at New Orleans | 180 | 10 | 40 | 400 |
| University of Louisiana at Lafayette | 180 | 14 | 35 | 490 |
| University of Louisiana at Monroe | 180 | 15 | 35 | 525 |
| University of New Orleans | 180 | 15 | 35 | 525 |
| PRIVATE UNIVERSITIES | | | | |
| Centenary College | 97 | 14 | 35 | 490 |
| Louisiana College | <i>Student Teaching Not Offered</i> | | | |
| Tulane University | 200 | 15 | 40 | 520 |
| University of Holy Cross | 180 | 15 | 35 | 490 |
| Xavier University of Louisiana | 180 | 15 | 35 | 525 |
| PRIVATE PROVIDERS | | | | |
| Ascension Parish School | <i>Student Teaching Not Offered</i> | | | |
| Caddo Parish School Board | <i>Student Teaching Not Offered</i> | | | |
| Iteach Louisiana | <i>Student Teaching Not Offered</i> | | | |
| Louisiana Resource Center for Educators | <i>Student Teaching Not Offered</i> | | | |
| Relay Graduate School | <i>Student Teaching Not Offered</i> | | | |
| St. Bernard Parish School Board | <i>Student Teaching Not Offered</i> | | | |
| The New Teacher Project | <i>Student Teaching Not Offered</i> | | | |

**NUMBER AND PERCENTAGE OF 2015-16 COMPLETERS WHO TAUGHT IN
PUBLIC SCHOOLS IN LOUISIANA DURING 2016-17**

The numbers of undergraduate and alternate completers who completed in 2015-16 and taught in public schools in Louisiana in 2016-17 are listed below. **Teacher candidates completers who began teaching in private schools in Louisiana or began teaching in other states during 2016-17 are not listed below.**

| Teacher Preparation Programs | Undergraduate Completers | | Alternate Completers | |
|--|--|---|--|---|
| | Number & Percentage Completed in 2015-16 | Number & Percentage Teaching in Public Schools in 2016-17 | Number & Percentage Completed in 2015-16 | Number & Percentage Teaching in Public Schools in 2016-17 |
| PUBLIC UNIVERSITIES | | | | |
| Grambling State University | 100% (n=9) | 44% (n=4) | 100% (n=11) | 100% (n=11) |
| Louisiana State University at Alexandria | 100% (n=17) | 88% (n=15) | 100% (n=6) | 100% (n=6) |
| Louisiana State University and A&M College | 100% (n=175) | 47% (n=82) | 100% (n=12) | 50% (n=6) |
| Louisiana State University at Shreveport | 100% (n=41) | 81% (n=33) | 100% (n=11) | 82% (n=9) |
| Louisiana Tech University | 100% (n=82) | 62% (n=51) | 100% (n=44) | 66% (n=29) |
| McNeese State University | 100% (n=85) | 79% (n=67) | 100% (n=38) | 76% (n=29) |
| Nicholls State University | 100% (n=65) | 79% (n=51) | 100% (n=29) | 83% (n=24) |
| Northwestern State University | 100% (n=59) | 67% (n=39) | 100% (n=82) | 85% (n=70) |
| Southeastern Louisiana University | 100% (n=153) | 82% (n=126) | 100% (n=20) | 65% (n=13) |
| Southern University and A&M College | 100% (n=7) | 57% (n=4) | 100% (n=2) | 100% (N=2) |
| Southern University at New Orleans | 100% (n=4) | 100% (n=4) | 100% (n=13) | 77% (n=10) |
| University of Louisiana at Lafayette | 100% (n=180) | 78% (n=141) | 100% (n=37) | 92% (n=34) |
| University of Louisiana at Monroe | 100% (n=66) | 62% (n=41) | 100% (n=35) | 77% (n=27) |
| University of New Orleans | 100% (n=40) | 70% (n=28) | 100% (n=45) | 71% (n=32) |
| PRIVATE UNIVERSITIES | | | | |
| Centenary College | | | 100% (n=25) | 52% (n=13) |
| Louisiana College | 100% (n=9) | 89 (n=8) | 100% (n=103) | 87% (n=90) |
| Loyola University | 100% (n=6) | 50% (n=3) | | |
| University of Holy Cross | 100% (n=21) | 62% (n=13) | 100% (n=23) | 30% (n=7) |
| Xavier University of Louisiana | 100% (n=4) | 100% (n=4) | 100% (n=13) | 92% (n=12) |
| Ascension Parish School Board | | | 100% (n=2) | 100% (n=1) |
| Caddo Parish School Board | | | 100% (n=8) | 100% (n=8) |
| Iteach Louisiana | | | 100% (n=280) | 86% (n=240) |
| Louisiana Resource Center for Educators | | | 100% (n=88) | 88% (n=77) |
| Relay Graduate School | | | 100% (n=36) | 89% (n=32) |
| St. Bernard Parish School Board | | | 100% (n=28) | 89% (n=25) |
| The New Teacher Project | | | 100% (n=134) | 71% (n=95) |

PERSISTENCE IN TEACHING IN PUBLIC SCHOOLS

Undergraduate and alternate program completers have the option of teaching in public schools in Louisiana, private schools in Louisiana, or schools in other states. It is not possible to track the retention of completers in private schools or out-of-state schools. The following two charts identify only the number and percentage of a cohort of program completers in 2011-12 who taught in public schools in Louisiana during the five year time period. Completers not reflected in the following chart may be teaching in private schools in Louisiana or teaching in other states.

UNDERGRADUATE

| Undergraduate Teacher Preparation Programs | Persistence in Teaching in Public Schools – 2010-11 Completers | | | | | |
|---|---|--|--|--|--|--|
| | Number of 2011-12 Completers | Number & Percentage Teaching in 2012-13 | Number & Percentage Teaching in 2013-14 | Number & Percentage Teaching in 2014-15 | Number & Percentage Teaching in 2015-16 | Number & Percentage Teaching in 2016-17 |
| PUBLIC UNIVERSITIES | | | | | | |
| Grambling State University | 100% (n=9) | 78% (n=7) | 78% (n=7) | 78% (n=7) | 67% (n=6) | 56% (n=5) |
| Louisiana State University at Alexandria | 100% (n=14) | 86% (n=12) | 86% (n=12) | 79% (n=11) | 86% (n=12) | 86% (n=12) |
| Louisiana State University and A&M College | 100% (n=149) | 48% (n=71) | 51% (n=76) | 52% (n=77) | 49% (n=73) | 46% (n=68) |
| Louisiana State University at Shreveport | 100% (n=43) | 74% (n=32) | 81% (n=35) | 72% (n=31) | 70% (n=30) | 65% (n=28) |
| Louisiana Tech University | 100% (n=80) | 60% (n=48) | 54% (n=43) | 51% (n=41) | 50% (n=40) | 53% (n=42) |
| McNeese State University | 100% (n=104) | 80% (n=83) | 77% (n=80) | 75% (n=78) | 73% (n=76) | 69% (n=72) |
| Nicholls State University | 100% (n=102) | 88% (n=90) | 86% (n=88) | 82% (n=84) | 79% (n=81) | 74% (n=75) |
| Northwestern State University | 100% (n=52) | 69% (n=36) | 71% (n=37) | 67% (n=35) | 67% (n=35) | 69% (n=36) |
| Southeastern Louisiana University | 100% (n=207) | 65% (n=135) | 71% (n=146) | 73% (n=150) | 70% (n=144) | 67% (n=139) |
| Southern University and A&M College | 100% (n=34) | 82% (n=28) | 77% (n=26) | 71% (n=24) | 74% (n=25) | 77% (n=26) |
| Southern University at New Orleans | 100% (n=6) | 83% (n=5) | 83% (n=5) | 100% (n=6) | 100% (n=6) | 100% (n=6) |
| University of Louisiana at Lafayette | 100% (n=208) | 70% (n=146) | 72% (n=149) | 70% (n=146) | 68% (n=141) | 64% (n=134) |
| University of Louisiana at Monroe | 100% (n=76) | 57% (n=43) | 55% (n=42) | 58% (n=44) | 58% (n=44) | 55% (n=42) |
| University of New Orleans | 100% (n=60) | 62% (n=37) | 68% (n=41) | 65% (n=39) | 65% (n=39) | 62% (n=37) |
| PRIVATE UNIVERSITIES | | | | | | |
| Louisiana College | 100% (n=9) | 78% (n=7) | 78% (n=7) | 78% (n=7) | 78% (n=7) | 78% (n=7) |
| University of Holy Cross | 100% (n=4) | 25% (n=1) | 25% (n=1) | 50% (n=2) | 50% (n=2) | 75% (n=3) |
| Xavier University of Louisiana | 100% (n=9) | 56% (n=5) | 56% (n=5) | 67% (n=6) | 67% (n=6) | 67% (n=6) |

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

ALTERNATE

| Alternate Teacher Preparation Programs | Persistence in Teaching in Public Schools – 2010-11 Completers | | | | | |
|--|--|--|--|--|--|--|
| | Number of 2011-12 Completers | Number & Percentage Teaching in 2012-13 | Number & Percentage Teaching in 2013-14 | Number & Percentage Teaching in 2014-15 | Number & Percentage Teaching in 2015-16 | Number & Percentage Teaching in 2016-17 |
| PUBLIC UNIVERSITIES | | | | | | |
| Grambling State University | 100% (n=10) | 70% (n=7) | 80% (n=8) | 80% (n=8) | 80% (n=8) | 70% (n=7) |
| Louisiana State University at Alexandria | 100% (n=11) | 82% (n=9) | 82% (n=9) | 82% (n=9) | 82% (n=9) | 73% (n=8) |
| Louisiana State University and A&M College | 100% (n=154) | 51% (n=79) | 53% (n=82) | 52% (n=80) | 49% (n=76) | 43% (n=66) |
| Louisiana State University at Shreveport | 100% (n=49) | 82% (n=40) | 80% (n=39) | 82% (n=40) | 82% (n=40) | 74% (n=36) |
| Louisiana Tech University | 100% (n=100) | 76% (n=76) | 69% (n=69) | 65% (n=65) | 64% (n=64) | 59% (n=59) |
| McNeese State University | 100% (n=85) | 82% (n=70) | 73% (n=62) | 71% (n=60) | 67% (n=57) | 66% (n=56) |
| Nicholls State University | 100% (n=77) | 83% (n=64) | 75% (n=58) | 79% (n=61) | 82% (n=63) | 75% (n=58) |
| Northwestern State University | 100% (n=46) | 78% (n=36) | 76% (n=35) | 67% (n=31) | 61% (n=28) | 57% (n=26) |
| Southeastern Louisiana University | 100% (n=33) | 55% (n=18) | 55% (n=18) | 55% (n=18) | 55% (n=18) | 55% (n=18) |
| Southern University and A&M College | 100% (n=36) | 83% (n=30) | 83% (n=30) | 94% (n=34) | 86% (n=31) | 78% (n=28) |
| Southern University at New Orleans | 100% (n=10) | 60% (n=6) | 70% (n=7) | 60% (n=6) | 60% (n=6) | 70% (n=7) |
| University of Louisiana at Lafayette | 100% (n=97) | 67% (n=65) | 73% (n=71) | 63% (n=61) | 60% (n=58) | 62% (n=60) |
| University of Louisiana at Monroe | 100% (n=103) | 85% (n=88) | 77% (n=79) | 74% (n=76) | 69% (n=71) | 66% (n=68) |
| University of New Orleans | 100% (n=82) | 59% (n=48) | 66% (n=54) | 61% (n=50) | 60% (n=49) | 52% (n=43) |
| PRIVATE UNIVERSITIES | | | | | | |
| Centenary College | 100% (n=23) | 65% (n=15) | 48% (n=11) | 39% (n=9) | 30% (n=7) | 26% (n=6) |
| Louisiana College | 100% (n=126) | 86% (n=108) | 83% (n=105) | 79% (n=99) | 74% (n=93) | 71% (n=90) |
| Tulane University | 100% (n=13) | 46% (n=6) | 46% (n=6) | 31% (n=4) | 31% (n=4) | 23% (n=3) |
| University of Holy Cross | 100% (n=45) | 40% (n=18) | 40% (n=18) | 44% (n=20) | 42% (n=19) | 38% (n=17) |
| Xavier University of Louisiana | 100% (n=22) | 77% (n=17) | 59% (n=13) | 59% (n=13) | 46% (n=10) | 55% (n=12) |

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

| PRIVATE PROVIDERS | | | | | | |
|---|-----------------|----------------|----------------|---------------|----------------|---------------|
| Louisiana Resource Center for Educators | 100% (n=147) | 69% (n=101) | 66% (n=97) | 65% (n=95) | 60% (n=88) | 58% (n=85) |
| The New Teacher Project | 100% (n=231) | 86% (n=198) | 56% (n=130) | 43% (n=99) | N/A (n=N/A) | 30% (n=70) |

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY
UNDERGRADUATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS
WHO TAUGHT IN 2014-15, 2015-16 AND 2016-17**

The Louisiana Department of Education states that Compass is Louisiana's educator support and evaluation system designed to provide all educators with regular, meaningful feedback on their performance (<http://www.louisianabelieves.com/teaching/compass>). Under this system, every teacher in public schools in Louisiana is evaluated annually using a four-tiered rating – Highly Effective, Effective: Proficient, Effective: Emerging, and Ineffective. Half of the evaluation is based on achievement of student learning targets to generate the Compass Student Outcome score and half of the evaluation is based on observations by teachers' supervisors using the appropriate Compass rubric to generate a Compass Professional Practice score. The two scores are combined to generate Compass Final Evaluation Scores that range from 1.00 to 4.00.

The first chart identifies the mean Compass Student Growth scores of all first and second year teachers who taught in 2014-15, 2015-16 and 2016-17 and completed undergraduate teacher preparation programs during or before 2015-16. In addition, it identifies the percentage of first and second year teachers who obtained Compass Student Growth scores in each of the four effectiveness levels after completing their undergraduate teacher preparation programs.

The next chart identifies the mean Compass Professional Practice scores of all first and second year teachers who taught in 2014-15, 2015-16 and 2016-17 and completed undergraduate teacher preparation programs during or before 2015-16. In addition, it identifies the percentage of first and second year teachers who obtained Compass Professional Practices scores in each of the four effectiveness levels after completing their undergraduate teacher preparation programs.

The chart on the next page identifies the mean Compass Final Evaluation scores of all first and second year teachers who taught in 2014-15, 2015-16 and 2016-17 and completed undergraduate teacher preparation programs during or before 2015-16. In addition, it identifies the percentage of first and second year teachers who obtained Compass Final Evaluation scores in each of the four effectiveness levels after completing their undergraduate teacher preparation programs.

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY
UNDERGRADUATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS
WHO TAUGHT IN 2014-15, 2015-16 AND 2016-17**

UNDERGRADUATE PROGRAMS

COMPASS STUDENT GROWTH (GRADES K-12 – ALL CERTIFICATION AREAS)

| Undergraduate Teacher Preparation Programs | Compass Student Growth | | | | |
|--|------------------------|------------------------------|-----------------------|-----------------------|-----------------------|
| | Mean & Number | Compass Effectiveness Levels | | | |
| | | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| PUBLIC UNIVERSITIES | | | | | |
| Grambling State University | 3.3 (n=45) | 4% (n= \leq 10) | 4% (n= \leq 10) | 29% (n=13) | 62% (n=28) |
| Louisiana State University at Alexandria | 3.3 (n=96) | 1% (n= \leq 10) | 9% (n= \leq 10) | 28% (n=27) | 62% (n=59) |
| Louisiana State University and A&M College | 3.3 (n=537) | 2% (n=10) | 9% (n=46) | 29% (n=155) | 61% (n=326) |
| Louisiana State University at Shreveport | 3.5 (n=177) | 0% (n= \leq 10) | 5% (n= \leq 10) | 28% (n=49) | 68% (n=120) |
| Louisiana Tech University | 3.4 (n=256) | 1% (n= \leq 10) | 5% (n=12) | 28% (n=72) | 66% (n=170) |
| McNeese State University | 3.4 (n=360) | 1% (n= \leq 10) | 10% (n=36) | 19% (n=67) | 70% (n=252) |
| Nicholls State University | 3.1 (n=353) | 3% (n=10) | 13% (n=44) | 37% (n=129) | 48% (n=170) |
| Northwestern State University | 3.2 (n=170) | 4% (n= \leq 10) | 15% (n=25) | 29% (n=49) | 53% (n=90) |
| Southeastern Louisiana University | 3.3 (n=740) | 2% (n=15) | 7% (n=53) | 33% (n=242) | 58% (n=430) |
| Southern University and A&M College | 3.2 (n=52) | 4% (n= \leq 10) | 6% (n= \leq 10) | 44% (n=23) | 46% (n=24) |
| Southern University at New Orleans | 3.0 (n=36) | 6% (n= \leq 10) | 17% (n= \leq 10) | 33% (n=12) | 44% (n=16) |
| University of Louisiana at Lafayette | 3.3 (n=717) | 2% (n=13) | 10% (n=72) | 32% (n=227) | 57% (n=405) |
| University of Louisiana at Monroe | 3.2 (n=244) | 3% (n= \leq 10) | 10% (n=25) | 29% (n=70) | 58% (n=142) |
| University of New Orleans | 2.9 (n=211) | 5% (n=10) | 18% (n=38) | 40% (n=84) | 37% (n=79) |
| PRIVATE UNIVERSITIES | | | | | |
| Louisiana College | 3.4 (n=56) | 0% (n= \leq 10) | 11% (n= \leq 10) | 25% (n=14) | 64% (n=36) |
| University of Holy Cross | 3.0 (n=47) | 0% (n= \leq 10) | 21% (n=10) | 43% (n=20) | 36% (n=17) |
| Xavier University | 3.5 (n=11) | 0% (n= \leq 10) | 0% (n= \leq 10) | 36% (n= \leq 10) | 64% (n= \leq 10) |

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY
UNDERGRADUATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS
WHO TAUGHT IN 2014-15, 2015-16 AND 2016-17 (CONT'D.)**

UNDERGRADUATE PROGRAMS (CONT'D.)

COMPASS PROFESSIONAL PRACTICE (GRADES K-12 – ALL CERTIFICATION AREAS)

| Undergraduate Teacher Preparation Programs | Compass Professional Practice | | | | |
|--|-------------------------------|------------------------------|-----------------------|-----------------------|-----------------------|
| | Mean & Number | Compass Effectiveness Levels | | | |
| | | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| PUBLIC UNIVERSITIES | | | | | |
| Grambling State University | 2.9 (n=45) | 0% (n= \leq 10) | 18% (n= \leq 10) | 73% (n=33) | 9% (n= \leq 10) |
| Louisiana State University at Alexandria | 3.3 (n=96) | 0% (n= \leq 10) | 6% (n= \leq 10) | 56% (n=54) | 38% (n=36) |
| Louisiana State University and A&M College | 3.1 (n=537) | 0% (n= \leq 10) | 11% (n=60) | 62% (n=330) | 27% (n=146) |
| Louisiana State University at Shreveport | 3.3 (n=177) | 0% (n= \leq 10) | 6% (n=11) | 48% (n=85) | 46% (n=81) |
| Louisiana Tech University | 3.2 (n=256) | 0% (n= \leq 10) | 6% (n=16) | 59% (n=150) | 35% (n=89) |
| McNeese State University | 3.3 (n=360) | 1% (n= \leq 10) | 6% (n=23) | 48% (n=173) | 45% (n=161) |
| Nicholls State University | 3.0 (n=353) | 0% (n= \leq 10) | 12% (n=41) | 72% (n=254) | 16% (n=58) |
| Northwestern State University | 3.1 (n=170) | 1% (n= \leq 10) | 11% (n=19) | 61% (n=104) | 27% (n=45) |
| Southeastern Louisiana University | 3.1 (n=740) | 0% (n= \leq 10) | 13% (n=98) | 59% (n=433) | 28% (n=209) |
| Southern University and A&M College | 3.1 (n=52) | 2% (n= \leq 10) | 8% (n= \leq 10) | 62% (n=32) | 29% (n=15) |
| Southern University at New Orleans | 2.9 (n=36) | 0% (n= \leq 10) | 17% (n= \leq 10) | 67% (n=24) | 17% (n= \leq 10) |
| University of Louisiana at Lafayette | 3.2 (n=717) | 0% (n= \leq 10) | 9% (n=67) | 61% (n=434) | 30% (n=214) |
| University of Louisiana at Monroe | 3.2 (n=244) | 0% (n= \leq 10) | 7% (n=17) | 57% (n=138) | 36% (n=88) |
| University of New Orleans | 3.0 (n=211) | 1% (n= \leq 10) | 13% (n=28) | 66% (n=139) | 20% (n=42) |
| PRIVATE UNIVERSITIES | | | | | |
| Louisiana College | 3.4 (n=56) | 0% (n= \leq 10) | 5% (n= \leq 10) | 45% (n=25) | 50% (n=28) |
| University of Holy Cross | 3.1 (n=47) | 0% (n= \leq 10) | 11% (n= \leq 10) | 62% (n=29) | 28% (n=13) |
| Xavier University | 3.1 (n=11) | 0% (n= \leq 10) | 0% (n= \leq 10) | 64% (n= \leq 10) | 36% (n= \leq 10) |

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY
UNDERGRADUATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS
WHO TAUGHT IN 2014-15, 2015-16 AND 2016-17 (CONT'D.)**

UNDERGRADUATE PROGRAMS (CONT'D.)

COMPASS FINAL EVALUATION (GRADES K-12 – ALL CERTIFICATION AREAS)

| Undergraduate Teacher Preparation Programs | Compass Final Evaluation | | | | |
|--|--------------------------|------------------------------|-----------------------|-----------------------|-----------------------|
| | Mean & Number | Compass Effectiveness Levels | | | |
| | | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| PUBLIC UNIVERSITIES | | | | | |
| Grambling State University | 3.1 (n=45) | 2% (n= \leq 10) | 9% (n= \leq 10) | 64% (n=29) | 24% (n=11) |
| Louisiana State University at Alexandria | 3.3 (n=96) | 0% (n= \leq 10) | 10% (n=10) | 45% (n=43) | 45% (n=43) |
| Louisiana State University and A&M College | 3.3 (n=537) | 1% (n= \leq 10) | 9% (n=46) | 53% (n=286) | 37% (n=199) |
| Louisiana State University at Shreveport | 3.4 (n=177) | 0% (n= \leq 10) | 6% (n=11) | 45% (n=80) | 49% (n=86) |
| Louisiana Tech University | 3.4 (n=256) | 0% (n= \leq 10) | 4% (n=11) | 51% (n=130) | 45% (n=114) |
| McNeese State University | 3.4 (n=360) | 1% (n= \leq 10) | 7% (n=26) | 38% (n=135) | 54% (n=195) |
| Nicholls State University | 3.1 (n=353) | 0% (n= \leq 10) | 14% (n=48) | 61% (n=215) | 25% (n=89) |
| Northwestern State University | 3.2 (n=170) | 2% (n= \leq 10) | 11% (n=19) | 49% (n=83) | 38% (n=64) |
| Southeastern Louisiana University | 3.3 (n=740) | 1% (n= \leq 10) | 8% (n=57) | 58% (n=428) | 34% (n=251) |
| Southern University and A&M College | 3.2 (n=52) | 2% (n= \leq 10) | 8% (n= \leq 10) | 62% (n=32) | 29% (n=15) |
| Southern University at New Orleans | 3.0 (n=36) | 3% (n= \leq 10) | 14% (n= \leq 10) | 61% (n=22) | 22% (n= \leq 10) |
| University of Louisiana at Lafayette | 3.3 (n=717) | 0% (n= \leq 10) | 10% (n=73) | 53% (n=378) | 37% (n=264) |
| University of Louisiana at Monroe | 3.3 (n=244) | 1% (n= \leq 10) | 11% (n=26) | 46% (n=113) | 42% (n=103) |
| University of New Orleans | 3.0 (n=211) | 3% (n= \leq 10) | 15% (n=32) | 63% (n=133) | 19% (n=40) |
| PRIVATE UNIVERSITIES | | | | | |
| Louisiana College | 3.4 (n=56) | 0% (n= \leq 10) | 4% (n= \leq 10) | 48% (n=27) | 48% (n=27) |
| University of Holy Cross | 3.1 (n=47) | 0% (n= \leq 10) | 15% (n= \leq 10) | 60% (n=28) | 26% (n=12) |
| Xavier University | 3.4 (n=11) | 0% (n= \leq 10) | 0% (n= \leq 10) | 64% (n= \leq 10) | 36% (n= \leq 10) |

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES
BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS
WHO TAUGHT IN 2014-15, 2015-16, AND 2016-17**

The Louisiana Department of Education states that Compass is Louisiana’s educator support and evaluation system designed to provide all educators with regular, meaningful feedback on their performance (<http://www.louisianabelieves.com/teaching/compass>). Under this system, every teacher in public schools in Louisiana is evaluated annually using a four-tiered rating – Highly Effective, Effective: Proficient, Effective: Emerging, and Ineffective. Half of the evaluation is based on achievement student learning targets to generate the Compass Student Growth score and half of the evaluation is based on observations by their supervisor using the appropriate Compass rubric to generate a Compass Professional Practice score. The two scores are averaged to generate a Compass Final Evaluation Scores that ranges from 1.00 to 4.00.

The results in the following tables represent new teachers in grades K-12 for all areas of certification.

The first chart identifies the mean Compass Student Growth scores of all first and second year teachers who taught in 2014-15, 2015-16 and 2016-17 and completed alternate teacher preparation programs during or before 2015-16. In addition, it identifies the percentage of first and second year teachers who obtained Compass Student Growth scores in each of the four effectiveness levels after completing their alternate teacher preparation programs.

The next chart identifies the mean Compass Professional Practice scores of all first and second year teachers who taught in 2014-15, 2015-16 and 2016-17 and completed alternate teacher preparation programs during or before 2015-16. In addition, the following chart identifies the percentage of first and second year teachers who obtained Compass Professional Practices scores in each of the four effectiveness levels after completing their alternate teacher preparation programs.

The chart on the next page identifies the mean Compass Final Evaluation scores of all first and second year teachers who taught in 2014-15, 2015-16 and 2016-17 and completed alternate teacher preparation programs during or before 2015-16. In addition, it identifies the percentage of first and second year teachers who obtained Compass Final Evaluation scores in each of the four effectiveness levels after completing their alternate teacher preparation programs.

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY
ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS
WHO TAUGHT IN 2014-15, 2015-16, AND 2016-17 (CONT'D.)**

ALTERNATE PROGRAMS

COMPASS STUDENT GROWTH (GRADES K-12 – ALL CERTIFICATION AREAS)

| Alternate Teacher Preparation Programs | COMPASS STUDENT GROWTH | | | | |
|---|------------------------|------------------------------|-----------------------|-------------------------|---------------------|
| | Mean & Number | Compass Effectiveness Levels | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| PUBLIC UNIVERSITIES | | | | | |
| Grambling State University – Masters of Arts in Teaching | 3.2 (n=33) | 6% (n=≤10) | 3% (n=≤10) | 39% (n=13) | 52% (n=17) |
| Louisiana State University at Alexandria – Certification-Only | 3.2 (n=23) | 0% (n=≤10) | 9% (n=≤10) | 35% (n=≤10) | 57% (n=13) |
| Louisiana State University and A&M College – Master of Arts in Teaching | 3.3 (n=168) | 1% (n=≤10) | 10% (n=17) | 35% (n=58) | 54% (n=91) |
| Louisiana State University and A&M College – Certification-Only | 3.4 (n=27) | 0% (n=≤10) | 0% (n=≤10) | 44% (n=12) | 56% (n=15) |
| Louisiana State University at Shreveport – Certification-Only | 3.4 (n=79) | 1% (n=≤10) | 9% (n=≤10) | 23% (n=18) | 67% (n=53) |
| Louisiana Tech University Master of Arts in Teaching | 3.5 (n=242) | 1% (n=≤10) | 4% (n=10) | 23% (n=55) | 72% (n=175) |
| Louisiana Tech University Certification Only | 3.7 (n=26) | 0% (n=≤10) | 0% (n=≤10) | 15% (n=≤10) | 85% (n=22) |
| McNeese State University – Master of Arts in Teaching | 3.6 (n=78) | 1% (n=≤10) | 8% (n=≤10) | 15% (n=12) | 76% (n=59) |
| McNeese State University – Certification-Only | 3.6 (n=80) | 0% (n=≤10) | 4% (n=≤10) | 25% (n=20) | 71% (n=57) |
| Nicholls State University – Masters of Arts in Teaching | 3.0 (n=60) | 7% (n=≤10) | 10% (n=≤10) | 37% (n=22) | 47% (n=28) |
| Nicholls State University – Certification-Only | 3.3 (n=94) | 2% (n=≤10) | 6% (n=≤10) | 37% (n=35) | 54% (n=51) |
| Northwestern State University – Masters of Arts in Teaching | 3.4 (n=221) | 1% (n=≤10) | 10% (n=21) | 24% (n=54) | 65% (n=144) |
| Northwestern State University – Practitioner Teacher Program | 3.2 (n=70) | 4% (n=≤10) | 13% (n=≤10) | 24% (n=17) | 59% (n=41) |
| Southeastern Louisiana University – Master of Arts in Teaching | 3.5 (n=56) | 0% (n=≤10) | 2% (n=≤10) | 29% (n=16) | 70% (n=39) |
| Southeastern Louisiana University – Certification- Only | 3.4 (n=45) | 0% (n=≤10) | 2% (n=≤10) | 33% (n=15) | 64% (n=29) |

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY
ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS
WHO TAUGHT IN 2014-15, 2015-16, AND 2016-17 (CONT'D.)**

ALTERNATE PROGRAMS (CONT'D.)

COMPASS STUDENT GROWTH (GRADES K-12 – ALL CERTIFICATION AREAS) (CONT'D.)

| Alternate Teacher Preparation Programs | COMPASS STUDENT GROWTH | | | | |
|--|------------------------|------------------------------|--------------------|----------------------|------------------|
| | Mean & Number | Compass Effectiveness Levels | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| PUBLIC UNIVERSITIES | | | | | |
| Southern University and A&M College – Certification-Only | 3.1 (n=62) | 3% (n=≤10) | 16% (n=10) | 34% (n=21) | 47% (n=29) |
| Southern University of New Orleans – Certification-Only | 2.9 (n=66) | 8% (n=≤10) | 17% (n=11) | 35% (n=23) | 41% (n=27) |
| University of Louisiana at Lafayette – Certification-Only | 3.3 (n=181) | 3% (n=≤10) | 9% (n=16) | 33% (n=60) | 55% (n=99) |
| University of Louisiana at Lafayette – Master of Arts in Teaching | 3.5 (n=24) | 0% (n=≤10) | 4% (n=≤10) | 25% (n=≤10) | 71% (n=17) |
| University of Louisiana at Monroe – Master of Arts in Teaching | 3.3 (n=148) | 4% (n=≤10) | 7% (n=11) | 30% (n=44) | 59% (n=87) |
| University of New Orleans – Masters of Arts in Teaching | 3.1 (n=202) | 3% (n=≤10) | 15% (n=30) | 35% (n=70) | 48% (n=97) |
| University of New Orleans – Certification-Only | 2.6 (n=13) | 15% (n=≤10) | 23% (n=≤10) | 31% (n=≤10) | 31% (n=≤10) |
| PRIVATE UNIVERSITIES | | | | | |
| Centenary College – Master of Arts in Teaching | 3.4 (n=66) | 3% (n=≤10) | 6% (n=≤10) | 33% (n=22) | 58% (n=38) |
| Louisiana College – Practitioner Teacher Program | 3.4 (n=506) | 1% (n=≤10) | 8% (n=42) | 28% (n=141) | 63% (n=317) |
| Tulane University – Certification Only | 3.0 (n=38) | 5% (n=≤10) | 18% (n=≤10) | 34% (n=13) | 42% (n=16) |
| University of Holy Cross – Certification-Only | 3.0 (n=58) | 5% (n=≤10) | 19% (n=11) | 28% (n=16) | 48% (n=28) |
| Xavier University – Master of Arts in Teaching | 3.0 (n=49) | 2% (n=≤10) | 20% (n=10) | 41% (n=20) | 37% (n=18) |
| PRIVATE PROVIDERS | | | | | |
| Iteach Louisiana – Practitioner Teacher Program | 3.2 (n=345) | 4% (n=14) | 9% (n=31) | 32% (n=111) | 55% (n=189) |
| Louisiana Resource Center for Educators – Practitioner Teacher Program | 3.3 (n=532) | 2% (n=13) | 11% (n=57) | 30% (n=158) | 57% (n=304) |

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY
ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS
WHO TAUGHT IN 2014-15, 2015-16, AND 2016-17 (CONT'D.)**

ALTERNATE PROGRAMS (CONT'D.)

COMPASS STUDENT GROWTH (GRADES K-12 – ALL CERTIFICATION AREAS) (CONT'D.)

| Alternate Teacher Preparation Programs | COMPASS STUDENT GROWTH | | | | |
|--|------------------------|------------------------------|--------------------|----------------------|------------------|
| | Mean & Number | Compass Effectiveness Levels | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| PUBLIC UNIVERSITIES | | | | | |
| Relay Graduate School – Practitioner Teacher Program | 2.5 (n=14) | 7% (n=≤10) | 43% (n=≤10) | 29% (n=≤10) | 21% (n=≤10) |
| St. Bernard Parish School Board – Practitioner Teacher Program | 3.3 (n=32) | 0% (n=≤10) | 3% (n=≤10) | 41% (n=13) | 56% (n=18) |
| The New Teacher Project – Practitioner Teacher Program | 3.0 (n=362) | 4% (n=14) | 16% (n=57) | 41% (n=150) | 39% (n=141) |

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY
ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS
WHO TAUGHT IN 2014-15, 2015-16, AND 2016-17 (CONT'D.)**

ALTERNATE PROGRAMS (CONT'D.)

COMPASS PROFESSIONAL PRACTICE (GRADES K-12 – ALL CERTIFICATION AREAS)

| Alternate Teacher Preparation Program | COMPASS PROFESSIONAL PRACTICE | | | | |
|---|-------------------------------|------------------------------|--------------------|----------------------|------------------|
| | Mean & Number | Compass Effectiveness Levels | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| PUBLIC UNIVERSITIES | | | | | |
| Grambling State University | 3.2 (n=33) | 0% (n=≤10) | 3% (n=≤10) | 73% (n=24) | 24% (n=≤10) |
| Louisiana State University at Alexandria – Certification-Only | 3.2 (n=23) | 0% (n=≤10) | 0% (n=≤10) | 65% (n=15) | 35% (n=≤10) |
| Louisiana State University and A&M College – Master of Arts in Teaching | 3.1 (n=168) | 1% (n=≤10) | 11% (n=19) | 54% (n=91) | 34% (n=57) |
| Louisiana State University and A&M College – Certification-Only | 3.2 (n=27) | 0% (n=≤10) | 4% (n=≤10) | 67% (n=18) | 30% (n=≤10) |
| Louisiana State University at Shreveport – Certification-Only | 3.2 (n=79) | 0% (n=≤10) | 8% (n=≤10) | 56% (n=44) | 37% (n=29) |
| Louisiana Tech University - Master of Arts in Teaching | 3.4 (n=242) | 0% (n=≤10) | 5% (n=11) | 38% (n=92) | 57% (n=138) |
| Louisiana Tech University – Certification-Only | 3.5 (n=26) | 0% (n=≤10) | 0% (n=≤10) | 46% (n=12) | 54% (n=14) |
| McNeese State University – Master of Arts in Teaching | 3.4 (n=78) | 0% (n=≤10) | 6% (n=≤10) | 37% (n=29) | 56% (n=44) |
| McNeese State University – Certification-Only | 3.4 (n=80) | 0% (n=≤10) | 3% (n=≤10) | 45% (n=36) | 53% (n=42) |
| Nicholls State University – Master of Arts in Teaching | 3.2 (n=60) | 0% (n=≤10) | 10% (n=≤10) | 55% (n=33) | 35% (n=21) |
| Nicholls State University – Certification-Only | 3.1 (n=94) | 0% (n=≤10) | 7% (n=≤10) | 67% (n=63) | 26% (n=24) |
| Northwestern State University – Master of Arts in Teaching | 3.4 (n=221) | 0% (n=≤10) | 3% (n=≤10) | 53% (n=116) | 44% (n=98) |
| Northwestern State University – Practitioner Teacher Program | 3.2 (n=70) | 1% (n=≤10) | 6% (n=≤10) | 63% (n=44) | 30% (n=21) |
| Southeastern Louisiana University – Master of Arts in Teaching | 3.3 (n=56) | 0% (n=≤10) | 2% (n=≤10) | 59% (n=33) | 39% (n=22) |
| Southeastern Louisiana University – Certification-Only | 3.2 (n=45) | 2% (n=≤10) | 7% (n=≤10) | 60% (n=27) | 31% (n=14) |

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY
ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS
WHO TAUGHT IN 2014-15, 2015-16, AND 2016-17 (CONT'D.)**

ALTERNATE PROGRAMS (CONT'D.)

**COMPASS PROFESSIONAL PRACTICE (GRADES K-12 – ALL CERTIFICATION AREAS)
(CONT'D.)**

| Alternate Teacher Preparation Program | COMPASS PROFESSIONAL PRACTICE | | | | |
|--|-------------------------------|------------------------------|--------------------|----------------------|------------------|
| | Mean & Number | Compass Effectiveness Levels | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| PUBLIC UNIVERSITIES (CONT'D.) | | | | | |
| Southern University and A&M College – Certification-Only | 3.1 (n=62) | 0% (n=≤10) | 13% (n=≤10) | 68% (n=42) | 19% (n=12) |
| Southern University at New Orleans – Certification-Only | 3.0 (n=66) | 0% (n=≤10) | 21% (n=14) | 56% (n=37) | 23% (n=15) |
| University of Louisiana at Lafayette – Certification-Only | 3.2 (n=181) | 0% (n=≤10) | 8% (n=15) | 64% (n=116) | 28% (n=50) |
| University of Louisiana at Lafayette – Master of Arts in Teaching Certification- | 3.2 (n=24) | 0% (n=≤10) | 0% (n=≤10) | 75% (n=18) | 25% (n=≤10) |
| University of Louisiana at Monroe – Master of Arts in Teaching | 3.3 (n=148) | 0% (n=≤10) | 4% (n=≤10) | 59% (n=87) | 37% (n=55) |
| University of New Orleans – Master of Arts in Teaching | 3.2 (n=202) | 1% (n=≤10) | 8% (n=17) | 58% (n=117) | 33% (n=66) |
| University of New Orleans – Certification-Only | 3.0 (n=13) | 0% (n=≤10) | 23% (n=≤10) | 46% (n=≤10) | 31% (n=≤10) |
| PRIVATE UNIVERSITIES | | | | | |
| Centenary College – Master of Arts in Teaching | 3.3 (n=66) | 0% (n=≤10) | 8% (n=≤10) | 47% (n=31) | 46% (n=30) |
| Louisiana College - Practitioner Teacher Program | 3.3 (n=506) | 0% (n=≤10) | 4% (n=22) | 57% (n=289) | 38% (n=193) |
| Tulane University – Certification Only | 3.1 (n=38) | 0% (n=≤10) | 16% (n=≤10) | 61% (n=23) | 24% (n=≤10) |
| University of Holy Cross – Certification-Only | 3.0 (n=58) | 0% (n=≤10) | 3% (n=≤10) | 88% (n=51) | 9% (n=≤10) |
| Xavier University – Master of Arts in Teaching | 2.9 (n=49) | 0% (n=≤10) | 16% (n=≤10) | 69% (n=34) | 14% (n=≤10) |
| PRIVATE PROVIDERS | | | | | |
| Iteach Louisiana – Certification Only | 3.2 (n=345) | 0% (n=≤10) | 8% (n=28) | 60% (n=208) | 32% (n=109) |
| Louisiana Resource Center for Educators – Practitioner Teacher Program | 3.2 (n=532) | 1% (n=≤10) | 10% (n=51) | 58% (n=308) | 32% (n=170) |

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY
ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS
WHO TAUGHT IN 2014-15, 2015-16, AND 2016-17 (CONT'D.)**

ALTERNATE PROGRAMS (CONT'D.)

**COMPASS PROFESSIONAL PRACTICE (GRADES K-12 – ALL CERTIFICATION AREAS)
(CONT'D.)**

| Alternate Teacher Preparation Program | COMPASS PROFESSIONAL PRACTICE | | | | |
|--|--------------------------------------|-------------------------------------|-------------------------------|---------------------------------|-----------------------------|
| | Mean & Number | Compass Effectiveness Levels | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| PRIVATE PROVIDERS | | | | | |
| Relay Graduate School – Practitioner Teacher Program | 3.0 (n=14) | 0% (n=≤10) | 14% (n=≤10) | 79% (n=11) | 7% (n=≤10) |
| St. Bernard Parish School Board – Practitioner Teacher | 3.1 (n=32) | 0% (n=≤10) | 13% (n=≤10) | 69% (n=22) | 19% (n=≤10) |
| The New Teacher Project – Practitioner Teacher Program | 3.1 (n=362) | 0% (n=≤10) | 8% (n=30) | 64% (n=231) | 28% (n=101) |

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES
BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS
WHO TAUGHT IN 2014-15, 2015-16, AND 2016-17 (CONT'D.)**

ALTERNATE PROGRAMS (CONT'D.)

COMPASS FINAL EVALUATION

| Alternate Teacher Preparation Programs | COMPASS FINAL EVALUATION | | | | |
|---|--------------------------|------------------------------|--------------------|----------------------|------------------|
| | Mean & Number | Compass Effectiveness Levels | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| PUBLIC UNIVERSITIES | | | | | |
| Grambling State University – Master of Arts in Teaching | 3.2 (n=33) | 0% (n=≤10) | 9% (n=≤10) | 61% (n=20) | 30% (n=10) |
| Louisiana State University at Alexandria – Certification-Only | 3.3 (n=23) | 0% (n=≤10) | 4% (n=≤10) | 65% (n=15) | 30% (n=≤10) |
| Louisiana State University and A&M College – Master of Arts in Teaching | 3.2 (n=168) | 1% (n=≤10) | 10% (n=17) | 55% (n=92) | 35% (n=58) |
| Louisiana State University and A&M College – Certification-Only | 3.3 (n=27) | 0% (n=≤10) | 4% (n=≤10) | 63% (n=17) | 33% (n=≤10) |
| Louisiana State University at Shreveport – Certification-Only | 3.4 (n=79) | 0% (n=≤10) | 6% (n=≤10) | 47% (n=37) | 47% (n=37) |
| Louisiana Tech University – Master of Arts in Teaching | 3.5 (n=242) | 1% (n=≤10) | 3% (n=≤10) | 37% (n=89) | 60% (n=144) |
| Louisiana Tech University – Certification-Only | 3.6 (n=26) | 0% (n=≤10) | 0% (n=≤10) | 39% (n=10) | 62% (n=16) |
| McNeese State University – Master of Arts in Teaching | 3.6 (n=78) | 1% (n=≤10) | 3% (n=≤10) | 35% (n=27) | 62% (n=48) |
| McNeese State University – Certification-Only | 3.6 (n=80) | 0% (n=≤10) | 3% (n=≤10) | 38% (n=30) | 60% (n=48) |
| Nicholls State University – Masters of Arts in Teaching | 3.1 (n=60) | 0% (n=≤10) | 17% (n=10) | 53% (n=32) | 30% (n=18) |
| Nicholls State University – Certification-Only | 3.3 (n=94) | 0% (n=≤10) | 6% (n=≤10) | 62% (n=58) | 32% (n=30) |
| Northwestern State University – Master of Arts in Teaching | 3.4 (n=221) | 1% (n=≤10) | 7% (n=16) | 42% (n=92) | 51% (n=112) |
| Northwestern State University – Practitioner Teacher Program | 3.2 (n=70) | 1% (n=≤10) | 9% (n=≤10) | 57% (n=40) | 33% (n=23) |
| Southeastern Louisiana University – Master of Arts in Teaching | 3.4 (n=56) | 0% (n=≤10) | 0% (n=≤10) | 55% (n=31) | 45% (n=25) |

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES
BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS
WHO TAUGHT IN 2014-15, 2015-16, AND 2016-17 (CONT'D.)**

ALTERNATE PROGRAMS (CONT'D.)

**COMPASS FINAL EVALUATION (GRADES K-12 – ALL CERTIFICATION AREAS)
(CONT'D.)**

| Alternate Teacher Preparation Programs | COMPASS FINAL EVALUATION | | | | |
|---|--------------------------|------------------------------|--------------------|----------------------|------------------|
| | Mean & Number | Compass Effectiveness Levels | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| PUBLIC UNIVERSITIES | | | | | |
| Southeastern Louisiana University – Certification-Only | 3.3 (n=45) | 2% (n=≤10) | 4% (n=≤10) | 56% (n=25) | 38% (n=17) |
| Southern University and A&M College – Certification-Only | 3.1 (n=62) | 2% (n=≤10) | 13% (n=≤10) | 61% (n=38) | 24% (n=15) |
| Southern University at New Orleans – Certification-Only | 3.0 (n=66) | 2% (n=≤10) | 21% (n=14) | 50% (n=33) | 27% (n=18) |
| University of Louisiana at Lafayette – Certification-Only | 3.3 (n=181) | 1% (n=≤10) | 10% (n=18) | 50% (n=91) | 39% (n=71) |
| University of Louisiana at Lafayette – Master of Arts in Teaching | 3.4 (n=24) | 0% (n=≤10) | 0% (n=≤10) | 58% (n=14) | 42% (n=10) |
| University of Louisiana at Monroe – Master of Arts in Teaching | 3.4 (n=148) | 1% (n=≤10) | 9% (n=13) | 45% (n=67) | 45% (n=67) |
| University of New Orleans – Master of Arts in Teaching | 3.1 (n=202) | 1% (n=≤10) | 15% (n=30) | 53% (n=107) | 31% (n=63) |
| University of New Orleans – Certification-Only | 2.9 (n=13) | 8% (n=≤10) | 23% (n=≤10) | 39% (n=≤10) | 31% (n=≤10) |
| PRIVATE UNIVERSITIES | | | | | |
| Centenary College – Masters of Arts in Teaching | 3.4 (n=66) | 3% (n=≤10) | 6% (n=≤10) | 41% (n=27) | 50% (n=33) |
| Louisiana College - Practitioner Teacher Program | 3.4 (n=506) | 1% (n=≤10) | 5% (n=27) | 48% (n=244) | 46% (n=231) |
| Tulane University – Certification Only | 3.1 (n=38) | 5% (n=≤10) | 13% (n=≤10) | 47% (n=18) | 34% (n=13) |
| University of Holy Cross – Certification-Only | 3.0 (n=58) | 0% (n=≤10) | 21% (n=12) | 55% (n=32) | 24% (n=14) |
| Xavier University – Master of Arts in Teaching | 3.0 (n=49) | 0% (n=≤10) | 25% (n=12) | 53% (n=26) | 22% (n=11) |
| PRIVATE PROVIDERS | | | | | |
| Iteach Louisiana – Certification Only | 3.3 (n=345) | 1% (n=≤10) | 8% (n=27) | 55% (n=189) | 36% (n=125) |

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES
BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS
WHO TAUGHT IN 2014-15, 2015-16, AND 2016-17 (CONT'D.)**

ALTERNATE PROGRAMS (CONT'D.)

**COMPASS FINAL EVALUATION (GRADES K-12 – ALL CERTIFICATION AREAS)
(CONT'D.)**

| Alternate Teacher Preparation Programs | COMPASS FINAL EVALUATION | | | | |
|--|--------------------------|------------------------------|--------------------|----------------------|------------------|
| | Mean & Number | Compass Effectiveness Levels | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| PRIVATE PROVIDERS | | | | | |
| Louisiana Resource Center for Educators – Practitioner Teacher Program | 3.3 (n=532) | 1% (n=≤10) | 9% (n=49) | 54% (n=286) | 36% (n=192) |
| Relay Graduate School – Practitioner Teacher Program | 2.7 (n=14) | 0% (n=≤10) | 36% (n=≤10) | 57% (n=≤10) | 7% (n=≤10) |
| St. Bernard Parish School Board – Practitioner Teacher Program | 3.3 (n=32) | 0% (n=≤10) | 6% (n=≤10) | 63% (n=20) | 31% (n=10) |
| The New Teacher Project – Practitioner Teacher Program | 3.1 (n=362) | 3% (n=10) | 12% (n=44) | 56% (n=204) | 29% (n=104) |

**MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY
UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR
TEACHER WHO TAUGHT DURING 2014-15, 2015-16 AND/OR 2016-17**

Value-added scores have been calculated by the Louisiana Department of Education for all teachers whose students are assessed for mathematics, social studies, and English language arts. The value-added scores examine the growth of learning of grades 4-8 students and link the students' growth in achievement to their teachers and the teacher preparation programs that prepared the new teachers.

Value-added scores have been listed in the following tables for first and second year teachers who have completed Elementary (Grades 1-5), Middle School (Grades 4-8), or Secondary (Grades 6-12) teacher preparation programs and are teaching grades 4-8 students in mathematics, science, and English/language arts. *Due to the administration of new social studies assessments during 2015-16, data for social studies is not provided for this report. It will be provided in the future.*

Data have only been provided if there are 10 or more value-added scores for first and second year teachers for each content area. In some cases, the same teacher may have value-added scores for different content areas. As an example, an elementary teacher is responsible for teaching mathematics, science, and language arts and the same teacher may have a value-added score included in the means for each of those areas. Thus, the same 10 or more teachers could have scores that were used to calculate the means for mathematics, science, and English language arts. In the case of a middle school teacher responsible for teaching just science, their value-added score would be calculated for science based upon the growth of all of their students.

Results for mathematics and English/language arts are based upon new assessments that are now being administered to students. The results in this report should not be compared to previous value added scores since scores in this report are based upon different distributions of scores for the effectiveness levels.

On the following pages, all means describe the performance of the teacher preparation programs listed in the left column. The means and number of completers appear in the same row for each group. The value added score means were calculated using the Louisiana Department of Education hierarchical linear model. The value added scores are rounded to the nearest tenth of a point. The means for new teachers are calculated for *all* teachers in a given content area who are teaching in their first or second year. If a program had 10 or more new teachers with 2 years of data (i.e., mathematics and English/language arts), the 2-year means are reported. If a program has 10 or more new teachers with 3 years of data (i.e., science), the 3-year mean is reported. Teachers from Louisiana teacher preparation programs are only counted as new if they entered as a first year teacher within five years or less from their program completion date. Data are not reported if institutions have less than 10 new teachers in a content area.

The Louisiana Department of Education also prepares tables that identify the distribution of value-added scores for all teachers for each academic year across the four teacher effectiveness levels (i.e., Ineffective; Effective: Emerging; Effective: Proficient; and Highly Effective) for the Compass teacher evaluation system.

As an example, if a new teacher obtained a value-added score of 1.2 in English/Language Arts during 2016-17, their value-added score would fall within the Effective Proficient range. If another new teacher obtained a value-added score of -0.7 in Mathematics in 2016-17, their value-added score would fall within the Effective Emerging range. The percentages in the following tables were based upon the number of new grades 4-8 teachers whose value-added scores fell within each of the effectiveness levels for the respective years.

The distribution tables for 2014-15, 2015-16 and 2016-17 have been provided below.

| Transitional Student Growth Data for All Individual Teachers (Compass) in Public Schools in Louisiana | | | | | |
|---|---|------------------------------|--------------|---------------------------------|--|
| Individual Teacher Labels For State Teacher Evaluation System (Compass) | Distribution of Transitional Student Growth Data Scores for all Individual Teachers (2014-15) | | | | Percentile Ranges of Transitional Student Growth Data Scores for all Individual Teachers |
| | English/ Language Arts (New Assessment) | Mathematics (New Assessment) | Science | Social Studies (Old Assessment) | |
| Highly Effective | 3.5 and higher | 5.5 & higher | 5.5 & higher | | 80 th percentile and above |
| Effective Proficient | 0.5 to 3.4 | -0.4 to 5.4 | -0.4 to 5.4 | | 50 th to 79 th percentile |
| Effective Emerging | -5.4 to 0.4 | -7.4 to -0.5 | -8.4 to -0.5 | | 11 th to 49 th percentile |
| Ineffective | -5.5 & Lower | -7.5 & Lower | -8.5 & Lower | | At or below 10 th percentile |

| Transitional Student Growth Data for All Individual Teachers (Compass) in Public Schools in Louisiana | | | | | |
|---|---|------------------------------|--------------|--|--|
| Individual Teacher Labels For State Teacher Evaluation System (Compass) | Distribution of Transitional Student Growth Data Scores for all Individual Teachers (2015-16) | | | | Percentile Ranges of Transitional Student Growth Data Scores for all Individual Teachers |
| | English/ Language Arts (New Assessment) | Mathematics (New Assessment) | Science | Social Studies New Assessment Being Administered | |
| Highly Effective | 3.5 and higher | 5.5 & higher | 5.5 & higher | | 80 th percentile and above |
| Effective Proficient | 0.6 to 3.4 | -0.4 to 5.4 | -0.4 to 5.4 | | 50 th to 79 th percentile |
| Effective Emerging | -5.4 to 0.5 | -8.4 to -0.5 | -8.4 to -0.5 | | 11 th to 49 th percentile |
| Ineffective | -5.5 & Lower | -8.5 & Lower | -8.5 & Lower | | At or below 10 th percentile |

| Transitional Student Growth Data for All Individual Teachers (Compass) in Public Schools in Louisiana* | | | | | |
|--|---|--------------------------|--------------|------------------|--|
| Individual Teacher Labels For State Teacher Evaluation System (Compass) | Distribution of Transitional Student Growth Data Scores for all Individual Teachers (2016-17) | | | | Percentile Ranges of Transitional Student Growth Data Scores for all Individual Teachers |
| | Language Arts [†] | Mathematics [†] | Science | Social Studies** | |
| Highly Effective | 5.5 and higher | 6.5 & higher | 6.5 & higher | - | 80 th percentile and above |
| Effective Proficient | 0.5 to 5.4 | 0.5 to 6.4 | 0.5 to 6.4 | - | 50 th to 79 th percentile |
| Effective Emerging | -7.4 to 0.4 | -8.4 to 0.4 | -8.4 to 0.4 | - | 11 th to 49 th percentile |
| Ineffective | -7.5 & Lower | -8.5 & Lower | -8.5 & Lower | - | At or below 10 th percentile |

*Value-added was not available for Compass in the 2016-2017 school year. Transitional Student Growth Data was used in this transitional year and was not included in the overall Compass evaluation result.

**A new Social Studies assessment was piloted in the 2015-2016 school year and was not analyzed for Transitional Student Growth Data in the 2016-2017 school year.

†The first statewide administration of a new assessment (PARCC) in Language Arts and Mathematics occurred in the 2014-2015 school year.

The tables on the following pages identify the percentage of first and second year teachers who completed undergraduate teacher preparation programs and obtained value added scores in each of the four levels of effectiveness for each of the three content areas when teaching students in grades 4-8. A minimum of 10 completers were required for each content area for percentages to be generated. The 10 or more scores were generated over a three year time period as new teachers taught science, mathematics, and English/language arts 2014-15, 2015-16, and 2016-17.

**MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY
UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR
TEACHER WHO TAUGHT DURING 2014-15, 2015-16, AND/OR 2016-17 (CONT'D.)**

UNDERGRADUATE PROGRAMS

MATHEMATICS (GRADES 4-8) (YEARS 2014-15, 2015-16 & 2016-17)

| UNDERGRADUATE TEACHER PREPARATION PROGRMS | Mean & Number | Levels of Effectiveness | | | |
|--|------------------------------|--------------------------------|--------------------------------|----------------------------------|-----------------------------|
| | | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| Louisiana State University and A&M College | -1.6 (n=39) | 18% (n=≤10) | 39% (n=15) | 33% (n=13) | 10% (n=≤10) |
| Louisiana State University at Shreveport | -0.8 (n=13) | 15% (n=≤10) | 39% (n=≤10) | 31% (n=≤10) | 15% (n=≤10) |
| Louisiana Tech University | -2.9 (n=16) | 31% (n=≤10) | 25% (n=≤10) | 38% (n=≤10) | 6% (n=≤10) |
| McNeese State University | -6.1 (n=14) | 50% (n=≤10) | 29% (n=≤10) | 7% (n=≤10) | 14% (n=≤10) |
| Nicholls State University | -0.2 (n=30) | 3% (n=≤10) | 47% (n=14) | 33% (n=10) | 17% (n=≤10) |
| Southeastern Louisiana University | -0.9 (n=58) | 16% (n=≤10) | 31% (n=18) | 38% (n=22) | 16% (n=≤10) |
| Southern University and A&M College | 0.5 (n=10) | 10% (n=≤10) | 40% (n=≤10) | 30% (n=≤10) | 20% (n=≤10) |
| University of Louisiana at Lafayette | 1.5 (n=56) | 5% (n=≤10) | 34% (n=19) | 34% (n=19) | 27% (n=15) |
| University of Louisiana at Monroe | -5.2 (n=26) | 31% (n=≤10) | 50% (n=13) | 12% (n=≤10) | 8% (n=≤10) |
| University of New Orleans | -3.4 (n=15) | 20% (n=≤10) | 53% (n=≤10) | 20% (n=≤10) | 7% (n=≤10) |

**MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY
UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR
TEACHER WHO TAUGHT DURING 2014-15, 2015-16, AND/OR 2016-17 (CONT'D.)**

UNDERGRADUATE PROGRAMS (CONT'D.)

SCIENCE (GRADES 4-8) (2014-15, 2015-16, & 2016-17)

| UNDERGRADUATE TEACHER PREPARATION PROGRAMS | Mean & Number | Levels of Effectiveness | | | |
|---|------------------------------|--------------------------------|--------------------------------|----------------------------------|-----------------------------|
| | | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| Louisiana State University at Alexandria | 2.0 (n=10) | 0% (n=≤10) | 30% (n=≤10) | 60% (n=≤10) | 10% (n=≤10) |
| Louisiana State University and A&M College | -0.4 (n=34) | 6% (n=≤10) | 50% (n=17) | 32% (n=11) | 12% (n=≤10) |
| Louisiana State University at Shreveport | -4.8 (n=13) | 15% (n=≤10) | 69% (n=≤10) | 15% (n=≤10) | 0% (n=≤10) |
| Louisiana Tech University | -2.7 (n=16) | 25% (n=≤10) | 50% (n=≤10) | 6% (n=≤10) | 19% (n=≤10) |
| McNeese State University | -1.5 (n=17) | 12% (n=≤10) | 47% (n=≤10) | 29% (n=≤10) | 12% (n=≤10) |
| Nicholls State University | -2.2 (n=13) | 15% (n=≤10) | 46% (n=≤10) | 15% (n=≤10) | 23% (n=≤10) |
| Northwestern State University | 2.9 (n=10) | 0% (n=≤10) | 40% (n=≤10) | 20% (n=≤10) | 40% (n=≤10) |
| Southeastern Louisiana University | -0.9 (n=31) | 16% (n=≤10) | 32% (n=10) | 32% (n=10) | 19% (n=≤10) |
| University of Louisiana at Lafayette | 0.1 (n=58) | 12% (n=≤10) | 28% (n=16) | 45% (n=26) | 16% (n=≤10) |
| University of Louisiana at Monroe | -2.9 (n=24) | 8% (n=≤10) | 63% (n=15) | 29% (n=≤10) | 0% (n=≤10) |
| University of New Orleans | -0.2 (n=17) | 12% (n=≤10) | 53% (n=≤10) | 12% (n=≤10) | 24% (n=≤10) |

**MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY
UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR
TEACHER WHO TAUGHT DURING 2014-15, 2015-16, AND/OR 2016-17 (CONT'D.)**

UNDERGRADUATE PROGRAMS (CONT'D.)

ENGLISH LANGUAGE ARTS (GRADES 4-8) (2014-15, 2015-16, & 2016-17)

| UNDERGRADUATE TEACHER PREPARATION PROGRAMS | Mean & Number | Levels of Effectiveness | | | |
|---|------------------------------|--------------------------------|--------------------------------|----------------------------------|-----------------------------|
| | | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| Louisiana State University at Alexandria | -0.9 (n=18) | 22% (n=≤10) | 33% (n=≤10) | 28% (n=≤10) | 17% (n=≤10) |
| Louisiana State University and A&M College | 0.8 (n=63) | 8% (n=≤10) | 41% (n=26) | 25% (n=16) | 25% (n=16) |
| Louisiana State University at Shreveport | -2.7 (n=23) | 13% (n=≤10) | 65% (n=15) | 17% (n=≤10) | 4% (n=≤10) |
| Louisiana Tech University | 0.5 (n=31) | 7% (n=≤10) | 48% (n=15) | 23% (n=≤10) | 23% (n=≤10) |
| McNeese State University | -0.8 (n=22) | 18% (n=≤10) | 32% (n=≤10) | 32% (n=≤10) | 18% (n=≤10) |
| Nicholls State University | 0.6 (n=24) | 0% (n=≤10) | 46% (n=11) | 42% (n=10) | 13% (n=≤10) |
| Northwestern State University | 0.8 (n=16) | 0% (n=≤10) | 63% (n=10) | 6% (n=≤10) | 31% (n=≤10) |
| Southeastern Louisiana University | -1.0 (n=65) | 15% (n=10) | 51% (n=33) | 19% (n=12) | 15% (n=10) |
| University of Louisiana at Lafayette | 0.7 (n=66) | 6% (n=≤10) | 42% (n=28) | 27% (n=18) | 24% (n=16) |
| University of Louisiana at Monroe | -1.2 (n=36) | 19% (n=≤10) | 39% (n=14) | 33% (n=12) | 8% (n=≤10) |
| University of New Orleans | -0.7 (n=26) | 23% (n=≤10) | 35% (n=≤10) | 19% (n=≤10) | 23% (n=≤10) |

**MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY
UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR
TEACHER WHO TAUGHT DURING 2014-15, 2015-16, AND/OR 2016-17 (CONT'D.)**

ALTERNATE PROGRAMS

MATHEMATICS (GRADES 4-8) (YEARS 2014-15, 2015-16 & 2016-17)

| ALTERNATE TEACHER PREPARATION PROGRMS | Mean & Number | Levels of Effectiveness | | | |
|---|------------------|-------------------------|------------------------|--------------------------|---------------------|
| | | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| PUBLIC UNIVERSITIES | | | | | |
| Louisiana State University and A&M College – Master of Arts in Teaching | 1.5 (n=11) | 9% (n=≤10) | 46% (n=≤10) | 18% (n=≤10) | 27% (n=≤10) |
| Louisiana Tech University – Master of Arts in Teaching | -2.3 (n=20) | 20% (n=≤10) | 40% (n=≤10) | 30% (n=≤10) | 10% (n=≤10) |
| Nicholls State University – Master of Arts in Teaching | 2.2 (n=10) | 10% (n=≤10) | 40% (n=≤10) | 10% (n=≤10) | 40% (n=≤10) |
| Nicholls State University – Certification Only | -2.7 (n=14) | 14% (n=≤10) | 43% (n=≤10) | 43% (n=≤10) | 0% (n=≤10) |
| Northwestern State University – Master of Arts in Teaching | -1.1 (n=23) | 9% (n=≤10) | 48% (n=11) | 26% (n=≤10) | 17% (n=≤10) |
| Northwestern State University – Practitioner Teacher Program | -0.3 (n=13) | 8% (n=≤10) | 54% (n=≤10) | 15% (n=≤10) | 23% (n=≤10) |
| University of Louisiana at Lafayette – Certification-Only | 0.3 (n=26) | 15% (n=≤10) | 31% (n=≤10) | 39% (n=10) | 15% (n=≤10) |
| University of Louisiana at Monroe – Masters of Arts in Teaching | -1.1 (n=12) | 8% (n=≤10) | 50% (n=≤10) | 33% (n=≤10) | 8% (n=≤10) |
| University of New Orleans – Master of Arts in Teaching | -1.3 (n=13) | 15% (n=≤10) | 31% (n=≤10) | 46% (n=≤10) | 8% (n=≤10) |
| PRIVATE UNIVERSITIES | | | | | |
| Louisiana College - Practitioner Teacher Program | -1.8 (n=44) | 11% (n=≤10) | 52% (n=23) | 23% (n=10) | 14% (n=≤10) |
| PRIVATE PROVIDERS | | | | | |
| Iteach Louisiana – Certification Only | 0.5 (n=41) | 7% (n=≤10) | 44% (n=18) | 24% (n=10) | 24% (n=10) |
| Louisiana Resource Center for Educators – Practitioner Teacher Program | -0.5 (n=51) | 10% (n=≤10) | 29% (n=15) | 45% (n=23) | 16% (n=≤10) |
| The New Teacher Project – Practitioner Teacher Program | 3.2 (n=29) | 7% (n=≤10) | 21% (n=≤10) | 45% (n=13) | 28% (n=≤10) |

**MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY
UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR
TEACHER WHO TAUGHT DURING 2014-15, 2015-16, AND/OR 2016-17 (CONT'D.)**

ALTERNATE PROGRAMS (CONT'D.)

SCIENCE (GRADES 4-8) (2014-15, 2015-16, & 2016-17)

| ALTERNATE TEACHER PREPARATION PROGRMS | Mean & Number | Levels of Effectiveness | | | |
|---|------------------|-------------------------|------------------------|--------------------------|---------------------|
| | | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| PUBLIC UNIVERSITIES | | | | | |
| Louisiana State University and A&M College - Master of Arts in Teaching | -3.5 (n=11) | 9% (n=≤10) | 73% (n=≤10) | 18% (n=≤10) | 0% (n=≤10) |
| Louisiana State University at Shreveport - Certification-Only | -0.6 (n=11) | 9% (n=≤10) | 55% (n=≤10) | 18% (n=≤10) | 18% (n=≤10) |
| Louisiana Tech University - Master of Arts in Teaching | -1.6 (n=13) | 8% (n=≤10) | 54% (n=≤10) | 31% (n=≤10) | 8% (n=≤10) |
| McNeese State University – Master of Arts in Teaching | -2.4 (n=10) | 10% (n=≤10) | 80% (n=≤10) | 0% (n=≤10) | 10% (n=≤10) |
| Northwestern State University – Master of Arts in Teaching | -1.3 (n=14) | 7% (n=≤10) | 57% (n=≤10) | 29% (n=≤10) | 7% (n=≤10) |
| University of Louisiana at Lafayette – Certification-Only | -2.7 (n=18) | 17% (n=≤10) | 33% (n=≤10) | 39% (n=≤10) | 11% (n=≤10) |
| University of Louisiana at Monroe – Master of Arts in Teaching | 2.8 (n=17) | 12% (n=≤10) | 18% (n=≤10) | 24% (n=≤10) | 47% (n=≤10) |
| University of New Orleans – Master of Arts in Teaching | 1.2 (n=13) | 15% (n=≤10) | 15% (n=≤10) | 31% (n=≤10) | 39% (n=≤10) |
| PRIVATE UNIVERSITIES | | | | | |
| Louisiana College - Practitioner Teacher Program | -0.6 (n=45) | 20% (n=≤10) | 31% (n=14) | 33% (n=15) | 16% (n=≤10) |
| Xavier University | -0.6 (n=13) | 8% (n=≤10) | 31% (n=≤10) | 54% (n=≤10) | 8% (n=≤10) |
| PRIVATE PROVIDERS | | | | | |
| Iteach Louisiana – Certification Only | -0.8 (n=22) | 14% (n=≤10) | 59% (n=13) | 9% (n=≤10) | 18% (n=≤10) |
| Louisiana Resource Center for Educators – Practitioner Teacher Program | 1.0 (n=29) | 14% (n=≤10) | 24% (n=≤10) | 35% (n=10) | 28% (n=≤10) |
| The New Teacher Project – Practitioner Teacher Program | 3.1 (n=34) | 6% (n=≤10) | 24% (n=≤10) | 35% (n=12) | 35% (n=12) |

**MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY
UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR
TEACHER WHO TAUGHT DURING 2014-15, 2015-16, AND/OR 2016-17 (CONT'D.)**

ALTERNATE PROGRAMS (CONT'D.)

ENGLISH LANGUAGE ARTS (GRADES 4-8) (2014-15, 2015-16, & 2016-17)

| ALTERNATE TEACHER PREPARATION PROGRAMS | Mean & Number | Levels of Effectiveness | | | |
|---|------------------|-------------------------|------------------------|--------------------------|---------------------|
| | | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| PUBLIC UNIVERSITIES | | | | | |
| Louisiana State University and A&M College - Master of Arts in Teaching | 0.2 (n=19) | 5% (n=≤10) | 47% (n=≤10) | 32% (n=≤10) | 16% (n=≤10) |
| Louisiana State University at Shreveport – Certification-Only | 0.0 (n=14) | 0% (n=≤10) | 71% (n=10) | 14% (n=≤10) | 14% (n=≤10) |
| Louisiana Tech University - Master of Arts in Teaching | 1.6 (n=13) | 15% (n=≤10) | 31% (n=≤10) | 23% (n=≤10) | 31% (n=≤10) |
| McNeese State University – Master of Arts in Teaching | 0.8 (n=11) | 0% (n=≤10) | 46% (n=≤10) | 36% (n=≤10) | 18% (n=≤10) |
| McNeese State University – Certification-Only | -3.0 (n=10) | 30% (n=≤10) | 50% (n=≤10) | 10% (n=≤10) | 10% (n=≤10) |
| Nicholls State University – Master of Arts in Teaching | 1.9 (n=20) | 5% (n=≤10) | 30% (n=≤10) | 30% (n=≤10) | 35% (n=≤10) |
| Nicholls State University – Certification-Only | 0.9 (n=12) | 0% (n=≤10) | 42% (n=≤10) | 50% (n=≤10) | 8% (n=≤10) |
| Northwestern State University – Master of Arts in Teaching | -0.4 (n=29) | 10% (n=≤10) | 52% (n=15) | 21% (n=≤10) | 17% (n=≤10) |
| University of Louisiana at Lafayette – Certification-Only | -0.5 (n=24) | 4% (n=≤10) | 58% (n=14) | 21% (n=≤10) | 17% (n=≤10) |
| University of Louisiana at Monroe – Master of Arts in Teaching | -1.8 (n=22) | 14% (n=≤10) | 55% (n=12) | 32% (n=≤10) | 0% (n=≤10) |
| University of New Orleans – Master of Arts in Teaching | 1.7 (n=23) | 0% (n=≤10) | 35% (n=≤10) | 39% (n=≤10) | 26% (n=≤10) |
| PRIVATE UNIVERSITIES | | | | | |
| Louisiana College - Practitioner Teacher Program | 0.5 (n=60) | 12% (n=≤10) | 43% (n=26) | 18% (n=11) | 27% (n=16) |
| PRIVATE PROVIDERS | | | | | |
| Iteach Louisiana | -1.1 (n=47) | 13% (n=≤10) | 51% (n=24) | 21% (n=10) | 15% (n=≤10) |
| Louisiana Resource Center for Educators – Practitioner Teacher Program | -0.5 (n=65) | 17% (n=11) | 37% (n=24) | 31% (n=20) | 15% (n=10) |
| The New Teacher Project – Practitioner Teacher Program | 2.3 (n=38) | 3% (n=≤10) | 32% (n=12) | 26% (n=10) | 40% (n=15) |



APPENDIX A

Teacher Preparation Program 2020 Key Effectiveness Indicators

Teacher Preparation Analytics v 6.10.14

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



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

Teacher Preparation Analytics v 6.10.14

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

APPENDIX B
2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD
 [Name of University]
 Prepared by Louisiana Board of Regents [Name of University System]
 [Public/Private] University [Undergraduate/Alternate] Teacher Preparation Program

BASIC PROGRAM INFORMATION

| | | |
|-------------------------------|--|---------------|
| Program Web Site | | |
| Approval/Accreditation | Names of Agencies | Status |
| | State: Board of Elementary and Secondary Education (BESE) | |
| | State: Board of Regents (BoR) | |
| | Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) | |
| | National: National Council for Accreditation of Teacher Education (NCATE); Teacher Education Accreditation Council (TEAC); or Council for the Accreditation of Educator Preparation (CAEP) | |
| Type of Program | Traditional (Undergraduate) | |

CANDIDATE SELECTION PROFILE

| | | | | | | | |
|---------------------------------------|--|----------------------|-------------------|----------------|--------------|--------------|-----------------|
| Academic Strength | Completer Passage Rate on Praxis Skills Assessment (2015-16) | | | | | | |
| | Median GPA of Candidates Entering the Program (2015-16) | | | | | | |
| | Median GPA of Candidates Completing the Program (2015-16) | | | | | | |
| | Number of Candidates who Started but Did not Complete the Program Within 6 Years | | | | | | |
| Teaching Promise | Data not yet available. | | | | | | |
| Candidates/Completer Diversity | Candidates (2015-16) | Enrolled | Completers | Total | | | |
| | Enrolled Gender | Males | | Females | | | |
| | | Enrolled Race | Hispanic | Indian | Asian | Black | Islander |
| | | | | | | | |

KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS

| | | | | | |
|-------------------------------|---|---|------------------------|---------------------------------------|------------------------------------|
| Knowledge | Content | Completer Passage Rate on Praxis Content Assessments (2015-16) | | | |
| | Pedagogical | Completer Passage Rate on Praxis Professional Knowledge Assessments (2015-16) | | | |
| | Overall | Completer Passage Rate on all Assessments (2015-16) | | | |
| Clinical Experiences | Student Teaching | Clock Hours of Clinical Experiences Prior to Student Teaching | | | |
| | | Clock Hours of Clinical Experiences During Student Teaching | Number of Weeks | Number of Clock Hours per Week | Total Number of Clock Hours |
| | | | | | |
| Licensure Requirements | Percentage of 2015-16 Completers That Meet State Licensing Requirements | | | | |
| Completer Rating | Data Not Yet Available | | | | |

PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS

| | | | | | |
|---|---|--|--|--|--|
| Entry and Persistence in Teaching in Public Schools in Louisiana | Percentage & Number of 2015-16 Completers That Were Teaching in 2016-17 | | | | |
| | Percentage & Number of 2015-16 Completers That Obtained a License to Teach | | | | |
| | 2011-12 Completers Teaching in Public Schools in Louisiana in 2012-13, 2013-14, 2014-15, 2015-16 and 2016-17 | | | | |
| | Number of 2011-12 Completers | Number & Percentage Teaching in 2012-13 | Number & Percentage Teaching in 2013-14 | Number & Percentage Teaching in 2014-15 | Number & Percentage Teaching in 2015-16 |
| | | | | | |
| Placement/Persistence in High-Need Subjects/Schools | Data Not Yet Available | | | | |

APPENDIX B (CONT'D.)

2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

[Name of University]

Prepared by Louisiana Board of Regents [Name of University System] [Public/Private] University

[Undergraduate/Alternate] Teacher Preparation Program

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

| | | | | | |
|--|--|--|--------------------|----------------------|------------------|
| Impact on K-12 Students <i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | Mean <i>Compass Student Growth Score</i> (2014-15, 2015-16, & 2016-17) and Number of Scores for All New Teachers with Less than Two Years of Teaching | Compass Student Growth Mean & Number of Scores | | | |
| | Percentage and Number of 2014-15, 2015-16, & 2016-17 <i>Compass Student Growth Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels | Compass Teacher Effectiveness Levels for Student Growth Scores | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| Demonstrated Teaching Skill <i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | Mean <i>Compass Professional Practice Score</i> (2014-15, 2015-16, & 2016-17) and Number of Scores for All New Teachers with Less than Two Years of Teaching | Compass Professional Practice Mean & Number of Scores | | | |
| | Percentage and Number of 2014-15, 2015-16, & 2016-17 <i>Compass Professional Practice Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels | Compass Teacher Effectiveness Levels for Professional Practice Scores | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| Overall Impact and Demonstrated Teaching Skill <i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | Mean <i>Compass Final Evaluation Score</i> (2014-15, 2015-16, & 2016-17) and Number of Scores for New Teachers with Less than Two Years of Teaching | Compass Final Evaluation Mean & Number of Scores | | | |
| | Percentage and Number of 2014-15, 2015-16, & 2016-17 <i>Compass Final Evaluation Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels | Compass Teacher Effectiveness Levels for Final Evaluation Scores | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| State Value Added Scores for Growth in Student Learning for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) <i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | 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 2014-15/2015-16/2016-17 | | | |
| | Mathematics | | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| | Science | | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| | Social Studies <i>(Note: Data are not available – new assessments being developed.)</i> | N/A | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| | | N/A | N/A | N/A | N/A |
| | English/Language Arts/Reading | | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |