



**2016**

**LOUISIANA TEACHER  
PREPARATION PROGRAM  
FACT BOOK**

**Prepared by the  
Louisiana Board of Regents**

**June 15, 2017**

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# 2016 LOUISIANA TEACHER PREPARATION PROGRAM FACT BOOK

## INTRODUCTION

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

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

The creation of the 2016 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 2016 fact book pertains to cohorts of 2013-14 program completers or earlier completers who taught in Louisiana's schools during 2014-15 or previous years. New Teacher Preparation Data Dashboards and fact books will be created in the future as new cohorts of teacher candidates complete programs and teach in public schools in Louisiana.

Louisiana obtained permission from Teacher Preparation Analytics to use a structure called *2020 Key Effectiveness Indicators* (See Appendix A) developed by Michael Allen, Edward Crowe, and Charles Coble, co-partners of Teacher Preparation Analytics to develop the Louisiana Teacher Preparation Data Dashboards (<http://caepnet.org/accreditation/caep-accreditation/caep-accreditation-resources/building-an-evidence-based-system>). This work was commissioned by the Council for the Accreditation of Educator Preparation.

To access all individual Teacher Preparation Data Dashboards, please go to the following URL: <http://www.regents.la.gov/page/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 all teacher preparation programs in Louisiana that are identified in the Teacher Preparation Program Fact Book and web sites for information about the programs.

Teacher Preparation Programs	Teacher Preparation Programs
<b>PUBLIC UNIVERSITIES</b>	
<i>Louisiana State University System</i>	
Louisiana State University at Alexandria	<a href="http://www.lsua.edu/academic/Departments/Education">http://www.lsua.edu/academic/Departments/Education</a>
Louisiana State University and A&M College	<a href="http://www.lsu.edu/chse/education/">http://www.lsu.edu/chse/education/</a>
Louisiana State University at Shreveport	<a href="http://www.lsus.edu/academics/college-of-business-education-and-human-development/school-of-education">http://www.lsus.edu/academics/college-of-business-education-and-human-development/school-of-education</a>
<i>University of Louisiana System</i>	
Grambling State University	<a href="http://www.gram.edu/academics/majors/education/">http://www.gram.edu/academics/majors/education/</a>
Louisiana Tech University	<a href="http://education.latech.edu/">http://education.latech.edu/</a>
McNeese State University	<a href="http://www.mcneese.edu/education">http://www.mcneese.edu/education</a>
Nicholls State University	<a href="http://www.nicholls.edu/education/">http://www.nicholls.edu/education/</a>
Northwestern State University	<a href="http://education.nsula.edu/">http://education.nsula.edu/</a>
Southeastern Louisiana University	<a href="http://www.southeastern.edu/acad_research/colleges/edu_hd/index.html">http://www.southeastern.edu/acad_research/colleges/edu_hd/index.html</a>
University of Louisiana at Lafayette	<a href="http://coe.louisiana.edu/">http://coe.louisiana.edu/</a>
University of Louisiana at Monroe	<a href="http://ulm.edu/education/index.html">http://ulm.edu/education/index.html</a>
University of New Orleans	<a href="http://www.uno.edu/coehd/index.aspx">http://www.uno.edu/coehd/index.aspx</a>
<i>Southern University System</i>	
Southern University and A&M College	<a href="http://www.subr.edu/index.cfm/page/229">http://www.subr.edu/index.cfm/page/229</a>
Southern University at New Orleans	<a href="http://www.suno.edu/education">http://www.suno.edu/education</a>
<b>PRIVATE UNIVERSITIES</b>	
Centenary College	<a href="https://www.centenary.edu/academics/departments-schools/education/">https://www.centenary.edu/academics/departments-schools/education/</a>
Louisiana College	<a href="http://lacollege.edu/academics/programs/school-education">http://lacollege.edu/academics/programs/school-education</a>
Tulane University	<a href="http://tulane.edu/teacher/index.cfm">http://tulane.edu/teacher/index.cfm</a>
University of Holy Cross	<a href="http://uhcno.edu/events/olhcc---a-top-college-for-teacher-education.html">http://uhcno.edu/events/olhcc---a-top-college-for-teacher-education.html</a>
Xavier University of Louisiana	<a href="http://www.xula.edu/education/">http://www.xula.edu/education/</a>
<b>PRIVATE PROVIDERS</b>	
iTeach Louisiana	<a href="http://iteach.net/Louisiana">http://iteach.net/Louisiana</a>
Louisiana Resource Center for	<a href="http://LRCEteach.org/">http://LRCEteach.org/</a>
The New Teacher Project	<a href="http://tntp.org">http://tntp.org</a>

Louisiana has one university and four private providers who have not yet produced enough new teachers for their results to be reported in the 2016 Teacher Preparation Data Dashboards. The university and private providers include the following: Loyola University New Orleans, Relay Graduate School of Education, Ascension Parish School Board, St. Bernard Parish School Board, and Caddo Parish School Board.

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

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

Teacher Preparation Programs	Types of Approval and Accreditation			
	State Approval by BESE	State Approval by BoR	Regional Accreditation (SACSCOC)	Program Accreditation (NCATE/TEAC/CAEP)
<b>PUBLIC AND PRIVATE UNIVERSITIES</b>				
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
<b>PRIVATE UNIVERSITIES</b>				
Centenary College	Approved	N/A	Accredited	Accredited
Louisiana College	Approved	N/A	Accredited	Accredited
Tulane University	Approved	N/A	Accredited	Accredited
University of Holy Cross	Approved	N/A	Accredited	Accredited
Xavier University of Louisiana	Approved	N/A	Accredited	Accredited
<b>PRIVATE PROVIDERS</b>				
i-Teach Louisiana	Approved	N/A	N/A	Accredited
Louisiana Resource Center for Educators	Approved	N/A	N/A	N/A
The New Teacher Project	Approved	N/A	N/A	N/A

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

**UNDERGRADUATE PROGRAMS (2013-14)**

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 for new teachers to obtain a license to teach in Louisiana. Teacher candidates may also obtain an ACT composite score of 22 or a SAT combined verbal and math score of 1030 in lieu of the Praxis I assessments. State law also requires undergraduate teacher candidates to take all remaining State licensure assessments (i.e., Praxis Content Knowledge; Praxis Professional Knowledge) prior to graduation; however, the law does not require teacher candidates to pass the assessments. Individual universities have created policies that require all teacher candidates to meet all Louisiana teacher licensure requirements to obtain a degree in teacher education. Some universities allow students to appeal the university policy. Assessment results indicate that 100% of all new teachers who completed undergraduate teacher preparation programs in 2013-14 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 2016 Louisiana Title II Higher Education Act Report at the following URL: <https://title2.ed.gov/Public/Home.aspx>

Undergraduate Teacher Preparation Programs	Percentage of Undergraduate Program Completers Who Passed the Teacher Licensure Assessments (2013-14)			
	Core Academic Skills	Content Knowledge	Professional Knowledge	All Praxis Assessments
<b>PUBLIC AND PRIVATE UNIVERSITIES</b>				
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%
<b>PRIVATE UNIVERSITIES</b>				
Louisiana College	100%	100%	100%	100%
University of Holy Cross	100%	100%	100%	100%
Xavier University of Louisiana	100%	100%	100%	100%

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

**ALTERNATE PROGRAMS (2013-14)**

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

Alternate Teacher Preparation Programs	Percentage of Program Completers Who Passed the Alternate Teacher Licensure Assessments (2013-14)			
	Core Academic Skills	Content Knowledge	Professional Knowledge	All Praxis Assessment
<b>PUBLIC UNIVERSITIES</b>				
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%
<b>PRIVATE UNIVERSITIES</b>				
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%
<b>PRIVATE PROVIDERS</b>				
iTeach Louisiana	100%	100%	100%	100%
Louisiana Resource Center for Educators	100%	100%	100%	100%
The New Teacher Project	100%	100%	100%	100%



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

**UNDERGRADUATE PROGRAMS (2013-14)**

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 2013-14 program completers ranged from a low of 2.60 to a high of 3.53 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 2013-14 program completers ranged from a low of 2.80 to a high of 3.50 at the point when candidates completed their teacher preparation programs. A 4.0 is the highest value for a Grade Point Average.

<b>Undergraduate Teacher Preparation Programs</b>	<b>Median Grade Point Average of Candidates Entering Teacher Preparation Program</b>	<b>Median Grade Point Average of Candidates Completing Teacher Preparation Program</b>
<b>PUBLIC UNIVERSITIES</b>		
Grambling State University	3.31	3.17
Louisiana State University at Alexandria	3.01	3.11
Louisiana State University and A&M College	3.24	3.41
Louisiana State University at Shreveport	3.19	3.21
Louisiana Tech University	3.10	3.30
McNeese State University	3.28	3.26
Nicholls State University	3.00	3.35
Northwestern State University	3.53	3.50
Southeastern Louisiana University	3.16	3.34
Southern University and A&M College	2.60	2.80
Southern University at New Orleans	3.08	3.16
University of Louisiana at Lafayette	2.90	3.20
University of Louisiana at Monroe	3.14	3.32
University of New Orleans	3.10	3.30
<b>PRIVATE UNIVERSITIES</b>		
Louisiana College	2.97	3.44
University of Holy Cross	3.26	3.44
Xavier University of Louisiana	2.85	3.22

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

**ALTERNATE PROGRAMS (2013-14)**

The median Grade Point Average of 2013-14 alternate program completers ranged from a low of 2.68 to a high of 3.39 when they entered their teacher preparation programs. The median Grade Point Average of 2013-14 program completers ranged from a low of 2.78 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.

<b>Alternate Teacher Preparation Programs</b>	<b>Median Grade Point Average of Candidates Entering Teacher Preparation Program</b>	<b>Median Grade Point Average of Candidates Completing Teacher Preparation Program</b>
<b>PUBLIC UNIVERSITIES</b>		
Grambling State University	2.81	3.51
Louisiana State University at Alexandria	2.69	2.78
Louisiana State University and A&M College	3.28	3.82
Louisiana State University at Shreveport	3.05	3.09
Louisiana Tech University	3.20	3.89
McNeese State University	2.92	3.81
Nicholls State University	3.03	3.89
Northwestern State University	3.11	3.75
Southeastern Louisiana University	3.12	4.00
Southern University and A&M College	2.60	3.20
Southern University at New Orleans	2.68	3.31
University of Louisiana at Lafayette	3.10	3.30
University of Louisiana at Monroe	3.09	3.92
University of New Orleans	3.20	3.90
<b>PRIVATE UNIVERSITIES</b>		
Centenary College	3.39	3.91
Louisiana College	2.97	3.96
Tulane University	3.31	3.76
University of Holy Cross	2.90	3.90
Xavier University of Louisiana	2.80	3.73
<b>PRIVATE PROVIDERS</b>		
iTeach Louisiana	3.28	N/A
Louisiana Resource Center for Educators	2.99	N/A
The New Teacher Project	3.32	N/A

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

**UNDERGRADUATE PROGRAMS (2013-14)**

Teacher candidates must meet criteria identified by the State and universities to be admitted and officially enrolled in an undergraduate teacher preparation program. The criteria includes passage of the Praxis I assessment, a 2.5 or higher GPA, and other entry requirements. Entry usually occurs during a student's sophomore or junior year. The following chart identifies the number of candidates who were officially enrolled in undergraduate teacher preparation programs and the number of additional students who completed undergraduate teacher preparation programs in 2013-14.

<b>Undergraduate Teacher Preparation Programs</b>	<b>Teacher Candidates Enrolled in Program</b>	<b>Teacher Candidates Completed Program</b>	<b>Total Enrolled and Completed</b>
<b>PUBLIC UNIVERSITIES</b>			
Grambling State University	32	23	55
Louisiana State University at Alexandria	43	23	66
Louisiana State University and A&M College	755	218	973
Louisiana State University at Shreveport	96	35	131
Louisiana Tech University	150	73	223
McNeese State University	206	102	308
Nicholls State University	269	106	375
Northwestern State University	134	41	175
Southeastern Louisiana University	468	187	655
Southern University and A&M College	39	14	53
Southern University at New Orleans	17	11	28
University of Louisiana at Lafayette	378	223	601
University of Louisiana at Monroe	85	46	131
University of New Orleans	141	68	209
<b>PRIVATE UNIVERSITIES</b>			
Louisiana College	19	13	32
University of Holy Cross	9	13	22
Xavier University of Louisiana	15	6	21

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

**ALTERNATE PROGRAMS (2013-14)**

Teacher candidates must meet criteria identified by the State and teacher preparation programs to be admitted and officially enrolled in an alternate teacher preparation program. The criteria includes possession of a baccalaureate degree from a regionally accredited institution, passage of Praxis Basic Skills and Praxis Content Knowledge assessments, a required GPA, and other entry requirements. Candidates enter one of three alternate pathways: Master of Arts in Teaching; Practitioner Teacher Program; or Certification-Only Program. Most alternate candidates teach full time as a teacher of record while being enrolled in their alternate certification programs. The following chart identifies the number of candidates who were officially enrolled in alternate teacher preparation programs and the number of additional students who completed alternate teacher preparation programs in 2013-14.

<b>Alternate Teacher Preparation Programs</b>	<b>Teacher Candidates Enrolled in Program</b>	<b>Teacher Candidates Completed Program</b>	<b>Total Enrolled and Completed</b>
<b>PUBLIC UNIVERSITIES</b>			
Grambling State University	35	10	45
Louisiana State University at Alexandria	7	7	14
Louisiana State University and A&M College	56	56	112
Louisiana State University at Shreveport	25	23	48
Louisiana Tech University	99	72	171
McNeese State University	58	37	95
Nicholls State University	134	41	175
Northwestern State University	192	58	250
Southeastern Louisiana University	73	28	101
Southern University and A&M College	30	16	46
Southern University at New Orleans	39	10	49
University of Louisiana at Lafayette	94	53	147
University of Louisiana at Monroe	74	32	106
University of New Orleans	159	78	237
<b>PRIVATE UNIVERSITIES</b>			
Centenary College	41	28	69
Louisiana College	194	113	307
Tulane University	48	30	78
University of Holy Cross	31	29	60
Xavier University of Louisiana	32	24	56
<b>PRIVATE PROVIDERS</b>			
iTeach Louisiana	412	100	512
Louisiana Resource Center for Educators	117	137	254
The New Teacher Project	470	341	811

**GENDER FOR ENROLLED TEACHER CANDIDATES UNDERGRADUATE AND  
ALTERNATE PROGRAMS (2013-14)**

The number of males and females enrolled in undergraduate and alternate programs in 2013-14 is provided below

Teacher Preparation Programs	Undergraduate Enrolled Students		Alternate Enrolled Students	
	Males	Females	Males	Females
<b>PUBLIC UNIVERSITIES</b>				
Grambling State University	9	23	18	17
Louisiana State University at Alexandria	5	38	2	5
Louisiana State University and A&M College	134	621	10	46
Louisiana State University at Shreveport	6	90	5	20
Louisiana Tech University	25	125	30	69
McNeese State University	42	164	8	50
Nicholls State University	49	220	42	92
Northwestern State University	44	90	34	158
Southeastern Louisiana University	55	413	22	51
Southern University and A&M College	13	26	8	22
Southern University at New Orleans	3	14	15	24
University of Louisiana at Lafayette	47	331	17	77
University of Louisiana at Monroe	9	76	21	53
University of New Orleans	28	113	43	116
<b>PRIVATE UNIVERSITIES</b>				
Centenary College			13	28
Louisiana College	2	17	57	137
Tulane University			15	33
University of Holy Cross	1	8	8	23
Xavier University of Louisiana	1	14	9	23
<b>PRIVATE PROVIDERS</b>				
iTeach Louisiana			259	153
Louisiana Resource Center for Educators			34	83
The New Teacher Project			139	331

## RACES FOR ENROLLED UNDERGRADUATE TEACHER CANDIDATES

### UNDERGRADUATE PROGRAMS (2013-14)

The number of teacher candidates by race enrolled in undergraduate teacher preparation programs in 2013-14 is provided below.

Undergraduate Teacher Preparation Programs	Race						
	Hispanic	Indian	Asian	Black	Islander	White	Multi- Racial
<b>PUBLIC UNIVERSITIES</b>							
Grambling State University	0	0	0	31	0	1	0
Louisiana State University at Alexandria	0	0	0	1	0	42	0
Louisiana State University and A&M College	35	1	16	75	1	615	11
Louisiana State University at Shreveport	1	0	1	7	0	84	3
Louisiana Tech University	2	1	0	8	0	139	0
McNeese State University	5	1	1	6	1	188	4
Nicholls State University	5	8	1	25	0	229	1
Northwestern State University	4	2	1	9	2	65	3
Southeastern Louisiana University	18	1	2	22	1	399	22
Southern University and A&M College	0	0	0	39	0	0	0
Southern University at New Orleans	0	0	0	17	0	0	0
University of Louisiana at Lafayette	7	0	3	36	1	320	11
University of Louisiana at Monroe	1	0	0	3	0	81	0
University of New Orleans	2	2	7	14	0	104	5
<b>PRIVATE UNIVERSITIES</b>							
Louisiana College	0	0	0	0	0	19	0
University of Holt Cross	2	0	0	1	0	6	0
Xavier University of Louisiana	0	0	1	11	0	3	0

## RACES FOR ENROLLED ALTERNATE TEACHER CANDIDATES

### ALTERNATE PROGRAMS (2013-14)

The number of teacher candidates by race enrolled in alternate teacher preparation programs in 2013-14 is provided below.

Alternate Teacher Preparation Programs	Race						
	Hispanic	Indian	Asian	Black	Islander	White	Multi- Racial
<b>PUBLIC UNIVERSITIES</b>							
Grambling State University	1	0	0	34	0	0	0
Louisiana State University at Alexandria	0	0	0	3	0	4	0
Louisiana State University and A&M College	2	0	1	2	0	51	1
Louisiana State University at Shreveport	0	0	0	5	0	20	0
Louisiana Tech University	3	0	0	11	0	82	3
McNeese State University	3	0	0	7	0	47	1
Nicholls State University	0	5	2	23	0	102	2
Northwestern State University	0	3	0	25	1	140	1
Southeastern Louisiana University	8	0	1	6	0	56	1
Southern University and A&M College	0	0	0	30	0	0	0
Southern University at New Orleans	1	0	2	25	0	7	4
University of Louisiana at Lafayette	2	0	0	12	0	77	3
University of Louisiana at Monroe	1	2	0	15	0	56	0
University of New Orleans	4	1	7	15	0	126	4
<b>PRIVATE UNIVERSITIES</b>							
Centenary College	1	0	0	2	1	37	0
Louisiana College	8	4	3	48	0	121	10
Tulane University	1	0	1	0	0	37	9
University of Holy Cross	1	0	0	7	0	23	0
Xavier University of Louisiana	1	0	1	21	0	9	0
<b>PRIVATE PROVIDERS</b>							
iTeach Louisiana	7	8	3	125	0	212	0
Louisiana Resource Center for Educators	3	1	0	23	0	78	2
The New Teacher Project	26	1	11	98	0	273	21

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

**UNDERGRADUATE PROGRAMS (2013-14)**

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

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

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



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

**ALTERNATE PROGRAMS (2013-14)**

All alternate certification programs provide candidates with the opportunity to participate in a full time Internship which lasts for one full year while the teacher candidates serve as a teacher of record, teach full time, and receive pay as a full time teacher. Teacher candidates must obtain a Practitioner License from the Louisiana Department of Education and enroll in an alternate certification program before school districts hire them as a full time teacher.

Information provided below identifies the actual number of clock hours required by each teacher preparation program prior to student teaching and during student teaching. The actual clock hours required by programs for student teaching ranges from 400 to 600 clock hours which exceeds the number of clock hours required by BESE. The actual number of clock hours required by programs prior to student teaching ranges from 97 to 273 which also exceed the clock hours identified by BESE.

Alternate Teacher Preparation Programs	Clock Hours Prior to Student Teaching	Student Teaching		
		Number of Weeks	Number of Clock Hours per Week	Total Number of Clock Hours
<b>PUBLIC UNIVERSITIES</b>				
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
<b>PRIVATE UNIVERSITIES</b>				
Centenary College	97	14	35	490
Louisiana College	<i>Student Teaching Not Offered</i>			
Tulane University	200	13	40	520
University of Holy Cross	180	14	35	490
Xavier University of Louisiana	180	15	35	525
<b>PRIVATE PROVIDERS</b>				
iTeach Louisiana	<i>Student Teaching Not Offered</i>			
Louisiana Resource Center for Educators	<i>Student Teaching Not Offered</i>			
The New Teacher Project	<i>Student Teaching Not Offered</i>			

**NUMBER AND PERCENTAGE OF 2013-14 COMPLETERS WHO TAUGHT IN PUBLIC SCHOOLS IN LOUISIANA DURING 2013-14**

The numbers of undergraduate and alternate completers who completed in 2013-14 and taught in public schools in Louisiana in 2014-15 are listed below. **Teacher candidates completers who began teaching in private schools in Louisiana or began teaching in other states during 2013-14 are not listed below.**

Teacher Preparation Programs	Undergraduate Completers		Alternate Completers	
	Number & Percentage Completed in 2013-14	Number & Percentage Teaching in Public Schools in 2014-15	Number & Percentage Completed in 2013-14	Number & Percentage Teaching in Public Schools in 2014-15
<b>PUBLIC UNIVERSITIES</b>				
Grambling State University	100% (n=23)	74% (n=17)	100% (n=10)	100% (n=10)
Louisiana State University at Alexandria	100% (n=23)	100% (n=23)	100% (n=7)	100% (n=7)
Louisiana State University and A&M College	100% (n=218)	50% (n=108)	100% (n=56)	59% (n=33)
Louisiana State University at Shreveport	100% (n=35)	89% (n=31)	100% (n=23)	83% (n=19)
Louisiana Tech University	100% (n=73)	60% (n=44)	100% (n=72)	76% (n=55)
McNeese State University	100% (n=102)	73% (n=74)	100% (n=37)	67% (n=24)
Nicholls State University	100% (n=106)	79% (n=83)	100% (n=41)	83% (n=34)
Northwestern State University	100% (n=41)	66% (n=27)	100% (n=58)	88% (n=51)
Southeastern Louisiana University	100% (n=187)	75% (n=140)	100% (n=28)	79% (n=22)
Southern University and A&M College	100% (n=14)	93% (n=13)	100% (n=16)	81% (n=13)
Southern University at New Orleans	100% (n=11)	73% (n=8)	100% (n=10)	100% (n=10)
University of Louisiana at Lafayette	100% (n=223)	81% (n=177)	100% (n=53)	71% (n=36)
University of Louisiana at Monroe	100% (n=46)	72% (n=33)	100% (n=32)	84% (n=27)
University of New Orleans	100% (n=68)	75% (n=51)	100% (n=78)	63% (n=49)
<b>PRIVATE UNIVERSITIES</b>				
Centenary College			100% (n=28)	54% (n=15)
Louisiana College	100% (n=13)	77% (n=10)	100% (n=113)	87% (n=98)
Tulane University			100% (n=30)	53% (n=16)
University of Holy Cross	100% (n=13)	54% (n=7)	100% (n=29)	28% (n=8)
Xavier University of Louisiana	100% (n=6)	75% (n=3)	100% (n=24)	88% (n=21)
<b>PRIVATE PROVIDERS</b>				
iTeach Louisiana – Certification-Only			100% (n=100)	77% (n=77)
Louisiana Resource Center for Educators			100% (n=137)	72% (n=98)
The New Teacher Project			100% (n=341)	80% (n=269)

## 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 2009-10 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 – 2009-10 Completers					
	Number of 2009-10 Completers	Number & Percentage Teaching in 2010-11	Number & Percentage Teaching in 2011-12	Number & Percentage Teaching in 2012-13	Number & Percentage Teaching in 2013-14	Number & Percentage Teaching in 2014-15
<b>PUBLIC UNIVERSITIES</b>						
Grambling State University	100% (n=19)	68% (n=13)	63% (n=12)	63% (n=12)	68% (n=13)	68% (n=13)
Louisiana State University at Alexandria	100% (n=12)	83% (n=10)	83% (n=10)	83% (n=10)	83% (n=10)	83% (n=10)
Louisiana State University and A&M College	100% (n=137)	46% (n=63)	47% (n=65)	47% (n=64)	47% (n=65)	49% (n=67)
Louisiana State University at Shreveport	100% (n=40)	73% (n=29)	70% (n=28)	73% (n=29)	70% (n=28)	70% (n=28)
Louisiana Tech University	100% (n=84)	49% (n=41)	61% (n=51)	58% (n=49)	58% (n=49)	61% (n=51)
McNeese State University	100% (n=105)	74% (n=78)	75% (n=79)	75% (n=79)	76% (n=80)	72% (n=76)
Nicholls State University	100% (n=109)	65% (n=71)	69% (n=75)	64% (n=70)	66% (n=72)	65% (n=71)
Northwestern State University	100% (n=71)	66% (n=47)	65% (n=46)	59% (n=42)	59% (n=42)	58% (n=41)
Southeastern Louisiana University	100% (n=182)	60% (n=109)	65% (n=118)	68% (n=124)	71% (n=129)	70% (n=128)
Southern University and A&M College	100% (n=43)	74% (n=32)	65% (n=28)	67% (n=29)	63% (n=27)	61% (n=26)
Southern University at New Orleans	100% (n=3)	100% (n=3)	67% (n=2)	67% (n=2)	100% (n=3)	100% (n=3)
University of Louisiana at Lafayette	100% (n=166)	63% (n=104)	65% (n=107)	66% (n=109)	66% (n=109)	64% (n=106)
University of Louisiana at Monroe	100% (n=76)	76% (n=58)	78% (n=59)	72% (n=55)	71% (n=54)	70% (n=53)
University of New Orleans	100% (n=45)	47% (n=21)	47% (n=21)	44% (n=20)	49% (n=22)	49% (n=22)
<b>PRIVATE UNIVERSITIES</b>						
Louisiana College	100% (n=16)	94% (n=15)	69% (n=11)	75% (n=12)	69% (n=11)	69% (n=11)
University of Holy Cross	100% (n=26)	42% (n=11)	42% (n=11)	46% (n=12)	46% (n=12)	42% (n=11)
Xavier University of Louisiana	100% (n=7)	57% (n=4)	57% (n=4)	71% (n=5)	57% (n=4)	43% (n=3)

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

**ALTERNATE**

Alternate Teacher Preparation Programs	Persistence in Teaching in Public Schools – 2009-10 Completers					
	Number of 2009-10 Completers	Number & Percentage Teaching in 2010-11	Number & Percentage Teaching in 2011-12	Number & Percentage Teaching in 2012-13	Number & Percentage Teaching in 2013-14	Number & Percentage Teaching in 2014-15
<b>PUBLIC UNIVERSITIES</b>						
Grambling State University	100% (n=15)	87% (n=13)	93% (n=14)	93% (n=14)	80% (n=12)	93% (n=14)
Louisiana State University at Alexandria	100% (n=8)	88% (n=7)	75% (n=6)	75% (n=6)	88% (n=7)	75% (n=6)
Louisiana State University and A&M College	100% (n=89)	55% (n=49)	54% (n=48)	54% (n=48)	49% (n=44)	45% (n=40)
Louisiana State University at Shreveport	100% (n=51)	80% (n=41)	77% (n=39)	73% (n=37)	71% (n=36)	67% (n=34)
Louisiana Tech University	100% (n=105)	81% (n=85)	74% (n=78)	74% (n=78)	75% (n=79)	71% (n=74)
McNeese State University	100% (n=70)	71% (n=50)	79% (n=55)	80% (n=56)	74% (n=52)	70% (n=49)
Nicholls State University	100% (n=76)	79% (n=60)	80% (n=61)	71% (n=54)	71% (n=54)	68% (n=52)
Northwestern State University	100% (n=61)	90% (n=55)	85% (n=52)	80% (n=49)	75% (n=46)	75% (n=46)
Southeastern Louisiana University	100% (n=53)	55% (n=29)	57% (n=30)	59% (n=31)	55% (n=29)	55% (n=29)
Southern University and A&M College	100% (n=84)	92% (n=77)	86% (n=72)	85% (n=71)	85% (n=71)	86% (n=72)
Southern University at New Orleans	100% (n=1)	100% (n=1)	100% (n=1)	100% (n=1)	100% (n=1)	0% (n=0)
University of Louisiana at Lafayette	100% (n=146)	65% (n=95)	63% (n=92)	64% (n=94)	67% (n=98)	62% (n=91)
University of Louisiana at Monroe	100% (n=51)	86% (n=44)	78% (n=40)	75% (n=38)	65% (n=33)	65% (n=33)
University of New Orleans	100% (n=37)	78% (n=29)	70% (n=26)	60% (n=22)	60% (n=22)	54% (n=20)
<b>PRIVATE UNIVERSITIES</b>						
Centenary College	100% (n=9)	33% (n=3)	33% (n=3)	33% (n=3)	33% (n=3)	33% (n=3)
Louisiana College	100% (n=270)	89% (n=239)	86% (n=231)	83% (n=223)	77% (n=208)	76% (n=206)
Tulane University	100% (n=16)	38% (n=6)	38% (n=6)	31% (n=5)	38% (n=6)	38% (n=6)
University of Holy Cross	100% (n=42)	48% (n=20)	52% (n=22)	52% (n=22)	52% (n=22)	50% (n=21)
Xavier University of Louisiana	100% (n=27)	67% (n=18)	70% (n=19)	59% (n=16)	63% (n=17)	52% (n=14)

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

**ALTERNATE (CONT'D.)**

<b>Alternate Teacher Preparation Programs</b>	<b>Persistence in Teaching in Public Schools – 2009-10 Completers</b>					
	<b>Number of 2009-10 Completers</b>	<b>Number &amp; Percentage Teaching in 2010-11</b>	<b>Number &amp; Percentage Teaching in 2011-12</b>	<b>Number &amp; Percentage Teaching in 2012-13</b>	<b>Number &amp; Percentage Teaching in 2013-14</b>	<b>Number &amp; Percentage Teaching in 2014-15</b>
<b>PRIVATE PROVIDERS</b>						
iTeach Louisiana	N/A	N/A	N/A	N/A	N/A	N/A
Louisiana Resource Center for Educators	100% (n=279)	80% (n=224)	75% (n=210)	75% (n=208)	72% (n=200)	69% (n=192)
The New Teacher Project	100% (n=360)	93% (n=333)	47% (n=170)	33% (n=120)	27% (n=97)	20% (n=73)

**NUMBER AND PERCENTAGE OF 2013-14 COMPLETERS WHO TAUGHT IN PUBLIC SCHOOLS IN LOUISIANA DURING 2013-14**

The numbers of undergraduate and alternate completers who completed in 2013-14 and taught in public schools in Louisiana in 2014-15 are listed below. **Teacher candidates completers who began teaching in private schools in Louisiana or began teaching in other states during 2013-14 are not listed below.**

Teacher Preparation Programs	Undergraduate Completers		Alternate Completers	
	Number & Percentage Completed in 2013-14	Number & Percentage Teaching in Public Schools in 2014-15	Number & Percentage Completed in 2013-14	Number & Percentage Teaching in Public Schools in 2014-15
<b>PUBLIC UNIVERSITIES</b>				
Grambling State University	100% (n=23)	74% (n=17)	100% (n=10)	100% (n=10)
Louisiana State University at Alexandria	100% (n=23)	100% (n=23)	100% (n=7)	100% (n=7)
Louisiana State University and A&M College	100% (n=218)	50% (n=108)	100% (n=56)	59% (n=33)
Louisiana State University at Shreveport	100% (n=35)	89% (n=31)	100% (n=23)	83% (n=19)
Louisiana Tech University	100% (n=73)	60% (n=44)	100% (n=72)	76% (n=55)
McNeese State University	100% (n=102)	73% (n=74)	100% (n=37)	67% (n=24)
Nicholls State University	100% (n=106)	79% (n=83)	100% (n=41)	83% (n=34)
Northwestern State University	100% (n=41)	66% (n=27)	100% (n=58)	88% (n=51)
Southeastern Louisiana University	100% (n=187)	75% (n=140)	100% (n=28)	79% (n=22)
Southern University and A&M College	100% (n=14)	93% (n=13)	100% (n=16)	81% (n=13)
Southern University at New Orleans	100% (n=11)	73% (n=8)	100% (n=10)	100% (n=10)
University of Louisiana at Lafayette	100% (n=223)	81% (n=177)	100% (n=53)	71% (n=36)
University of Louisiana at Monroe	100% (n=46)	72% (n=33)	100% (n=32)	84% (n=27)
University of New Orleans	100% (n=68)	75% (n=51)	100% (n=78)	63% (n=49)
<b>PRIVATE UNIVERSITIES</b>				
Centenary College			100% (n=28)	54% (n=15)
Louisiana College	100% (n=13)	77% (n=10)	100% (n=113)	87% (n=98)
Tulane University			100% (n=30)	53% (n=16)
University of Holy Cross	100% (n=13)	54% (n=7)	100% (n=29)	28% (n=8)
Xavier University of Louisiana	100% (n=6)	75% (n=3)	100% (n=24)	88% (n=21)
<b>PRIVATE PROVIDERS</b>				
iTeach Louisiana – Certification-Only			100% (n=100)	77% (n=77)
Louisiana Resource Center for Educators			100% (n=137)	72% (n=98)
The New Teacher Project			100% (n=341)	80% (n=269)

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY  
UNDERGRADUATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS  
WHO TAUGHT IN 2013-14 AND 2014-15**

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 Growth 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 2013-14 and 2014-15 and completed undergraduate teacher preparation programs during or before 2013-14. 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 2013-14 and 2014-15 and completed undergraduate teacher preparation programs during or before 2013-14. 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 2013-14 and 2014-15 and completed undergraduate teacher preparation programs during or before 2013-14. 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 2013-14 AND 2014-15**

**UNDERGRADUATE PROGRAMS**

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

Undergraduate Teacher Preparation Programs	Compass Student Growth				
	Mean	Compass Effectiveness Levels			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<b>PUBLIC UNIVERSITIES</b>					
Grambling State University	3.1 (n=52)	4%	6%	42%	48%
Louisiana State University at Alexandria	3.2 (n=75)	4%	12%	25%	59%
Louisiana State University and A&M College	3.2 (n=594)	3%	12%	31%	54%
Louisiana State University at Shreveport	3.3 (n=193)	1%	14%	26%	59%
Louisiana Tech University	3.4 (n=292)	2%	8%	30%	61%
McNeese State University	3.4 (n=446)	3%	7%	28%	63%
Nicholls State University	3.2 (n=463)	2%	13%	33%	52%
Northwestern State University	3.2 (n=205)	4%	13%	29%	55%
Southeastern Louisiana University	3.2 (n=877)	3%	10%	34%	54%
Southern University and A&M College	3.2 (n=109)	2%	17%	33%	48%
Southern University at New Orleans	3.0 (n=41)	5%	15%	37%	44%
University of Louisiana at Lafayette	3.2 (n=821)	4%	12%	35%	50%
University of Louisiana at Monroe	3.2 (n=256)	3%	12%	31%	54%
University of New Orleans	3.0 (n=203)	3%	16%	40%	40%
<b>PRIVATE UNIVERSITIES</b>					
Louisiana College	3.4 (n=55)	2%	4%	31%	64%
University of Holy Cross	3.1 (n=26)	0%	19%	39%	42%



**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY  
UNDERGRADUATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS  
WHO TAUGHT IN 2013-14 AND 2014-15 (CONT'D.)**

**UNDERGRADUATE PROGRAMS (CONT'D.)**

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

Undergraduate Teacher Preparation Programs	Compass Professional Practice				
	Mean	Compass Effectiveness Levels			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<b>PUBLIC UNIVERSITIES</b>					
Grambling State University	3.0 (n=52)	0%	12%	69%	19%
Louisiana State University at Alexandria	3.1 (n=75)	1%	7%	73%	19%
Louisiana State University and A&M College	3.0 (n=594)	1%	15%	66%	19%
Louisiana State University at Shreveport	3.2 (n=193)	1%	10%	53%	36%
Louisiana Tech University	3.2 (n=292)	≤1%	12%	59%	29%
McNeese State University	3.2 (n=446)	≤1%	8%	62%	30%
Nicholls State University	3.0 (n=463)	≤1%	12%	75%	13%
Northwestern State University	3.0 (n=205)	1%	13%	65%	21%
Southeastern Louisiana University	3.0 (n=877)	≤1%	16%	67%	17%
Southern University and A&M College	2.9 (n=109)	2%	20%	60%	18%
Southern University at New Orleans	2.9 (n=41)	2%	12%	68%	17%
University of Louisiana at Lafayette	3.1 (n=821)	≤1%	11%	67%	21%
University of Louisiana at Monroe	3.2 (n=256)	1%	7%	63%	30%
University of New Orleans	3.0 (n=203)	1%	14%	74%	12%
<b>PRIVATE UNIVERSITIES</b>					
Louisiana College	3.2 (n=55)	0%	9%	60%	31%
University of Holy Cross	2.9 (n=26)	0%	12%	73%	15%

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY  
UNDERGRADUATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS  
WHO TAUGHT IN 2013-14 AND 2014-15 (CONT'D.)**

**UNDERGRADUATE PROGRAMS (CONT'D.)**

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

Undergraduate Teacher Preparation Programs	Compass Final Evaluation				
	Mean	Compass Effectiveness Levels			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<b>PUBLIC UNIVERSITIES</b>					
Grambling State University	3.0 (n=52)	4%	10%	67%	19%
Louisiana State University at Alexandria	3.1 (n=75)	5%	11%	53%	31%
Louisiana State University and A&M College	3.1 (n=594)	3%	12%	59%	27%
Louisiana State University at Shreveport	3.2 (n=193)	2%	12%	48%	39%
Louisiana Tech University	3.3 (n=292)	2%	8%	54%	37%
McNeese State University	3.3 (n=446)	3%	6%	51%	41%
Nicholls State University	3.1 (n=463)	2%	9%	65%	24%
Northwestern State University	3.1 (n=205)	4%	10%	59%	26%
Southeastern Louisiana University	3.1 (n=877)	3%	9%	63%	26%
Southern University and A&M College	3.0 (n=109)	4%	14%	59%	24%
Southern University at New Orleans	2.9 (n=41)	5%	17%	61%	17%
University of Louisiana at Lafayette	3.1 (n=821)	4%	8%	60%	29%
University of Louisiana at Monroe	3.2 (n=256)	4%	9%	55%	33%
University of New Orleans	2.9 (n=203)	3%	11%	74%	12%
<b>PRIVATE UNIVERSITIES</b>					
Louisiana College	3.4 (n=55)	2%	4%	51%	44%
University of Holy Cross	3.0 (n=26)	0%	19%	65%	15%

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY  
ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS  
WHO TAUGHT IN 2013-14 AND 2014-15**

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 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 2013-14 and 2014 -15 and completed alternate teacher preparation programs during or before 2013-14. 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 2013-14 and 2014 - 15 and completed alternate teacher preparation programs during or before 2013-14. 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 2013-14 and 2014-15 and completed alternate teacher preparation programs during or before 2013-14. 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 2013-14 AND 2014-15 (CONT'D.)**

**ALTERNATE PROGRAMS**

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

Alternate Teacher Preparation Programs	COMPASS STUDENT GROWTH				
	Mean	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
<b>PUBLIC UNIVERSITIES</b>					
Louisiana State University at Alexandria – Certification-Only	2.9 (n=33)	6%	21%	30%	42%
Louisiana State University and A&M College – Master of Arts in Teaching	3.2 (n=223)	2%	13%	32%	53%
Louisiana State University and A&M College – Certification-Only	3.3 (n=70)	0%	6%	41%	53%
Louisiana State University at Shreveport – Certification-Only	3.4 (n=180)	4%	8%	25%	63%
Louisiana Tech University Master of Arts in Teaching	3.5 (n=290)	3%	6%	22%	69%
Louisiana Tech University Certification Only	3.3 (n=83)	4%	10%	27%	60%
McNeese State University – Master of Arts in Teaching	3.4 (n=179)	3%	6%	27%	64%
McNeese State University – Certification-Only	3.4 (n=105)	1%	10%	26%	64%
Nicholls State University – Masters of Arts in Teaching	2.9 (n=27)	7%	22%	26%	44%
Nicholls State University – Certification-Only	3.1 (n=240)	2%	15%	38%	46%
Northwestern State University – Masters of Arts in Teaching	3.3 (n=158)	2%	8%	34%	56%
Northwestern State University – Practitioner Teacher Program	3.1 (n=70)	4%	13%	34%	49%
Southeastern Louisiana University – Master of Arts in Teaching	3.2 (n=57)	0%	14%	33%	53%
Southeastern Louisiana University – Certification-Only	3.2 (n=75)	1%	11%	40%	48%
Southern University and A&M College – Certification-Only	3.2 (n=129)	4%	11%	36%	50%

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY  
ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS  
WHO TAUGHT IN 2013-14 AND 2014-15 (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	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
<b>PUBLIC UNIVERSITIES</b>					
Southern University of New Orleans – Certification-Only	3.1 (n=54)	6%	17%	30%	48%
University of Louisiana at Lafayette – Certification-Only	3.2 (n=362)	5%	14%	32%	50%
University of Louisiana at Monroe – Master of Arts in Teaching	3.1 (n=235)	6%	12%	33%	49%
University of New Orleans – Masters of Arts in Teaching	3.1 (n=162)	3%	13%	39%	46%
University of New Orleans – Certification-Only	2.9 (n=82)	7%	18%	38%	37%
<b>PRIVATE UNIVERSITIES</b>					
Centenary College – Master of Arts in Teaching	3.2 (n=60)	3%	12%	37%	48%
Louisiana College – Practitioner Teacher Program	3.3 (n=599)	2%	11%	31%	57%
Tulane University – Certification Only	3.2 (n=46)	7%	17%	22%	54%
University of Holy Cross – Certification-Only	2.9 (n=56)	4%	23%	41%	32%
Xavier University – Master of Arts in Teaching	2.9 (n=61)	3%	20%	48%	30%
<b>PRIVATE PROVIDERS</b>					
iTeach Louisiana – Certification- Only	3.1 (n=105)	4%	11%	37%	48%
Louisiana Resource Center for Educators – Practitioner Teacher Program	3.3 (n=555)	1%	11%	34%	54%
The New Teacher Project – Practitioner Teacher Program	3.0 (n=623)	6%	17%	42%	36%

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY  
ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS  
WHO TAUGHT IN 2013-14 AND 2014-15 (CONT'D.)**

**ALTERNATE PROGRAMS (CONT'D.)**

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

Alternate Teacher Preparation Program	COMPASS PROFESSIONAL PRACTICE				
	Mean	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
<b>PUBLIC UNIVERSITIES</b>					
Louisiana State University at Alexandria – Certification-Only	3.12 (n=33)	0%	3%	70%	27%
Louisiana State University and A&M College – Master of Arts in Teaching	3.1 (n=223)	1%	12%	66%	21%
Louisiana State University and A&M College – Certification-Only	3.1 (n=70)	0%	10%	69%	21%
Louisiana State University at Shreveport – Certification-Only	3.3 (n=180)	0%	4%	52%	44%
Louisiana Tech University Master of Arts in Teaching	3.4 (n=290)	0%	4%	51%	45%
Louisiana Tech University – Certification-Only	3.3 (n=83)	0%	6%	53%	41%
McNeese State University – Master of Arts in Teaching	3.3 (n=179)	0%	7%	51%	42%
McNeese State University – Certification-Only	3.3 (n=105)	0%	6%	50%	45%
Nicholls State University – Master of Arts in Teaching	3.1 (n=27)	0%	15%	56%	30%
Nicholls State University – Certification-Only	3.0 (n=240)	0%	12%	70%	18%
Northwestern State University – Master of Arts in Teaching	3.3 (n=158)	0%	4%	59%	37%
Northwestern State University – Practitioner Teacher Program	3.1 (n=70)	1%	9%	66%	24%
Southeastern Louisiana University – Master of Arts in Teaching	3.1 (n=57)	0%	9%	70%	21%
Southeastern Louisiana University – Certification-Only	3.1 (n=75)	1%	15%	69%	15%

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY  
ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS  
WHO TAUGHT IN 2013-14 AND 2014-15 (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	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
<b>PUBLIC UNIVERSITIES (CONT'D.)</b>					
Southern University and A&M College – Certification-Only	3.0 (n=129)	0%	15%	70%	16%
Southern University at New Orleans – Certification-Only	3.0 (n=54)	0%	13%	70%	17%
University of Louisiana at Lafayette – Certification-Only	3.1 (n=362)	1%	11%	69%	19%
University of Louisiana at Monroe – Master of Arts in Teaching	3.2 (n=235)	0%	5%	66%	29%
University of New Orleans – Master of Arts in Teaching	3.1 (n=162)	1%	9%	69%	21%
University of New Orleans – Certification-Only	3.0 (n=82)	1%	17%	56%	26%
<b>PRIVATE UNIVERSITIES</b>					
Centenary College – Master of Arts in Teaching	3.2 (n=60)	0%	10%	52%	38%
Louisiana College - Practitioner Teacher Program	3.2 (n=599)	≤1%	7%	61%	31%
Tulane University – Certification-Only	3.0 (n=46)	0%	17%	67%	15%
University of Holy Cross – Certification-Only	3.1 (n=56)	2%	7%	71%	20%
Xavier University – Master of Arts in Teaching	2.8 (n=61)	0%	20%	72%	8%
<b>PRIVATE PROVIDERS</b>					
iTeach Louisiana – Certification Only	3.2 (n=105)	0%	10%	60%	31%
Louisiana Resource Center for Educators – Practitioner Teacher Program	3.1 (n=555)	0%	11%	65%	25%
The New Teacher Project – Practitioner Teacher Program	3.0 (n=623)	0%	11%	70%	19%

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY  
ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS  
WHO TAUGHT IN 2013-14 AND 2014-15 (CONT'D.)**

**ALTERNATE PROGRAMS (CONT'D.)**

**COMPASS FINAL EVALUATION**

Alternate Teacher Preparation Programs	COMPASS FINAL EVALUATION				
	Mean	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
<b>PUBLIC UNIVERSITIES</b>					
Louisiana State University at Alexandria – Certification-Only	3.0 (n=33)	6%	12%	58%	24%
Louisiana State University and A&M College – Master of Arts in Teaching	3.2 (n=223)	3%	9%	56%	32%
Louisiana State University and A&M College – Certification-Only	3.3 (n=70)	0%	4%	66%	30%
Louisiana State University at Shreveport – Certification-Only	3.3 (n=180)	4%	5%	46%	46%
Louisiana Tech University – Master of Arts in Teaching	3.5 (n=290)	3%	3%	40%	54%
Louisiana Tech University – Certification-Only	3.3 (n=83)	4%	6%	48%	42%
McNeese State University – Master of Arts in Teaching	3.4 (n=179)	3%	3%	49%	45%
McNeese State University – Certification-Only	3.4 (n=105)	1%	5%	45%	50%
Nicholls State University – Masters of Arts in Teaching	3.0 (n=27)	0%	22%	52%	26%
Nicholls State University – Certification-Only	3.1 (n=240)	2%	12%	63%	23%
Northwestern State University – Master of Arts in Teaching	3.3 (n=158)	2%	6%	49%	42%
Northwestern State University – Practitioner Teacher Program	3.1 (n=70)	6%	6%	64%	24%
Southeastern Louisiana University – Master of Arts in Teaching	3.3 (n=57)	0%	2%	70%	28%



**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY  
ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS  
WHO TAUGHT IN 2013-14 AND 2014-15 (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	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
<b>PUBLIC UNIVERSITIES</b>					
Southeastern Louisiana University – Certification-Only	3.2 (n=75)	3%	11%	55%	32%
Southern University and A&M College – Certification-Only	3.1 (n=129)	4%	7%	65%	24%
Southern University at New Orleans – Certification-Only	3.0 (n=54)	6%	13%	54%	28%
University of Louisiana at Lafayette – Certification-Only	3.1 (n=362)	5%	9%	58%	29%
University of Louisiana at Monroe – Master of Arts in Teaching	3.2 (n=235)	6%	6%	55%	33%
University of New Orleans – Master of Arts in Teaching	3.1 (n=162)	3%	9%	61%	27%
University of New Orleans – Certification-Only	3.0 (n=82)	9%	11%	56%	24%
<b>PRIVATE UNIVERSITIES</b>					
Centenary College – Masters of Arts in Teaching	3.3 (n=60)	3%	7%	50%	40%
Louisiana College - Practitioner Teacher Program	3.3 (n=599)	2%	7%	52%	40%
Tulane University – Certification Only	3.1 (n=46)	7%	11%	52%	30%
University of Holy Cross – Certification Only	3.0 (n=56)	4%	9%	73%	14%
Xavier University – Master of Arts in Teaching	2.9 (n=61)	3%	20%	64%	13%
<b>PRIVATE PROVIDERS</b>					
iTeach Louisiana – Certification-Only	3.1 (n=105)	4%	5%	65%	27%
Louisiana Resource Center for Educators - Practitioner Teacher Program	3.2 (n=555)	1%	7%	61%	30%
The New Teacher Project – Practitioner Teacher Program	3.0 (n=623)	6%	11%	61%	21%

## VALUE-ADDED EVALUATION OF LOUISIANA TEACHER PREPARATION PROGRAMS FOR ACADEMIC YEARS 2010-11, 2011-12, 2013-14, AND 2014-15

Value-added scores have been calculated by the Louisiana Department of Education for all teachers whose students are assessed for mathematics, science, 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, social studies, and English/language arts. Data have only been provided if there are 25 or more value-added scores for first and second year teachers for each content area. In some cases, the same teacher may have value-added scores for different content areas. As an example, an elementary teacher is responsible for teaching math, science, social studies, and language arts and the same teacher may have a value-added score included in the means for each of those areas. Thus, the same 25 teachers could have scores that were used to calculate the means for mathematics, science, social studies, and English language arts. In the case of a middle school teacher responsible for teaching j u s t science, their value-added score would also be included to calculate the mean for science.

On the following pages, all means describe the performance of the teacher preparation programs listed in the left column. The means, *N*s, and standard errors of the mean appear in the same row for each group. The value added score means were calculated using the Louisiana department of Education hierarchical linear model. The value-added scores are rounded to the nearest tenth of a point. The means for new teachers are calculated for *all* teachers in a given content area who are teaching in their first or second year. If a program had 25 or more new teachers with 3 years of data, the 3-year means are reported. If four- or five-years of data are needed to generate a minimum of 25 scores for a content area, the means represent the four- or five-years of data. Teachers from Louisiana teacher preparation programs are only counted as new from a teacher preparation program if they entered as a first year teacher within five years or less from their program completion date. Data are not reported if institutions have less than 25 new teachers in a content area.

Three, four, and five year value-added means are only being reported for Science and Social Studies this year. This is due to new mathematics and English language arts assessments being administered to grades 4-8 students during 2014-15. The distribution of value-added scores identified by the Louisiana Department of Education for teachers to be performing in each of the four effectiveness levels differed from previous years for mathematics and English language arts due to the new assessments. Thus, it was not possible this year to calculate means that contained value-added scores from previous years. Conversions will be used in the future to calculate value-added means for mathematics and English language arts.

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

**UNDERGRADUATE**

**SCIENCE (GRADES 4-8)**

Undergraduate Teacher Preparation Programs	3 years 2012-13 to 2014-15			4 years 2011-12 to 2014-15			5 years 2010-11 to 2014-15		
	Mean	N	SEM	Mean	N	SEM	Mean	N	SEM
<b>PUBLIC UNIVERSITIES</b>									
Louisiana State University and A&M College	-0.1	52	0.9						
Louisiana State University – Shreveport				0.6	27	1.6			
Louisiana Tech University	-2.5	35	1.6						
McNeese State University				-3.7	27	1.1			
Nicholls State University				-1.1	39	1.2			
Northwestern State University							-0.3	29	1.5
Southeastern Louisiana University	-0.5	59	1.0						
Southern University and A&M College							-1.6	26	2.0
University of Louisiana Lafayette	-0.9	80	0.7						
University of Louisiana Monroe	-2.3	32	1.1						
University of New Orleans				2.0	27	1.5			

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

**UNDERGRADUATE (CONT'D.)**

**SOCIAL STUDIES (GRADES 4-8)**

Undergraduate Teacher Preparation Programs	3 years 2012-13 to 2014-15			4 years 2011-12 to 2014-15			5 years 2010-11 to 2014-15		
	Mean	<i>N</i>	SEM	Mean	<i>N</i>	SEM	Mean	<i>N</i>	SEM
<b>PUBLIC UNIVERSITIES</b>									
Louisiana State University and A&M College	-0.8	53	0.9						
Louisiana State University – Shreveport				-1.5	26	1.9			
Louisiana Tech University	-2.1	31	1.6						
McNeese State University				-2.8	35	1.2			
Nicholls State University	-1.4	38	1.4						
Northwestern State University	0.2	27	1.9						
Southeastern Louisiana University	-1.8	87	1.0						
Southern University and A&M College							0.3	31	2.0
University of Louisiana Lafayette	-2.0	84	0.9						
University of Louisiana Monroe				-1.0	27	1.4			
University of New Orleans	-0.2	25	1.6						

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

**ALTERNATE PROGRAMS**

**SCIENCE (GRADES 4-8)**

Alternate Teacher Preparation Programs	3 years 2012-13 to 2014-15			4 years 2011-12 to 2014-15			5 years 2010-11 to 2014-15		
	Mean	N	SEM	Mean	N	SEM	Mean	N	SEM
<b>PUBLIC UNIVERSITIES</b>									
Louisiana State University – Master of Arts in Teaching	2.7	25	1.5						
Louisiana State University – Shreveport – Certification- Only				-0.4	34	1.6			
Louisiana Tech University - Master of Arts in Teaching				-2.7	28	1.5			
Louisiana Tech University – Certification-Only				-1.5	27	0.9			
McNeese State University – Master of Arts in Teaching							-2.8	29	1.5
Nicholls State University – Certification-Only				-2.4	37	1.0			
University of Louisiana – Lafayette – Certification-Only	-1.3	37	1.2						
University of Louisiana - Monroe – Master of Arts in Teaching	-0.8	39	0.8						
<b>PRIVATE UNIVERSITIES</b>									
Louisiana College – Practitioner Teacher Program	-0.7	54	0.8						
<b>PRIVATE PROVIDERS</b>									
Louisiana Resource Center for Educators – Practitioner Teacher Program	0.8	45	1.2						
The New Teacher Project – Practitioner Teacher Program	1.7	45	1.5						

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

**ALTERNATE PROGRAMS (CONT'D.)**

**SOCIAL STUDIES (GRADES 4-8)**

Alternate Teacher Preparation Programs	3 years 2012-13 to 2014-15			4 years 2011-12 to 2014-15			5 years 2010-11 to 2014-15		
	Mean	N	SEM	Mean	N	SEM	Mean	N	SEM
<b>PUBLIC UNIVERSITIES</b>									
Louisiana State University – Master of Arts in Teaching	2.9	32	1.4						
Louisiana State University – Shreveport – Certification-Only				1.4	40	1.7			
Louisiana Tech University Master of Arts in Teaching							-5.4	27	1.8
Louisiana Tech University – Certification-Only							-5.6	27	1.9
Nicholls State University – Certification-Only				-3.7	35	1.5			
Southern University and A&M College – Certification-Only				3.8	27	1.7			
University of Louisiana – Lafayette – Certification-Only	-2.2	44	1.5						
University of Louisiana - Monroe – Master of Arts in Teaching				-3.7	29	1.7			
<b>PRIVATE UNIVERSITIES</b>									
Louisiana College – Practitioner Teacher Program	1.2	53	1.4						
<b>PRIVATE PROVIDERS</b>									
Louisiana Resource Center for Educators – Practitioner Teacher Program	1.7	41	1.6						
The New Teacher Project – Practitioner Teacher Program	6.9	33	1.9						

**PERCENTAGE OF UNDERGRADUATE AND ALTERNATE COMPLETERS OBTAINING VALUE-ADDED SCORES IN THE TEACHER EFFECTIVENESS LEVELS DURING THEIR FIRST AND/OR SECOND YEAR OF TEACHING (GRADES 4-8)**

The following tables identify the percentage of first and second year teachers who completed undergraduate teacher preparation programs and obtained value-added scores in each of the four levels of effectiveness for each of the four content areas when teaching students in grades 4-8. A minimum of 25 scores were required for each content area for percentages to be listed. The 25 scores were generated over a three year time period as new teachers taught during 2012-13 to 2014-15, four year time period as new teachers taught during 2011-12 to 2014-15, or five year time period as new teachers taught during 2010-11 to 2014-15 depending upon the sizes of the programs.

The Louisiana Department of Education has prepared tables that identify the distribution of value-added scores for all individual teachers for each academic year across the four teacher effectiveness levels for the Compass teacher evaluation system. The distribution tables for 2013-14 and 2014-15 have been provided below.

As an example, if a new teacher obtained a value-added score of 1.2 in English/Language Arts during 2014-15, 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 2013-14, 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.

Since value-added scores of individual teachers were used each year to determine percentages, it was possible to report numbers and percentages for all four content areas (i.e., English Language Arts, Mathematics, Science, and Social Studies).

<b>Transitional Student Growth Data for All Individual Teachers (Compass) in Public Schools in Louisiana</b>					
<b>Individual Teacher Labels For State Teacher Evaluation System (Compass)</b>	<b>Distribution of Transitional Student Growth Data Scores for all Individual Teachers (2014-15)</b>				<b>Percentile Ranges of Transitional Student Growth Data Scores for all Individual Teachers</b>
	<b>English/ Language Arts</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	
<b>Highly Effective</b>	3.5 and higher	5.5 & higher	5.5 & higher	6.5 & higher	80 <sup>th</sup> percentile and above
<b>Effective Proficient</b>	0.5 to 3.4	-0.4 to 5.4	-.0.4 to 5.4	-0.4 to 6.4	50 <sup>th</sup> to 79 <sup>th</sup> percentile
<b>Effective Emerging</b>	-5.4 to 0.4	-7.4 to -0.5	-8.4 to -0.5	-10.4 to -0.5	11 <sup>th</sup> to 49 <sup>th</sup> percentile
<b>Ineffective</b>	-5.5 & Lower	-7.5 & Lower	-8.5 & lower	-10.5 & Lower	At or below 10 <sup>th</sup> percentile

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

**PERCENTAGE OF UNDERGRADUATE AND ALTERNATE COMPLETERS OBTAINING  
VALUE-ADDED SCORES IN THE TEACHER EFFECTIVENESS LEVELS DURING  
THEIR FIRST AND/OR SECOND YEAR OF TEACHING (GRADES 4-8) (CONT'D.)**

**UNDERGRADUATE PROGRAMS**

**MATHEMATICS (GRADES 4-8)**

Undergraduate Teacher Preparation Program	Levels of Effectiveness for Value-added Scores			
	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<b>PUBLIC UNIVERSITIES</b>				
Louisiana State University and A&M College (n=70; 3 years)	14%	30%	36%	20%
Louisiana State University at Shreveport (n=26; 3 years)	8%	54%	23%	15%
Louisiana Tech University (n=47; 3 years)	23%	38%	32%	6%
McNeese State University (n=37; 3 years)	41%	35%	19%	5%
Nicholls State University (n=39; 3 years)	3%	44%	33%	21%
Northwestern State University (n=27; 4 years)	11%	44%	22%	22%
Southeastern Louisiana University (n=85; 3 years)	18%	40%	35%	7%
Southern University and A&M College (n=29; 5 years)	7%	38%	24%	31%
University of Louisiana at Lafayette (n=103; 3 years)	14%	42%	29%	16%
University of Louisiana at Monroe (n=39; 3 years)	26%	39%	36%	0%
University of New Orleans (n=27; 5 years)	11%	41%	26%	22%



**PERCENTAGE OF UNDERGRADUATE AND ALTERNATE COMPLETERS OBTAINING VALUE-ADDED SCORES IN THE TEACHER EFFECTIVENESS LEVELS DURING THEIR FIRST AND/OR SECOND YEAR OF TEACHING (GRADES 4-8) (CONT'D.)**

**UNDERGRADUATE PROGRAMS (CONT'D.)**

**SCIENCE (GRADES 4-8)**

Undergraduate Teacher Preparation Program	Levels of Effectiveness for Value-added Scores			
	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<b>PUBLIC UNIVERSITIES</b>				
Louisiana State University and A&M College (n=52; 3 years)	8%	42%	29%	21%
Louisiana State University at Shreveport (n=27; 4 years)	7%	26%	44%	22%
Louisiana Tech University (n=35; 3 years)	23%	40%	17%	20%
McNeese State University (n=27; 4 years)	15%	48%	33%	4%
Nicholls State University (n=39; 4 years)	8%	46%	33%	13%
Northwestern State University (n=29; 5 years)	10%	45%	17%	28%
Southeastern Louisiana University (n=59; 3 years)	12%	29%	42%	17%
Southern University and A&M College (n=26; 5 years)	12%	46%	23%	19%
University of Louisiana at Lafayette (n=80; 3 years)	5%	46%	36%	13%
University of Louisiana at Monroe (n=32; 3 years)	13%	41%	41%	6%
University of New Orleans (n=27); 4 years)	4%	44%	26%	26%

**PERCENTAGE OF UNDERGRADUATE AND ALTERNATE COMPLETERS OBTAINING  
VALUE-ADDED SCORES IN THE TEACHER EFFECTIVENESS LEVELS DURING  
THEIR FIRST AND/OR SECOND YEAR OF TEACHING (GRADES 4-8) (CONT'D.)**

**UNDERGRADUATE PROGRAMS (CONT'D.)**

**SOCIAL STUDIES (GRADES 4-8)**

Undergraduate Teacher Preparation Program	Levels of Effectiveness for Value-added Scores			
	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<b>PUBLIC UNIVERSITIES</b>				
Louisiana State University and A&M College (n=53; 3 years)	2%	57%	32%	9%
Louisiana State University at Shreveport (n=26; 4 years)	4%	54%	31%	12%
Louisiana Tech University (n=31; 3 years)	10%	55%	13%	23%
McNeese State University (n=35; 4 years)	9%	51%	29%	11%
Nicholls State University (n=38; 3 years)	11%	42%	26%	21%
Northwestern State University (n=27; 3 years)	11%	37%	33%	19%
Southeastern Louisiana University (n=87; 3 years)	13%	45%	29%	14%
Southern University and A&M College (n=31; 5 years)	10%	39%	29%	23%
University of Louisiana at Lafayette (n=84; 3 years)	10%	48%	29%	14%
University of Louisiana at Monroe (n=27; 4 years)	7%	56%	15%	22%
University of New Orleans (n=25; 3 years)	8%	40%	36%	16%

**PERCENTAGE OF UNDERGRADUATE AND ALTERNATE COMPLETERS OBTAINING VALUE-ADDED SCORES IN THE TEACHER EFFECTIVENESS LEVELS DURING THEIR FIRST AND/OR SECOND YEAR OF TEACHING (GRADES 4-8) (CONT'D.)**

**UNDERGRADUATE PROGRAMS (CONT'D.)**

**ENGLISH LANGUAGE ARTS (GRADES 4-8)**

Undergraduate Teacher Preparation Program	Levels of Effectiveness for Value-added Scores			
	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<b>PUBLIC UNIVERSITIES</b>				
Louisiana State University and A&M College (n=86; 3 years)	12%	55%	23%	11%
Louisiana State University at Shreveport (n=29; 3 years)	10%	72%	10%	7%
Louisiana Tech University (n=54; 3 years)	11%	63%	13%	13%
McNeese State University (n=45; 3 years)	27%	42%	27%	4%
Nicholls State University (n=50; 3 years)	8%	36%	36%	20%
Northwestern State University (n=35; 3 years)	14%	34%	26%	26%
Southeastern Louisiana University (n=117; 3 years)	9%	51%	29%	10%
Southern University and A&M College (n=25; 4 years)	0%	48%	16%	36%
University of Louisiana at Lafayette(n=117; 3 years)	12%	46%	26%	16%
University of Louisiana at Monroe (n=48; 3 years)	15%	50%	27%	8%
University of New Orleans (n=31; 3 years)	3%	42%	39%	16%

**PERCENTAGE OF UNDERGRADUATE AND ALTERNATE COMPLETERS OBTAINING VALUE-ADDED SCORES IN THE TEACHER EFFECTIVENESS LEVELS DURING THEIR FIRST AND/OR SECOND YEAR OF TEACHING (GRADES 4-8) (CONT'D.)**

**ALTERNATE PROGRAMS**

**MATHEMATICS (GRADES 4-8)**

Alternate Teacher Preparation Program	Levels of Effectiveness for Value-added Scores			
	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<b>PUBLIC UNIVERSITIES</b>				
Louisiana State University and A&M College – Master of Arts in Teaching (n=30; 3 years)	10%	20%	30%	40%
Louisiana State University at Shreveport – Certification- Only (n=25; 4 years)	20%	28%	32%	20%
Louisiana Tech University – Master of Arts in Teaching (n=32; 3 years)	9%	53%	34%	3%
Louisiana Tech University – Certification-Only (n=27; 4 years)	22%	41%	30%	7%
McNeese State University – Master of Arts in Teaching (n=34; 5 years)	12%	53%	21%	15%
Nicholls State University – Certification-Only (n=31; 3 years)	19%	36%	29%	16%
Southern University and A&M College – Certification-Only (n=30; 4years)	10%	40%	20%	30%
University of Louisiana at Lafayette – Certification-Only (n=52; 3 years)	15%	44%	27%	14%
University of Louisiana at Monroe – Master of Arts in Teaching (n=27; 4 years)	22%	37%	33%	7%
University of New Orleans – Master of Arts in Teaching (n=26; 5years)	0%	35%	46%	19%
<b>PRIVATE UNIVERSITIES</b>				
Louisiana College - Practitioner Teacher Program (n=65; 3years)	8%	48%	15%	29%
<b>PRIVATE PROVIDERS</b>				
Louisiana Resource Center for Educators – Practitioner Teacher Program (n=77; 3 years)	9%	34%	35%	22%
The New Teacher Project – Practitioner Teacher Program (n=57; 3 years)	9%	21%	32%	39%

**PERCENTAGE OF UNDERGRADUATE AND ALTERNATE COMPLETERS OBTAINING VALUE-ADDED SCORES IN THE TEACHER EFFECTIVENESS LEVELS DURING THEIR FIRST AND/OR SECOND YEAR OF TEACHING (GRADES 4-8) (CONT'D.)**

**ALTERNATE PROGRAMS (CONT'D.)**

**SCIENCE (GRADES 4-8)**

Alternate Teacher Preparation Program	Levels of Effectiveness for Value-added Scores			
	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<b>PUBLIC UNIVERSITIES</b>				
Louisiana State University and A&M College – Master of Arts in Teaching (n=25; 3 years)	0%	44%	24%	32%
Louisiana State University at Shreveport – Certification-Only (n=34; 4 years)	12%	32%	44%	12%
Louisiana Tech University – Master of Arts in Teaching (n=28; 4 years)	11%	46%	36%	7%
Louisiana Tech University – Certification-Only (n=27; 4 years)	11%	41%	48%	0%
McNeese State University – Master of Arts in Teaching (n=29; 5 years)	14%	59%	14%	14%
Nicholls State University – Certification-Only (n=37; 4 years)	8%	54%	30%	8%
University of Louisiana at Lafayette – Certification-Only (n=37; 3 years)	11%	46%	24%	19%
University of Louisiana at Monroe – Master of Arts in Teaching (n=39; 3 years)	5%	51%	33%	10%
<b>PRIVATE UNIVERSITIES</b>				
Louisiana College – Practitioner Teacher Program (n=54; 3 years)	13%	39%	35%	13%
<b>PRIVATE PROVIDERS</b>				
Louisiana Resource Center for Educators – Practitioner Teacher Program (n=45; 3 years)	13%	24%	38%	24%
The New Teacher Project – Practitioner Teacher Program (n=45; 3 years)	13%	22%	36%	29%

**PERCENTAGE OF UNDERGRADUATE AND ALTERNATE COMPLETERS OBTAINING VALUE-ADDED SCORES IN THE TEACHER EFFECTIVENESS LEVELS DURING THEIR FIRST AND/OR SECOND YEAR OF TEACHING (GRADES 4-8) (CONT'D.)**

**ALTERNATE PROGRAMS (CONT'D.)**

**SOCIAL STUDIES (GRADES 4-8)**

Alternate Teacher Preparation Program	Levels of Effectiveness for Value-added Scores			
	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<b>PUBLIC UNIVERSITIES</b>				
Louisiana State University and A&M College – Master of Arts in Teaching (n=32; 3 years)	6%	28%	34%	31%
Louisiana State University at Shreveport – Certification Only (n=40; 4 years)	10%	28%	38%	25%
Louisiana Tech University – Master of Arts in Teaching (n=27; 5 years)	22%	41%	33%	4%
Louisiana Tech University – Certification-Only (n=27; 5 years)	33%	37%	22%	7%
Nicholls State University – Certification-Only (n=35; 4 years)	14%	49%	23%	14%
Southern University and A&M College – Certification-Only (n=27; 4 years)	4%	26%	30%	41%
University of Louisiana at Lafayette – Certification-Only (n=44; 3 years)	16%	46%	23%	16%
University of Louisiana at Monroe – Master of Arts in Teaching (n=29; 4 years)	14%	52%	21%	14%
<b>PRIVATE UNIVERSITIES</b>				
Louisiana College – Practitioner Teacher Program (n=53; 3 years)	6%	40%	32%	23%
<b>PRIVATE PROVIDERS</b>				
Louisiana Resource Center for Educators – Practitioner Teacher Program (n=41; 3 years)	10%	34%	34%	22%
The New Teacher Project – Practitioner Teacher Program (n=33; 3 years)	3%	24%	24%	49%

**PERCENTAGE OF UNDERGRADUATE AND ALTERNATE COMPLETERS OBTAINING VALUE-ADDED SCORES IN THE TEACHER EFFECTIVENESS LEVELS DURING THEIR FIRST AND/OR SECOND YEAR OF TEACHING (GRADES 4-8) (CONT'D.)**

**ALTERNATE PROGRAMS (CONT'D.)**

**ENGLISH LANGUAGE ARTS (GRADES 4-8)**

Alternate Teacher Preparation Program	Levels of Effectiveness for Value-added Scores			
	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<b>PUBLIC UNIVERSITIES</b>				
Louisiana State University and A&M College – Master of Arts in Teaching (n=29; 3 years)	0%	55%	21%	24%
Louisiana State University at Shreveport – Certification-Only (n=33; 3 years)	6%	55%	24%	15%
Louisiana Tech University – Master of Arts in Teaching (n=27; 3 years)	19%	41%	15%	26%
McNeese State University – Master of Arts in Teaching (n=28; 3 years)	21%	43%	25%	11%
McNeese State University – Certification-Only (n=25; 5 years)	28%	36%	24%	12%
Nicholls State University – Certification-Only (n=47; 3 years)	11%	47%	32%	11%
Northwestern State University – Master of Arts in Teaching (n=28; 3 years)	18%	39%	29%	14%
Northwestern State University – Practitioner Teacher Program (n=25; 5 years)	28%	20%	32%	20%
Southern University and A&M College – Certification-Only (n=25; 5 years)	4%	44%	32%	20%
University of Louisiana at Lafayette – Certification-Only (n=67; 3 years)	16%	46%	25%	12%
University of Louisiana at Monroe – Master of Arts in Teaching (n=32; 3 years)	9%	59%	19%	13%
<b>PRIVATE UNIVERSITIES</b>				
Louisiana College – Practitioner Teacher Program (n=82; 3 years)	11%	44%	24%	21%

**PERCENTAGE OF UNDERGRADUATE AND ALTERNATE COMPLETERS OBTAINING VALUE-ADDED SCORES IN THE TEACHER EFFECTIVENESS LEVELS DURING THEIR FIRST AND/OR SECOND YEAR OF TEACHING (GRADES 4-8) (CONT'D.)**

**ALTERNATE PROGRAMS (CONT'D.)**

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

Alternate Teacher Preparation Program	Levels of Effectiveness for Value-added Scores			
	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<b>PRIVATE PROVIDERS</b>				
Louisiana Resource Center for Educators – Practitioner Teacher Program (n=75; 3 years)	17%	35%	33%	15%
The New Teacher Project – Practitioner Teacher Program (n=64; 3 years)	6%	28%	31%	34%





## APPENDIX A Teacher Preparation Program 2020 Key Effectiveness Indicators

Teacher Preparation Analytics v 6.10.14

Assessment Categories	Key Indicators	Measures
<b>Candidate Selection Profile</b>	<b>Academic Strength</b>	<p><b>PRIOR ACHIEVEMENT</b>—(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><b>TEST PERFORMANCE</b>—<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>
	<b>Teaching Promise</b>	<p><b>ATTITUDES, VALUES, AND BEHAVIORS SCREEN</b>—Percent of accepted program candidates whose score on a rigorous and validated “fitness for teaching” assessment demonstrates a strong promise for teaching</p>
	<b>Candidate/Completer Diversity</b>	<p><b>DISAGGREGATED COMPLETIONS COMPARED TO ADMISSIONS</b>—Number &amp; 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>
<b>Knowledge and Skills for Teaching</b>	<b>Content Knowledge</b>	<p><b>CONTENT KNOWLEDGE TEST</b>—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>
	<b>Pedagogical Content Knowledge</b>	<p><b>PEDAGOGICAL CONTENT KNOWLEDGE TEST</b>—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>
	<b>Teaching Skill</b>	<p><b>TEACHING SKILL PERFORMANCE TEST</b>—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
	<b>Completer Rating of Program</b>	<b>EXIT AND FIRST YEAR COMPLETER SURVEY ON PREPARATION</b> —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
<b>Performance as Classroom Teachers</b>	<b>Impact on K-12 Students</b>	<b>TEACHER ASSESSMENTS BASED ON STUDENT LEARNING</b> —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
	<b>Demonstrated Teaching Skill</b>	<b>ASSESSMENTS OF TEACHING SKILL</b> —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
	<b>K-12 Student Perceptions</b>	<b>STUDENT SURVEYS ON TEACHING PRACTICE</b> —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
<b>Program Productivity, Alignment to State Needs</b>	<b>Entry and Persistence in Teaching</b>	<b>TEACHING EMPLOYMENT AND PERSISTENCE</b> —(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
	<b>Placement/ Persistence in High-Need Subjects/Schools</b>	<b>HIGH-NEED EMPLOYMENT AND PERSISTENCE</b> —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  
2016 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**

<b>Program Web Site</b>		
<b>Approval/Accreditation</b>	<b>Names of Agencies</b>	
	State: Board of Elementary and Secondary Education (BESE)	<b>Status</b>
	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)	
<b>Type of Program</b>	Traditional (Undergraduate)	

**CANDIDATE SELECTION PROFILE**

<b>Academic Strength</b>	Completer Passage Rate on Praxis Skills Assessment (2013-14)						
	Median GPA of Candidates Entering the Program (2013-14)						
	Median GPA of Candidates Completing the Program (2013-14)						
	Number of Candidates who Started but Did not Complete the Program Within 6 Years						
<b>Teaching Promise</b>	Data not yet available.						
<b>Candidates/Completer Diversity</b>	<b>Candidates (2013-14)</b>	<b>Enrolled</b>	<b>Completers</b>	<b>Total</b>			
	<b>Enrolled Gender</b>	<b>Males</b>		<b>Females</b>			
		<b>Enrolled Race</b>	<b>Hispanic</b>	<b>Indian</b>	<b>Asian</b>	<b>Black</b>	<b>Islander</b>

**KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS**

<b>Knowledge</b>	<b>Content</b>	Completer Passage Rate on Praxis Content Assessments (2013-14)			
	<b>Pedagogical</b>	Completer Passage Rate on Praxis Professional Knowledge Assessments (2013-14)			
	<b>Overall</b>	Completer Passage Rate on all Assessments (2013-14)			
<b>Clinical Experiences</b>	Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching			
		Clock Hours of Clinical Experiences During Student Teaching	<b>Number of Weeks</b>	<b>Number of Clock Hours per Week</b>	<b>Total Number of Clock Hours</b>
<b>Licensure Requirements</b>	Percentage of 2013-14 Completers That Meet State Licensing Requirements				
<b>Completer Rating</b>	Data Not Yet Available				

**PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS**

<b>Entry and Persistence in Teaching in Public Schools in Louisiana</b>  <i>(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Percentage & Number of 2013-14 Completers That Were Teaching in 2014-15				
	Percentage & Number of 2013-14 Completers That Obtained a License to Teach				
	<b>2009-10 Completers Teaching in Public Schools in Louisiana in 2010-11, 2011-12, 2013-14, 2014-15 and 2014-15</b>				
	<b>Number of 2009-10 Completers</b>	<b>Number &amp; Percentage Teaching in 2010-11</b>	<b>Number &amp; Percentage Teaching in 2011-12</b>	<b>Number &amp; Percentage Teaching in 2012-13</b>	<b>Number &amp; Percentage Teaching in 2013-14</b>
<b>Placement/Persistence in High-Need Subjects/Schools</b>	Data Not Yet Available				

**APPENDIX B (CONT'D.)**

**2016 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)**

<b>Impact on K-12 Students</b>  <i>(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Student Growth Score</i> (2012-13, 2013-14, & 2014-15) 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 2012-13, 2013-14, & 2014-15 <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	
<b>Demonstrated Teaching Skill</b>  <i>(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Professional Practice Score</i> (2012-13, 2013-14, & 2014-15) and Number of Scores for All New Teachers with Less than Two Years of Teaching	Compass Professional Practice Mean & Number of Scores				
	Percentage and Number of 2012-13, 2013-14, & 2014-15 <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	
<b>Overall Impact and Demonstrated Teaching Skill</b>  <i>(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Final Evaluation Score</i> (2012-13, 2013-14, & 2014-15) and Number of Scores for New Teachers with Less than Two Years of Teaching	Compass Final Evaluation Mean & Number of Scores				
	Percentage and Number of 2012-13, 2013-14, & 2014-15 <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	
<b>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)</b>  <i>(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	<b>Content Areas</b>		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 (3- to 5- Year Averages).			
	<b>Mathematics</b>					
			Ineffective	Effective Emerging	Effective Proficient	Highly Effective
	<b>Science</b>					
			Ineffective	Effective Emerging	Effective Proficient	Highly Effective
	<b>Social Studies</b>					
			Ineffective	Effective Emerging	Effective Proficient	Highly Effective
	<b>English/Language Arts/Reading</b>					
			Ineffective	Effective Emerging	Effective Proficient	Highly Effective