



# **2016 LOUISIANA TEACHER PREPARATION PROGRAM FACT BOOK**

**Prepared by the  
Louisiana Board of Regents**

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## 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

<b>Undergraduate Teacher Preparation Programs</b>	<b>Persistence in Teaching in Public Schools – 2009-10 Completers</b>					
	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**

<p align="center"><b>Alternate Teacher Preparation Programs</b></p>	<p align="center"><b>Persistence in Teaching in Public Schools – 2009-10 Completers</b></p>					
	<p align="center"><b>Number of 2009-10 Completers</b></p>	<p align="center"><b>Number &amp; Percentage Teaching in 2010-11</b></p>	<p align="center"><b>Number &amp; Percentage Teaching in 2011-12</b></p>	<p align="center"><b>Number &amp; Percentage Teaching in 2012-13</b></p>	<p align="center"><b>Number &amp; Percentage Teaching in 2013-14</b></p>	<p align="center"><b>Number &amp; Percentage Teaching in 2014-15</b></p>
<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)**

<b>Undergraduate Teacher Preparation Programs</b>	<b>Compass Student Growth</b>				
	<b>Mean</b>	<b>Compass Effectiveness Levels</b>			
		<b>Ineffective</b>	<b>Effective: Emerging</b>	<b>Effective: Proficient</b>	<b>Highly Effective</b>
<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%
<b>McNeese State University</b>	<b>3.4 (n=446)</b>	<b>3%</b>	<b>7%</b>	<b>28%</b>	<b>63%</b>
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)**

<b>Undergraduate Teacher Preparation Programs</b>	<b>Compass Professional Practice</b>				
	<b>Mean</b>	<b>Compass Effectiveness Levels</b>			
		<b>Ineffective</b>	<b>Effective: Emerging</b>	<b>Effective: Proficient</b>	<b>Highly Effective</b>
<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%
<b>McNeese State University</b>	<b>3.2 (n=446)</b>	<b>≤1%</b>	<b>8%</b>	<b>62%</b>	<b>30%</b>
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%
<b>McNeese State University</b>	<b>3.3 (n=446)</b>	<b>3%</b>	<b>6%</b>	<b>51%</b>	<b>41%</b>
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 a c h i e v e m e n t 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)**

<b>Alternate Teacher Preparation Programs</b>	<b>COMPASS STUDENT GROWTH</b>				
	<b>Mean</b>	<b>Compass Effectiveness Levels</b>			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
<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**

<b>Alternate Teacher Preparation Programs</b>	<b>COMPASS FINAL EVALUATION</b>				
	<b>Mean</b>	<b>Compass Effectiveness Levels</b>			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
<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	N	SEM	Mean	N	SEM	Mean	N	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						

**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>					
<i>Individual Teacher Labels For State Teacher Evaluation System (Compass)</i>	<i>Distribution of Transitional Student Growth Data Scores for all Individual Teachers (2014-15)</i>				<i>Percentile Ranges of Transitional Student Growth Data Scores for all Individual Teachers</i>
	<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>					
<i>Individual Teacher Labels For State Teacher Evaluation System (Compass)</i>	<i>Distribution of Transitional Student Growth Data Scores for all Individual Teachers (2013-14)</i>				<i>Percentile Ranges of Transitional Student Growth Data Scores for all Individual Teachers</i>
	<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%

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%