		2016 LOUI	SIANA T	EACHER PRE	PARA	TION	DATA [DAS	HBOARD)		
			No	rthwestern S	State	Unive	rsity					
	Prep	ared by Loui	siana Bo	oard of Rege	nts &	Unive	ersity o	f Lou	uisiana S	System		
		Public	Underg	raduate Tea	icher	Prepa	ration F	Prog	ram			
				ASIC PROGRAM								
Program We	b Site	http://educat	tion.nsula	.edu/								
Approval/Ac	creditation	Names of Agencies								Status		
		State: Board of Elementary and Secondary Education (BESE)								Approved		
		State: Board of Regents (BoR)								Approved		
		Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)								Accredited		
				incil for Accred							Accredited	
				n Council (TEA	C); or (Council	for the A	ccrec	ditation of	Educator		
	Preparation (CAEP)											
Type of Prog	ram	Traditional (L	Indergrad	uate)								
				ANDIDATE SEL				- 1				
Academic St	Academic Strength			e on Praxis Skil				.4)			100%	
				ates Entering t							3.53	
			Median GPA of Candidates Completing the Program (2013-14) Number of Candidates who Started but Did not Complete the Program Within 6 Years							3.50		
		inumper of Ca	anuluates	who Started b	αι μία	not con	iipiete th	ie Pro	vgram wi	uill o rears	Data Not Yet Available	
Teaching Pro	omise	Data not yet	available.								Available	
Candidates/		Candidates		Enrolled			Com	pleter	S		Total	
Completer		(2013-14)		134		4		41	1		175	
Diversity		Enrolled		Males				Females				
		Gender		44	4			90				
		Enrolled			Black				Multi-Racial			
		Race	4	2		1	9		2	65	3	
		KNO	NLEDGE A	AND SKILLS FOR	R TEAC	HING C	F COMP	LETE	RS			
Knowledge	Content	Completer Pa	Passage Rate on Praxis Content Assessments (2013-14)						100%			
	Pedagogical	Completer Pa	Passage Rate on Praxis Professional Knowledge Assessments (2013-14)						100%			
	Overall	Completer Pa	assage Rate on all Assessments (2013-14)						100%			
Clinical Expe	riences	Student						260				
		Teaching	During Student Teaching Weeks Clock Ho				Number of Clock Hours per Week	Total Number of Clock Hours				
		15 35					525					
Licensure Re	quirements	Number and Percentage of 2013-14 Completers That Meet State Licensing							100%			
Completer R	ating		Requirements Data Not Yet Available									
completer k	-					0.0747		0.0				
Entry and De				Y AND ALIGNN							66% (n-27)	
Entry and Persistence in Teaching in Public		Percentage & Number of 2013-14 Completers That Were Teaching in 2014-15							66% (n=27) Data Not Yet			
Schools in Lo		Percentage & Number of 2013-14 Completers That Obtained a License to Teach							Available			
(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately			2009-10 Completers Teaching in Public Schools in Louisiana in 2010-11, 2011-12, 2012-13, 2013-14 Number of Number & Number & Number & Number &					1				
		Number of 2009-10		Number & Percentage		umber & ercentage		Numbe Percen		Number & Percentage	Number & Percentage	
		Complete		Teaching in	Te	aching in		eachir	ng in	Teaching in	Teaching in	
interpret the me scores.)	interpret the meaning of these		71)	2010-11		2011-12		2012-		2013-14	2014-15	
		100% (n=71) 66% (n=47) 65% (n=46) 59% (n=42) 59% (n=42)								J9‰ (∏=4Z)	58% (n=41)	
-	Persistence in	Data Not Yet	Data Not Yet available									
High-Need												
Subjects/Sch	10015											

Assistance in the design of the Louisiana Teacher Preparation Dashboard was provided by the 2020 Key Effectiveness Indicators developed by Michael Allen, Edward Crowe, and Charles Coble, co-partners of Teacher Preparation Analytics.

201	6 LOUISIANA TEACHER PREPAR			CONT'D)		
	Northwestern					
Prep	ared by Louisiana Board of Rege			na System		
	Public Undergraduate Tec	acher Prepai	ration Program			
PERFORMANC	E AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	LESS THAN TWO Y	EARS OF TEACHING	G)	
Impact on	Mean Compass Student Growth	Co	ompass Student Growth	Mean & Number of Sc	ores	
K-12 Students	Score (2012-13, 2013-14, & 2014- 15) and Number of Scores for All		3.2 (n=205)		
(Please examine the 2016 Louisiana Teacher Preparation	New Teachers with Less than Two Years of Teaching					
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2012-	Compas	s Teacher Effectiveness	Levels for Student Gro	wth Scores	
scores.)	13, 2013-14, & 2014-15 <i>Compass</i> <i>Student Growth</i> Scores for the New	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	
	Teachers by LDOE Teacher Effectiveness Levels	4%	13%	29%	55%	
Demonstrated Teaching	Mean Compass Professional	Com	pass Professional Pract	ice Mean & Number of	Scores	
Skill	Practice Score (2012-13, 2013-14,		•••••			
(Please examine the 2016	& 2014-15) and Number of Scores for All New Teachers with Less than		3.0 (1	n=205)		
Louisiana Teacher Preparation Data Fact Book to accurately	Two Years of Teaching					
interpret the meaning of these	Percentage and Number of 2012-	•	eacher Effectiveness Le			
scores.)	13, 2013-14, & 2014-15 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	
	<i>Professional Practice Scores</i> for the New Teachers by LDOE Teacher	1%	13%	65%	21%	
	Effectiveness Levels					
Overall Impact and	Mean Compass Final Evaluation	Cu	ompass Final Evaluation	Mean & Number of Sc	ores	
Demonstrated Teaching	<i>Score</i> (2012-13, 2013-14, & 2014-		2.4.4	205)		
Skill	15) and Number of Scores for New Teachers with Less than Two Years		3.1 (1	n=205)		
(Please examine the 2016	of Teaching					
Louisiana Teacher Preparation	Percentage and Number of 2012-	Compas	s Teacher Effectiveness	Levels for Final Evaluat	tion Scores	
Data Fact Book to accurately interpret the meaning of these	13, 2013-14, & 2014-15 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	
scores.)	Final Evaluation Scores for the New	4%	10%	59%	26%	
	Teachers by LDOE Teacher Effectiveness Levels					
State Value Added Scores	Content Areas	Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of				
for Growth in Student		Twenty-five or More New Teachers with Less Than Two Years of Teaching who Taught During 2014-15 (3- to 5-Year Averages) N/A (n=27)				
Learning for New	Mathematics					
Teachers in Grades 4-8 with Less than Two Years	(Note: A Mean score could not be determined this year to calculate 3- to 5-					
of Teaching by Content	year averages due to differences in cut-off	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	
Areas (Twenty-five or More New Teachers)	scores for new assessments. Percentages of individual scores within effectiveness levels could be determined.)	11%	44%	22%	22%	
(Please examine the 2016	Science	-0.3 (n=29)				
Louisiana Teacher Preparation Data Fact Book to accurately		-0.3 (h=29)				
interpret the meaning of these		Ineffective	Effective Emerging	Effective Proficient	Highly Effective	
scores.)	Casial Studias	10%	45%	17%	28%	
	Social Studies	0.2 (n=27)				
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective	
		11%	37%	33%	19%	
	English/Language Arts/Reading		-	•	•	
	(Note: A Mean score could not be		N/A	(n=35)		
	determined this year to calculate 3- to 5- year averages due to differences in cut-off					
	scores for new assessments. Percentages of	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	
	individual scores within effectiveness levels	14%	34%	26%	26%	

		2016 LOUIS	ΙΑΝΑ ΤΙ	EACHER PREF	PARA	TION DAT	TA DAS	HBOAR)	
				thwestern St						
Prepared by Louisiana Board of Regents & University of Louisiana System										
	Public University Alternate Teacher Preparation Program									
				SIC PROGRAM		-		<u> </u>		
Program We	b Site	http://educat	tion.nsula	a.edu/						
Approval/Ac	creditation			Na	ames of	Agencies				Status
		State: Board of Elementary and Secondary Education (BESE)								Approved
		State: Board of Regents (BoR)								Approved
		Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)							Accredited	
				uncil for Accred				-		Accredited
				on Council (TEA	C); or (Council for t	the Acci	reditation	of Educator	
		Preparation (
Type of Prog	ram	Alternate (Ma	aster of A	Arts in Teaching	, Pract	itioner Tead	cher Pro	gram, & C	ertification-Or	nly)
				ANDIDATE SELE						
Academic St	rength			te on Praxis Ski						100%
				dates Entering t						3.11
			Median GPA of Candidates Completing the Program (2013-14)							3.75
		Number of Ca	Number of Candidates who Started but Did not Complete the Program Within 6 Years							Data Not Yet Available
Teaching Pro	mise	Data not yet	available							Available
Candidates/	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Candidates	Enrolled				Complete	ers		Total
Completer		(2013-14)	192			58			250	
Diversity							Females	males		
		Gender								
		Enrolled	Hispanic	Hispanic Indian Asian			Black Islander		· White	Multi-Racial
		Race	0 3 0 25 1 140			1				
	-	KNOW	LEDGE A	ND SKILLS FOR	TEACH	HING OF CO	MPLET	ERS		
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2013-14)							100%	
	Pedagogical	-	-	sage Rate on Praxis Professional Knowledge Assessments (2013-14)				2013-14)	100%	
	Overall	Completer Pa		te on all Assess		(2013-14)				
Clinical Expe	riences	Full Time Internships are Offered as an Option for the Academic YearStudentClock Hours of Clinical Experiences Prior to Student Teaching								100%
			-	are Offered as a	ın Opti	ion for the A				Yes
		Student	Clock	are Offered as a Hours of Clinica	ın Opti al Expe	ion for the <i>A</i> eriences Prio	or to Sti	udent Teac	-	Yes N/A
		Student Teaching	Clock Clock	are Offered as a	in Opti al Expe al Expe	ion for the <i>A</i> eriences Prio	or to Stu Nun		hing Number of Clock Hours per Week	Yes
			Clock Clock	are Offered as a Hours of Clinica Hours of Clinica	in Opti al Expe al Expe	ion for the <i>A</i> eriences Prio	or to Stu Nun W	udent Teac nber of	Number of Clock Hours per	Yes N/A Total Number o
Licensure Re	quirements	Teaching	Clock Clock Durin Percenta	are Offered as a Hours of Clinica Hours of Clinica	in Opti al Expe al Expe hing	ion for the A eriences Prio eriences	or to Stu Nun W	udent Teac nber of 'eeks	Number of Clock Hours per Week N/A	Yes N/A Total Number o Clock Hours
Licensure Re Completer R		Teaching Number and	Clock Clock Durin Percenta s	are Offered as a Hours of Clinic: Hours of Clinica g Student Teacl ge of 2013-14 C	in Opti al Expe al Expe hing	ion for the A eriences Prio eriences	or to Stu Nun W	udent Teac nber of 'eeks	Number of Clock Hours per Week N/A	Yes N/A Total Number o Clock Hours N/A
	ating	Teaching Number and Requirement Data Not Yet	Clock Clock Durin Percenta s Available	are Offered as a Hours of Clinic: Hours of Clinica g Student Teacl ge of 2013-14 C	in Opti al Expe al Expe hing Comple	ion for the <i>F</i> eriences Prio eriences eters That N	or to Stu Nun W	udent Teac nber of 'eeks I/A te Licensir	Number of Clock Hours per Week N/A	Yes N/A Total Number o Clock Hours N/A
	ating PF	Teaching Number and Requirement Data Not Yet	Clock Clock Durin Percenta s Available	are Offered as a Hours of Clinica Hours of Clinica g Student Teacl ge of 2013-14 C	in Opti al Expe al Expe hing Comple	ion for the <i>P</i> eriences Price eriences eters That N O STATE NE	r to Stu Nun W Neet Sta	udent Teac her of eeks I/A te Licensir COMPLET	Number of Clock Hours per Week N/A	Yes N/A Total Number o Clock Hours N/A
Completer R Entry and Pe	ating PF	Teaching Number and Requirement Data Not Yet OGRAM PROD Percentage 8	Clock Clock Durin Percenta s Available DUCTIVIT	are Offered as a Hours of Clinica Hours of Clinica g Student Teacl ge of 2013-14 C e Y AND ALIGNM	n Opti al Expe al Expe hing Comple ENT T(mplete	ion for the <i>F</i> eriences Price eriences eters That M O STATE NE ers That We	In to Stu Num Ware Meet Sta	Ident Teac Iber of Ieeks I/A Ite Licensir COMPLET hing in 201	Number of Clock Hours per Week N/A Dg ERS (4-15	Yes N/A Total Number o Clock Hours N/A 100%
Completer R Entry and Pe	ating PF rsistence in	Teaching Number and Requirement Data Not Yet OGRAM PROD Percentage & Percentage &	Clock Clock Durin Percenta s Available VUCTIVIT Number	are Offered as a Hours of Clinica Hours of Clinica g Student Teach ge of 2013-14 C Y AND ALIGNM r of 2013-14 Con r of 2013-14 Con	in Opti al Expe al Expe hing Comple ENT T(mplete mplete	ion for the <i>A</i> eriences Price eriences eters That M O STATE NE ers That We ers That Obt	In to Stu Num Waleet Sta EDS OF re Teac tained a	Ident Teac Ident Teac Identified I/A Ite Licensir COMPLET hing in 201 License to	Number of Clock Hours per Week N/A	Yes N/A Total Number o Clock Hours N/A 100% 88% (n=51) Data Not Yet Available
Completer R Entry and Pe Teaching in I in Louisiana	ating PF rsistence in Public Schools	Teaching Number and Requirement Data Not Yet OGRAM PROD Percentage & Percentage & 2009-10	Clock Clock Durin Percenta s Available VUCTIVIT Number Number	are Offered as a Hours of Clinica Hours of Clinica g Student Teach ge of 2013-14 Co Y AND ALIGNM of 2013-14 Co of 2013-14 Co rs Teaching in Public	n Opti al Expe al Expe hing Comple ENT T(mplete mplete	ion for the <i>A</i> eriences Price eriences eters That M o STATE NE ers That We ers That Obt	EDS OF re Teac tained a	Ident Teac Ident	Number of Clock Hours per Week N/A Ig ERS 4-15 Teach 2012-13, 2013-14	Yes N/A Total Number o Clock Hours N/A 100% 88% (n=51) Data Not Yet Available , & 2014-15
Completer R Entry and Pe Teaching in I in Louisiana (Please examine	ating PF rsistence in Public Schools	Teaching Number and Requirement Data Not Yet OGRAM PROD Percentage & Percentage & 2009-10 Number o	Clock Clock Durin Percenta s Available VUCTIVIT Number Number	Are Offered as a Hours of Clinica Hours of Clinica g Student Teach ge of 2013-14 Co Y AND ALIGNM of 2013-14 Co of 2013-14 Co rs Teaching in Publi Number &	In Opti al Expe al Expe hing Comple ENT To mplete mplete	ion for the <i>A</i> eriences Price eriences eters That M ers That We ers That We ers That Obt	EDS OF Reet Sta EDS OF re Teac tained a n in 2010- Num	Ident Teac Ident	Number of Clock Hours per Week N/A Ig B ERS 4-15 Teach 2012-13, 2013-14 Number &	Yes N/A Total Number o Clock Hours N/A 100% 88% (n=51) Data Not Yet Available , & 2014-15 Number &
Completer R Entry and Per Teaching in I in Louisiana (Please examine Louisiana Teach Data Fact Book	ating Provide the second secon	Teaching Number and Requirement Data Not Yet OGRAM PROD Percentage & Percentage & 2009-10	Clock Clock Durin Percenta s Available Number Number Completer	are Offered as a Hours of Clinica Hours of Clinica g Student Teach ge of 2013-14 Co Y AND ALIGNM of 2013-14 Co of 2013-14 Co rs Teaching in Public	In Opti al Expe al Expe hing Comple ENT To mplete ic Schoo Nu Per	ion for the <i>A</i> eriences Price eriences eters That M o STATE NE ers That We ers That Obt	EDS OF re Teac tained a n in 2010	Ident Teac Ident	Number of Clock Hours per Week N/A Ig ERS 4-15 Teach 2012-13, 2013-14	Yes N/A Total Number o Clock Hours N/A 100% 88% (n=51) Data Not Yet Available , & 2014-15
Completer R Entry and Per Teaching in I in Louisiana (Please examine Louisiana Teach Data Fact Book interpret the me	ating Provide the second secon	Teaching Number and Requirement Data Not Yet OGRAM PROD Percentage 8 Percentage 8 2009-10 Number o 2009-10 Completer	Clock Clock Durin Percenta s Available Number Number Number	are Offered as a Hours of Clinica Hours of Clinica g Student Teach ge of 2013-14 Co Y AND ALIGNM r of 2013-14 Co r of 2013-14 Co r of 2013-14 Co rs Teaching in Publi Number & Percentage Teaching in 2010-11	In Opti al Expe al Expe hing Complet mplete ic Schoo Nu Per Tea 2	ion for the A eriences Price eriences eters That M eters That We ers That We ers That Obt ols in Louisiana umber & rcentage aching in 011-12	EDS OF re Teac tained a n in 2010- Num Perce Teach 201	Ident Teac Ident	Number of Clock Hours per Week N/A Ig ERS 4-15 Teach 2012-13, 2013-14 Number & Percentage Teaching in 2013-14	Yes N/A Total Number o Clock Hours N/A 100% 88% (n=51) Data Not Yet Available , & 2014-15 Number & Percentage Teaching in 2014-15
Completer R Entry and Per Teaching in I in Louisiana (Please examine Louisiana Teach Data Fact Book	ating Provide the second secon	Teaching Number and Requirement Data Not Yet OGRAM PROD Percentage 8 Percentage 8 2009-10 Number o 2009-10	Clock Clock Durin Percenta s Available Number Number Number	are Offered as a Hours of Clinica Hours of Clinica g Student Teacl ge of 2013-14 Co Y AND ALIGNM r of 2013-14 Co r of 2013-14 Co r of 2013-14 Co rs Teaching in Publi Number & Percentage Teaching in	In Opti al Expe al Expe hing Complet mplete ic Schoo Nu Per Tea 2	ion for the A eriences Price eriences eters That M O STATE NE ers That We ers That We ers That Obt ols in Louisiana umber & rcentage aching in	EDS OF re Teac tained a n in 2010- Num Perce Teach 201	Ident Teac Ident	Number of Clock Hours per Week N/A Ig ERS 4-15 Teach 2012-13, 2013-14 Number & Percentage Teaching in	Yes N/A Total Number o Clock Hours N/A 100% 88% (n=51) Data Not Yet Available , & 2014-15 Number & Percentage Teaching in
Completer R Entry and Per Teaching in I in Louisiana (Please examine Louisiana Teach Data Fact Book interpret the me scores.)	ating Provide the second secon	Teaching Number and Requirement Data Not Yet OGRAM PROD Percentage 8 Percentage 8 2009-10 Number o 2009-10 Completer	Clock Clock Durin Percenta s Available Number Number Number f s	Are Offered as a Hours of Clinica Hours of Clinica g Student Teacl ge of 2013-14 Co r s Teaching in Publi Number & Percentage Teaching in 2010-11 90% (n=55)	In Opti al Expe al Expe hing Complet mplete ic Schoo Nu Per Tea 2	ion for the A eriences Price eriences eters That M eters That We ers That We ers That Obt ols in Louisiana umber & rcentage aching in 011-12	EDS OF re Teac tained a n in 2010- Num Perce Teach 201	Ident Teac Ident	Number of Clock Hours per Week N/A Ig ERS 4-15 Teach 2012-13, 2013-14 Number & Percentage Teaching in 2013-14	Yes N/A Total Number o Clock Hours N/A 100% 88% (n=51) Data Not Yet Available , & 2014-15 Number & Percentage Teaching in 2014-15
Completer R Entry and Per Teaching in I in Louisiana (Please examine Louisiana Teach Data Fact Book interpret the me scores.) Placement/F	ating Prisistence in Public Schools the 2016 er Preparation to accurately eaning of these Persistence in	Teaching Number and Requirement Data Not Yet OGRAM PROD Percentage & Percentage 8 2009-10 Completer 100% (n=6	Clock Clock Durin Percenta s Available Number Number Number f s	Are Offered as a Hours of Clinica Hours of Clinica g Student Teacl ge of 2013-14 Co r s Teaching in Publi Number & Percentage Teaching in 2010-11 90% (n=55)	In Opti al Expe al Expe hing Complet mplete ic Schoo Nu Per Tea 2	ion for the A eriences Price eriences eters That M eters That We ers That We ers That Obt ols in Louisiana umber & rcentage aching in 011-12	EDS OF re Teac tained a n in 2010- Num Perce Teach 201	Ident Teac Ident	Number of Clock Hours per Week N/A Ig ERS 4-15 Teach 2012-13, 2013-14 Number & Percentage Teaching in 2013-14	Yes N/A Total Number o Clock Hours N/A 100% 88% (n=51) Data Not Yet Available , & 2014-15 Number & Percentage Teaching in 2014-15

Assistance in the design of the Louisiana Teacher Preparation Dashboard was provided by the 2020 Key Effectiveness Indicators developed by Michael Allen, Edward Crowe, and Charles Coble, co-partners of Teacher Preparation Analytics.

2010	LOUISIANA TEACHER PREPAR			CONT'D)			
Duono	Northwestern		· · · · · · · · · · · · · · · · · · ·	oo Cuatowa			
	red by Louisiana Board of Reg aster of Arts in Teaching Altern						
				<u> </u>			
PERFORMANCE Impact on	AS CLASSROOM TEACHERS (NEW TE Mean Compass Student Growth		LESS THAN TWO Y ompass Student Growth				
K-12 Students	Score (2012-13, 2013-14, & 2014-		Sinpuss Student Crown				
	15) and Number of Scores for All		3.3 (1	n=158)			
(Please examine the 2016 Louisiana Teacher Preparation	New Teachers with Less than Two						
Data Fact Book to accurately	Years of Teaching						
interpret the meaning of these scores.)	Percentage and Number of 2012- 13, 2013-14, & 2014-15 <i>Compass</i>	Compass Teacher Effectiveness Levels for Student Growth Scores Ineffective Effective Emerging Effective Proficient Highly Effective					
	Student Growth Scores for the						
	New Teachers by LDOE Teacher	2%	8%	34%	56%		
Demonstrate d Teaching	Effectiveness Levels	Com	pass Professional Pract	ice Mean & Number of			
Demonstrated Teaching Skill	Mean Compass Professional Practice Score (2012-13, 2013-14,			ice mean & Number of	Scores		
	& 2014-15) and Number of Scores		3.3 (n=158)			
(Please examine the 2016	for All New Teachers with Less		0.0 (
Louisiana Teacher Preparation Data Fact Book to accurately	than Two Years of Teaching	Compass	eacher Effectiveness Le	wels for Drofossional Dr	action Conver		
interpret the meaning of these scores.)	Percentage and Number of 2012- 13, 2013-14, & 2014-15 <i>Compass</i>	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
300703.7	Professional Practice Scores for	0%	4%	59%	37%		
	the New Teachers by LDOE						
	Teacher Effectiveness Levels						
Overall Impact and Demonstrated Teaching	Mean Compass Final Evaluation Score (2012-13, 2013-14, & 2014-	C	ompass Final Evaluation	Mean & Number of Sc	ores		
Skill	15) and Number of Scores for		3.3 (n=158)				
	New Teachers with Less than Two		5.5 (1 1007			
(Please examine the 2016 Louisiana Teacher Preparation	Years of Teaching						
Data Fact Book to accurately	Percentage and Number of 2012- 13, 2013-14, & 2014-15 <i>Compass</i>	Compas Ineffective	s Teacher Effectiveness Effective Emerging	Levels for Final Evaluat Effective Proficient	tion Scores Highly Effective		
interpret the meaning of these scores.)	Final Evaluation Scores for the	2%	6%	49%	42%		
,	New Teachers by LDOE Teacher						
	Effectiveness Levels						
State Value Added Scores for Growth in Student	Content Areas	Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Twenty-five or More New Teachers with Less Than Two Years of Teaching who					
Learning for New Teachers		Taught During 2014-15 (3-to 5-Year Averages)					
in Grades 4-8 with Less	Mathematics (Note: A Mean score could not be	N/A (n=N/A)					
than Two Years of	determined this year to calculate 3- to 5-			II-N/A)			
Teaching by Content Areas (Twenty-five or More New	year averages due to differences in cut-off scores for new assessments. Percentages	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
Teachers)	of individual scores within effectiveness levels could be determined.)	N/A%	N/A%	N/A%	N/A%		
	Science	N/A (n=N/A)					
(Please examine the 2016 Louisiana Teacher Preparation							
Data Fact Book to accurately		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
interpret the meaning of these scores.)		N/A%	N/A%	N/A%	N/A%		
	Social Studies				· · ·		
		N/A (n=N/A)					
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
		N/A%	N/A%	N/A%	N/A%		
	English/Language Arts/Reading						
	(Note: A Mean score could not be determined this year to calculate 3- to 5-		N/A	(n=28)			
	year averages due to differences in cut-off	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	scores for new assessments. Percentages of individual scores within effectiveness	18%	39%	29%	14%		
	levels could be determined.)						

201	6 LOUISIANA TEACHER PREPAR			(CONT'D)			
	Northwestern		· · · · · · · · · · · · · · · · · · ·				
Prep	ared by Louisiana Board of Reg						
	Practitioner Teacher Alternat						
	E AS CLASSROOM TEACHERS (NEW TE		LESS THAN TWO Y ompass Student Growth				
Impact on K-12 Students	Mean Compass Student Growth Score (2012-13, 2013-14, & 2014-		Sinpass Student Growth				
(Please examine the 2016 Louisiana Teacher Preparation	15) and Number of Scores for All New Teachers with Less than Two Years of Teaching		3.1 (n=70)				
Data Fact Book to accurately	Percentage and Number of 2012-	Compas	s Teacher Effectiveness	Levels for Student Gro	wth Scores		
interpret the meaning of these scores.)	13, 2013-14, & 2014-15 <i>Compass</i>	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	Student Growth Scores for the New Teachers by LDOE Teacher Effectiveness Levels	4%	13%	34%	49%		
Demonstrated Teaching	Mean Compass Professional	Com	pass Professional Pract	tice Mean & Number of	Scores		
Skill (Please examine the 2016 Louisiana Teacher Preparation	Practice Score (2012-13, 2013-14, & 2014-15) and Number of Scores for All New Teachers with Less than Two Years of Teaching			(n=70)			
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2012-	Compass T	eacher Effectiveness Le	evels for Professional Pr	actice Scores		
scores.)	13, 2013-14, & 2014-15 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels	1%	9%	66%	24%		
Overall Impact and	Mean Compass Final Evaluation	Co	ompass Final Evaluation	Mean & Number of Sc	ores		
Demonstrated Teaching Skill (Please examine the 2016	<i>Score</i> (2012-13, 2013-14, & 2014- 15) and Number of Scores for New Teachers with Less than Two Years of Teaching	3.1 (n=70)					
Louisiana Teacher Preparation	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Final Evaluation Scores					
Data Fact Book to accurately interpret the meaning of these scores.)	13, 2013-14, & 2014-15 <i>Compass</i> <i>Final Evaluation Scores</i> for the New Teachers by LDOE Teacher	Ineffective 6%	Effective Emerging 6%	Effective Proficient 64%	Highly Effective 24%		
	Effectiveness Levels						
State Value Added Scores for Growth in Student	Content Areas	Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Twenty-five or More New Teachers with Less Than Two Years of Teaching wh Taught During 2014-15 (3-to 5-Year Averages)					
Learning for New Teachers in Grades 4-8 with Less than Two Years	Mathematics (Note: A Mean score could not be determined this year to calculate 3- to 5-	N/A (n=N/A)					
of Teaching by Content	year averages due to differences in cut-off	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
Areas (Twenty-five or More New Teachers)	scores for new assessments. Percentages of individual scores within effectiveness levels could be determined.)	N/A%	N/A%	N/A%	N/A%		
(Please examine the 2016 Louisiana Teacher Preparation	Science	N/A (n=N/A)					
Data Fact Book to accurately interpret the meaning of these		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
scores.)		N/A%	N/A%	N/A%	N/A%		
	Social Studies	N/A (n=N/A)					
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
		N/A%	N/A%	N/A%	N/A%		
	English/Language Arts/Reading (Note: A Mean score could not be determined this year to calculate 3- to 5-		N/A	(n=25)			
	year averages due to differences in cut-off scores for new assessments. Percentages of	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	individual scores within effectiveness levels could be determined.)	28%	20%	32%	20%		