

## 2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

Northwestern State University

Prepared by Louisiana Board of Regents & University of Louisiana System

*Public Undergraduate Teacher Preparation Program*

### BASIC PROGRAM INFORMATION

<b>Program Web Site</b>	http://education.nsula.edu/		
<b>Approval/Accreditation</b>	<b>Names of Agencies</b>		<b>Status</b>
	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
National: National Council for Accreditation of Teacher Education (NCATE); Teacher Education Accreditation Council (TEAC); or Council for the Accreditation of Educator Preparation (CAEP)		Accredited	
<b>Type of Program</b>	Traditional (Undergraduate)		

### CANDIDATE SELECTION PROFILE

<b>Academic Strength</b>	Completer Passage Rate on Praxis Skills Assessment (2013-14)		100%				
	Median GPA of Candidates Entering the Program (2013-14)		3.53				
	Median GPA of Candidates Completing the Program (2013-14)		3.50				
	Number of Candidates who Started but Did not Complete the Program Within 6 Years		Data Not Yet Available				
<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>	
		134		41		175	
	<b>Enrolled Gender</b>	<b>Males</b>			<b>Females</b>		
		44			90		
<b>Enrolled Race</b>	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial
	4	2	1	9	2	65	3

### KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS

<b>Knowledge</b>	<b>Content</b>	Completer Passage Rate on Praxis Content Assessments (2013-14)		100%		
	<b>Pedagogical</b>	Completer Passage Rate on Praxis Professional Knowledge Assessments (2013-14)		100%		
	<b>Overall</b>	Completer Passage Rate on all Assessments (2013-14)		100%		
<b>Clinical Experiences</b>	Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching			260	
		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>
				15	35	525
<b>Licensure Requirements</b>	Number and Percentage of 2013-14 Completers That Meet State Licensure Requirements				100%	
<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>	Percentage & Number of 2013-14 Completers That Were Teaching in 2014-15					66% (n=27)	
	Percentage & Number of 2013-14 Completers That Obtained a License to Teach					Data Not Yet Available	
<i>(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	<b>2009-10 Completers Teaching in Public Schools in Louisiana in 2010-11, 2011-12, 2012-13, 2013-14, &amp; 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>Number &amp; Percentage Teaching in 2014-15</b>	
	100% (n=71)	66% (n=47)	65% (n=46)	59% (n=42)	59% (n=42)	58% (n=41)	
	<b>Placement/Persistence in High-Need Subjects/Schools</b>						
Data Not Yet available							

**2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)**

**Northwestern State University**

**Prepared by Louisiana Board of Regents & University of Louisiana System**

**Public Undergraduate 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	<b>Compass Student Growth Mean &amp; Number of Scores</b>			
		3.2 (n=205)			
	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	<b>Compass Teacher Effectiveness Levels for Student Growth Scores</b>			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		4%	13%	29%	55%
<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	<b>Compass Professional Practice Mean &amp; Number of Scores</b>			
		3.0 (n=205)			
	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	<b>Compass Teacher Effectiveness Levels for Professional Practice Scores</b>			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		1%	13%	65%	21%
<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	<b>Compass Final Evaluation Mean &amp; Number of Scores</b>			
		3.1 (n=205)			
	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	<b>Compass Teacher Effectiveness Levels for Final Evaluation Scores</b>			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		4%	10%	59%	26%
<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>	<b>Mean, Number of Scores, &amp; 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>			
	<b>Mathematics</b> <i>(Note: A Mean score could not be determined this year to calculate 3- to 5-year averages due to differences in cut-off scores for new assessments. Percentages of individual scores within effectiveness levels could be determined.)</i>	N/A (n=27)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		11%	44%	22%	22%
	<b>Science</b>	-0.3 (n=29)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		10%	45%	17%	28%
	<b>Social Studies</b>	0.2 (n=27)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		11%	37%	33%	19%
<b>English/Language Arts/Reading</b> <i>(Note: A Mean score could not be determined this year to calculate 3- to 5-year averages due to differences in cut-off scores for new assessments. Percentages of individual scores within effectiveness levels could be determined.)</i>	N/A (n=35)				
	<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>	
	14%	34%	26%	26%	

## 2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

Northwestern State University

Prepared by Louisiana Board of Regents & University of Louisiana System

*Public University Alternate Teacher Preparation Program*

### BASIC PROGRAM INFORMATION

<b>Program Web Site</b>	http://education.nsula.edu/		
<b>Approval/Accreditation</b>	<b>Names of Agencies</b>		<b>Status</b>
	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
National: National Council for Accreditation of Teacher Education (NCATE); Teacher Education Accreditation Council (TEAC); or Council for the Accreditation of Educator Preparation (CAEP)		Accredited	
<b>Type of Program</b>	Alternate (Master of Arts in Teaching, Practitioner Teacher Program, & Certification-Only)		

### CANDIDATE SELECTION PROFILE

<b>Academic Strength</b>	Completer Passage Rate on Praxis Skills Assessment (2013-14)		100%				
	Median GPA of Candidates Entering the Program (2013-14)		3.11				
	Median GPA of Candidates Completing the Program (2013-14)		3.75				
	Number of Candidates who Started but Did not Complete the Program Within 6 Years		Data Not Yet Available				
<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>	
		192		58		250	
	<b>Enrolled Gender</b>	<b>Males</b>			<b>Females</b>		
		34			158		
<b>Enrolled Race</b>	<b>Hispanic</b>	<b>Indian</b>	<b>Asian</b>	<b>Black</b>	<b>Islander</b>	<b>White</b>	<b>Multi-Racial</b>
	0	3	0	25	1	140	1

### KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS

<b>Knowledge</b>	<b>Content</b>	Completer Passage Rate on Praxis Content Assessments (2013-14)			100%		
	<b>Pedagogical</b>	Completer Passage Rate on Praxis Professional Knowledge Assessments (2013-14)			100%		
	<b>Overall</b>	Completer Passage Rate on all Assessments (2013-14)			100%		
<b>Clinical Experiences</b>	Full Time Internships are Offered as an Option for the Academic Year				Yes		
	Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching			N/A		
		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>
			N/A		N/A		
<b>Licensure Requirements</b>	Number and Percentage of 2013-14 Completers That Meet State Licensing Requirements				100%		
<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>	Percentage & Number of 2013-14 Completers That Were Teaching in 2014-15					88% (n=51)	
	Percentage & Number of 2013-14 Completers That Obtained a License to Teach					Data Not Yet Available	
	<b>2009-10 Completers Teaching in Public Schools in Louisiana in 2010-11, 2011-12, 2012-13, 2013-14, &amp; 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>Number &amp; Percentage Teaching in 2014-15</b>
	100% (n=61)	90% (n=55)	85% (n=52)	80% (n=49)	75% (n=46)	75% (n=46)	
<b>Placement/Persistence in High-Need Subjects/Schools</b>	Data Not Yet available						

*(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*

**2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)**

Northwestern State University

Prepared by Louisiana Board of Regents & University of Louisiana System

*Master of Arts in Teaching 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	<b>Compass Student Growth Mean &amp; Number of Scores</b>			
		3.3 (n=158)			
	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	<b>Compass Teacher Effectiveness Levels for Student Growth Scores</b>			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		2%	8%	34%	56%
<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	<b>Compass Professional Practice Mean &amp; Number of Scores</b>			
		3.3 (n=158)			
	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	<b>Compass Teacher Effectiveness Levels for Professional Practice Scores</b>			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		0%	4%	59%	37%
<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	<b>Compass Final Evaluation Mean &amp; Number of Scores</b>			
		3.3 (n=158)			
	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	<b>Compass Teacher Effectiveness Levels for Final Evaluation Scores</b>			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		2%	6%	49%	42%
<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>	<b>Mean, Number of Scores, &amp; 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>			
	<b>Mathematics</b>  <i>(Note: A Mean score could not be determined this year to calculate 3- to 5-year averages due to differences in cut-off scores for new assessments. Percentages of individual scores within effectiveness levels could be determined.)</i>	N/A (n=N/A)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		N/A%	N/A%	N/A%	N/A%
	<b>Science</b>	N/A (n=N/A)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		N/A%	N/A%	N/A%	N/A%
	<b>Social Studies</b>	N/A (n=N/A)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		N/A%	N/A%	N/A%	N/A%
<b>English/Language Arts/Reading</b>  <i>(Note: A Mean score could not be determined this year to calculate 3- to 5-year averages due to differences in cut-off scores for new assessments. Percentages of individual scores within effectiveness levels could be determined.)</i>	N/A (n=28)				
	<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>	
	18%	39%	29%	14%	

**2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)**

**Northwestern State University**

Prepared by Louisiana Board of Regents & University of Louisiana System

*Practitioner Teacher 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	<b>Compass Student Growth Mean &amp; Number of Scores</b>											
		3.1 (n=70)											
	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	<b>Compass Teacher Effectiveness Levels for Student Growth Scores</b>											
		<table border="1"> <tr> <th>Ineffective</th> <th>Effective Emerging</th> <th>Effective Proficient</th> <th>Highly Effective</th> </tr> <tr> <td>4%</td> <td>13%</td> <td>34%</td> <td>49%</td> </tr> </table>	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	4%	13%	34%	49%			
Ineffective	Effective Emerging	Effective Proficient	Highly Effective										
4%	13%	34%	49%										
<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	<b>Compass Professional Practice Mean &amp; Number of Scores</b>											
		3.1 (n=70)											
	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	<b>Compass Teacher Effectiveness Levels for Professional Practice Scores</b>											
		<table border="1"> <tr> <th>Ineffective</th> <th>Effective Emerging</th> <th>Effective Proficient</th> <th>Highly Effective</th> </tr> <tr> <td>1%</td> <td>9%</td> <td>66%</td> <td>24%</td> </tr> </table>	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	1%	9%	66%	24%			
Ineffective	Effective Emerging	Effective Proficient	Highly Effective										
1%	9%	66%	24%										
<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	<b>Compass Final Evaluation Mean &amp; Number of Scores</b>											
		3.1 (n=70)											
	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	<b>Compass Teacher Effectiveness Levels for Final Evaluation Scores</b>											
		<table border="1"> <tr> <th>Ineffective</th> <th>Effective Emerging</th> <th>Effective Proficient</th> <th>Highly Effective</th> </tr> <tr> <td>6%</td> <td>6%</td> <td>64%</td> <td>24%</td> </tr> </table>	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	6%	6%	64%	24%			
Ineffective	Effective Emerging	Effective Proficient	Highly Effective										
6%	6%	64%	24%										
<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>	<b>Mean, Number of Scores, &amp; 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>											
	<b>Mathematics</b> <i>(Note: A Mean score could not be determined this year to calculate 3- to 5-year averages due to differences in cut-off scores for new assessments. Percentages of individual scores within effectiveness levels could be determined.)</i>	N/A (n=N/A)											
		<table border="1"> <tr> <th>Ineffective</th> <th>Effective Emerging</th> <th>Effective Proficient</th> <th>Highly Effective</th> </tr> <tr> <td>N/A%</td> <td>N/A%</td> <td>N/A%</td> <td>N/A%</td> </tr> </table>	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	N/A%	N/A%	N/A%	N/A%			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective									
	N/A%	N/A%	N/A%	N/A%									
	<b>Science</b>	N/A (n=N/A)											
		<table border="1"> <tr> <th>Ineffective</th> <th>Effective Emerging</th> <th>Effective Proficient</th> <th>Highly Effective</th> </tr> <tr> <td>N/A%</td> <td>N/A%</td> <td>N/A%</td> <td>N/A%</td> </tr> </table>	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	N/A%	N/A%	N/A%	N/A%			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective									
	N/A%	N/A%	N/A%	N/A%									
	<b>Social Studies</b>	N/A (n=N/A)											
		<table border="1"> <tr> <th>Ineffective</th> <th>Effective Emerging</th> <th>Effective Proficient</th> <th>Highly Effective</th> </tr> <tr> <td>N/A%</td> <td>N/A%</td> <td>N/A%</td> <td>N/A%</td> </tr> </table>	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	N/A%	N/A%	N/A%	N/A%			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective									
N/A%	N/A%	N/A%	N/A%										
<b>English/Language Arts/Reading</b> <i>(Note: A Mean score could not be determined this year to calculate 3- to 5-year averages due to differences in cut-off scores for new assessments. Percentages of individual scores within effectiveness levels could be determined.)</i>	N/A (n=25)												
	<table border="1"> <tr> <th>Ineffective</th> <th>Effective Emerging</th> <th>Effective Proficient</th> <th>Highly Effective</th> </tr> <tr> <td>28%</td> <td>20%</td> <td>32%</td> <td>20%</td> </tr> </table>	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	28%	20%	32%	20%				
Ineffective	Effective Emerging	Effective Proficient	Highly Effective										
28%	20%	32%	20%										