2017
LOUISIANA TEACHER PREPARATION PROGRAM FACT BOOK

Prepared by the
Louisiana Board of Regents

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2017 LOUISIANA TEACHER PREPARATION PROGRAM FACT BOOK

INTRODUCTION

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

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

The creation of the 2017 Teacher Preparation Data Dashboards and Teacher Preparation Program Fact Book are two endeavors that are being voluntarily implemented to address the need to provide the public with access to outcome data about teacher preparation programs in Louisiana. The Teacher Preparation Data Dashboards provide a short summary of relevant data about individual teacher preparation programs in Louisiana. The Teacher Preparation Program Fact Book provides listings of data found in the individual data dashboards plus additional contextual data. All teacher preparation programs discussed in the Teacher Preparation Program Fact Book have voluntarily signed data agreements with the Louisiana Board of Regents and Louisiana Department of Education to share data about their candidates and to have aggregate level data reported to the public in the Teacher Preparation Data Dashboards.

Outcome data in the 2017 fact book pertains to cohorts of 2014-15 program completers or earlier completers who taught in Louisiana's schools during 2015-16 or previous years. New Teacher Preparation Data Dashboards and fact books will be created in the future as new cohorts of teacher candidates complete programs and teach in public schools in Louisiana.

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

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

LISTING OF TEACHER PREPARATION PROGRAMS AND WEB SITES

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

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

Louisiana has eight providers who were not included the fact book but will be included in the future. The following providers either did not have a sufficient number of completers to be generate data, had not signed the data agreement when the data was being collected, or did not submit completer identification information when data were being collected: Loyola University, Tulane University, Ascension Parish School Board, Caddo Parish School Board, iTEACH Louisiana, Relay Graduate School of Education, St. Bernard Parish School Board, and The New Teacher Project.

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

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

Teacher Preparation Programs	Types of Approval and Accreditation			
	State Approval by BESE	State Approval by BoR	Regional Accreditation (SACSCOC)	Program Accreditation (NCATE/ TEAC/CAEP)
PUBLIC AND PRIVATE UNIVERSITIES				
Grambling State University	Approved	Approved	Accredited	Accredited
Louisiana State University at Alexandria	Approved	Approved	Accredited	Accredited
Louisiana State University and A&M College	Approved	Approved	Accredited	Accredited
Louisiana State University at Shreveport	Approved	Approved	Accredited	Accredited
Louisiana Tech University	Approved	Approved	Accredited	Accredited
McNeese State University	Approved	Approved	Accredited	Accredited
Nicholls State University	Approved	Approved	Accredited	Accredited
Northwestern State University	Approved	Approved	Accredited	Accredited
Southeastern Louisiana University	Approved	Approved	Accredited	Accredited
Southern University and A&M College	Approved	Approved	Accredited	Accredited
Southern University at New Orleans	Approved	Approved	Accredited	Accredited
University of Louisiana at Lafayette	Approved	Approved	Accredited	Accredited
University of Louisiana at Monroe	Approved	Approved	Accredited	Accredited
University of New Orleans	Approved	Approved	Accredited	Accredited
PRIVATE UNIVERSITIES				
Centenary College	Approved	N/A	Accredited	Accredited
Louisiana College	Approved	N/A	Accredited	Accredited
University of Holy Cross	Approved	N/A	Accredited	Accredited
Xavier University of Louisiana	Approved	N/A	Accredited	Accredited
PRIVATE PROVIDERS				
Louisiana Resource Center for Educators	Approved	N/A	N/A	N/A

PERCENTAGE OF PROGRAM COMPLETERS PASSING PRAXIS ASSESSMENTS FOR TEACHER LICENSURE

UNDERGRADUATE PROGRAMS
(2014-15)

State law requires all undergraduate teacher candidates to pass an assessment approved by the State to be admitted to a teacher preparation program. All teacher candidates must pass the Core Academic Skills for Educators assessments to enter teacher preparation programs and must obtain the required cut-off scores that are required by the Board of Elementary and Secondary Education (BESE) for new teachers to obtain a license to teach in Louisiana. Teacher candidates may also obtain an ACT composite score of 22 or a SAT combined verbal and math score of 1100 or higher (New SAT) or 1030 or higher (Pre-March 2016 SAT) in lieu of the Praxis I assessments. State law also requires undergraduate teacher candidates to take all remaining State licensure assessments (i.e., Praxis Subject Areas; Praxis Professional Knowledge) prior to graduation; however, the law does not require teacher candidates to pass the assessments. Individual universities have created policies that require all teacher candidates to meet all Louisiana teacher licensure requirements to obtain a degree in teacher education. Some universities allow students to appeal the university policy. Assessment results indicate that 100% of all new teachers who completed undergraduate teacher preparation programs in 2014-15 in Louisiana passed all licensure assessments to become certified to teach in Louisiana. Additional information about Praxis passage rates can be found in Section V within the 2017 Louisiana Title II Higher Education Act Report at the following URL: https://title2.ed.gov/Public/Report/StateHome.aspx.

Undergraduate Teacher Preparation Programs	Percentage of Undergraduate Program Completers Who Passed the Teacher Licensure Assessments (2014-15)			
	Core Academic Skills	Content Knowledge	Professional Knowledge	All Praxis Assessments
PUBLIC AND PRIVATE UNIVERSITIES				
Grambling State University	100%	100%	100%	100%
Louisiana State University at Alexandria	100%	100%	100%	100%
Louisiana State University and A&M College	100%	100%	100%	100%
Louisiana State University at Shreveport	100%	100%	100%	100%
Louisiana Tech University	100%	100%	100%	100%
Loyola University	100%	100%	100%	100%
McNeese State University	100%	100%	100%	100%
Nicholls State University	100%	100%	100%	100%
Northwestern State University	100%	100%	100%	100%
Southeastern Louisiana University	100%	100%	100%	100%
Southern University and A&M College	100%	100%	100%	100%
Southern University at New Orleans	100%	100%	100%	100%
University of Louisiana at Lafayette	100%	100%	100%	100%
University of Louisiana at Monroe	100%	100%	100%	100%
University of New Orleans	100%	100%	100%	100%
PRIVATE UNIVERSITIES				
Louisiana College	100%	100%	100%	100%
University of Holy Cross	100%	100%	100%	100%
Xavier University of Louisiana	100%	100%	100%	100%

PERCENTAGE OF PROGRAM COMPLETERS PASSING PRAXIS ASSESSMENTS FOR TEACHER LICENSURE

ALTERNATE PROGRAMS
(2014-15)

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

Alternate Teacher Preparation Programs	Percentage of Program Completers Who Passed the Alternate Teacher Licensure Assessments (2014-15)			
	Core Academic Skills	Content Knowledge	Professional Knowledge	All Praxis Assessment
PUBLIC UNIVERSITIES				
Grambling State University	100%	100%	100%	100%
Louisiana State University at Alexandria	100%	100%	100%	100%
Louisiana State University and A&M College	100%	100%	100%	100%
Louisiana State University at Shreveport	100%	100%	100%	100%
Louisiana Tech University	100%	100%	100%	100%
McNeese State University	100%	100%	100%	100%
Nicholls State University	100%	100%	100%	100%
Northwestern State University	100%	100%	100%	100%
Southeastern Louisiana University	100%	100%	100%	100%
Southern University and A&M College	100%	100%	100%	100%
Southern University at New Orleans	100%	100%	100%	100%
University of Louisiana at Lafayette	100%	100%	100%	100%
University of Louisiana at Monroe	100%	100%	100%	100%
University of New Orleans	100%	100%	100%	100%
PRIVATE UNIVERSITIES				
Centenary College	100%	100%	100%	100%
Louisiana College	100%	100%	100%	100%
University of Holy Cross	100%	100%	100%	100%
Xavier University of Louisiana	100%	100%	100%	100%
PRIVATE PROVIDERS				
Louisiana Resource Center for Educators	100%	100%	100%	100%

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

UNDERGRADAUTE PROGRAMS
(2014-15)

All undergraduate teacher preparation programs in Louisiana require a minimum Grade Point Average of 2.5 for candidates to be admitted to a teacher preparation program. The median Grade Point Average of 2014-15 undergraduate program completers ranged from a low of 2.60 to a high of 3.58 when they entered their teacher preparation programs. Candidates generally enter their teacher preparation programs during their sophomore or junior years. The median Grade Point Average of 2014-15 program completers ranged from a low of 2.80 to a high of 3.98 at the point when candidates completed their teacher preparation programs. A 4.0 is the highest value for a Grade Point Average.

Undergraduate Teacher Preparation Programs	Median Grade Point Average of Candidates Entering Teacher Preparation Program	Median Grade Point Average of Candidates Completing Teacher Preparation Program
PUBLIC UNIVERSITIES		
Grambling State University	3.37	3.34
Louisiana State University at Alexandria	3.26	3.23
Louisiana State University and A&M College	3.15	3.35
Louisiana State University at Shreveport	3.14	3.28
Louisiana Tech University	3.10	3.30
McNeese State University	3.43	3.38
Nicholls State University	3.00	3.35
Northwestern State University	3.58	3.60
Southeastern Louisiana University	3.06	3.29
Southern University and A&M College	2.60	2.80
Southern University at New Orleans	2.74	3.36
University of Louisiana at Lafayette	3.19	3.31
University of Louisiana at Monroe	3.20	3.20
University of New Orleans	3.20	3.37
PRIVATE UNIVERSITIES		
Louisiana College	2.97	3.44
Loyola University	N/A	N/A
University of Holy Cross	3.20	3.25
Xavier University of Louisiana	2.85	3.98

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

ALTERNATE PROGRAMS (2014-15)

The median Grade Point Average of 2014-15 alternate program completers ranged from a low of 2.40 to a high of 3.66 when they entered their teacher preparation programs. The median Grade Point Average of 2014-15 program completers ranged from a low of 2.60 to a high of 3.96 when they completed their programs. A 4.0 is the highest value for a Grade Point Average. Private providers do not offer college credit and do not assign grades while candidates are enrolled in the alternate programs; thus, they do not calculate new Grade Point Averages at the end of the program.

Alternate Teacher Preparation Programs	Median Grade Point Average of Candidates Entering Teacher Preparation Program	Median Grade Point Average of Candidates Completing Teacher Preparation Program
PUBLIC UNIVERSITIES		
Grambling State University	2.84	3.79
Louisiana State University at Alexandria	2.85	3.15
Louisiana State University and A&M College	3.28	3.86
Louisiana State University at Shreveport	3.13	2.98
Louisiana Tech University	3.20	3.89
McNeese State University	3.66	3.75
Nicholls State University	3.02	4.00
Northwestern State University	2.99	3.73
Southeastern Louisiana University	3.04	3.82
Southern University and A&M College	2.40	2.60
Southern University at New Orleans	2.94	3.36
University of Louisiana at Lafayette	3.06	3.54
University of Louisiana at Monroe	3.07	3.94
University of New Orleans	3.11	3.84
PRIVATE UNIVERSITIES		
Centenary College	3.44	3.79
Louisiana College	2.97	3.96
University of Holy Cross	3.00	3.80
Xavier University of Louisiana	3.71	3.70
PRIVATE PROVIDERS		
Louisiana Resource Center for Educators	3.02	N/A

NUMBER OF TEACHER CANDIDATES ENROLLED AND TEACHER CANDIDATE COMPLETERS

UNDERGRADUATE PROGRAMS (2014-15)

Teacher candidates must meet criteria identified by the State and universities to be admitted and officially enrolled in an undergraduate teacher preparation program. The criteria includes passage of the Praxis I assessment or obtain an ACT composite score of 22 or a SAT combined verbal and math score 1100 or higher (New SAT) or 1030 or higher (pre-March 2016 SAT) in lieu of the Praxis I assessments. They must also obtain a 2.5 or higher GPA and meet other entry requirements. Entry usually occurs during a student's sophomore or junior year. The following chart identifies the number of candidates who were officially enrolled in undergraduate teacher preparation programs and the number of additional students who completed undergraduate teacher preparation programs in 2014-15.

Undergraduate Teacher Preparation Programs	Teacher Candidates Enrolled in Program	Teacher Candidates Completed Program	Total Enrolled and Completed
PUBLIC UNIVERSITIES			
Grambling State University	21	14	35
Louisiana State University at Alexandria	47	21	68
Louisiana State University and A&M College	638	202	840
Louisiana State University at Shreveport	77	41	118
Louisiana Tech University	133	81	214
McNeese State University	204	81	285
Nicholls State University	277	72	349
Northwestern State University	139	47	186
Southeastern Louisiana University	457	167	624
Southern University and A&M College	40	11	51
Southern University at New Orleans	14	6	20
University of Louisiana at Lafayette	343	172	515
University of Louisiana at Monroe	137	69	206
University of New Orleans	123	48	171
PRIVATE UNIVERSITIES			
Louisiana College	33	18	51
University of Holy Cross	8	16	24
Xavier University of Louisiana	15	6	21

NUMBER OF TEACHER CANDIDATES ENROLLED AND TEACHER CANDIDATE COMPLETERS

ALTERNATE PROGRAMS (2014-15)

Teacher candidates must meet criteria identified by the State and teacher preparation programs to be admitted and officially enrolled in an alternate teacher preparation program. The criteria includes possession of a baccalaureate degree from a regionally accredited institution and passage of Praxis Basic Skills. Teacher candidates may have a Master's Degree or obtain an ACT composite score of 22 or a SAT combined verbal and math score 1100 or higher (New SAT) or 1030 or higher (pre-March 2016 SAT) in lieu of the Praxis I assessments. The candidates must pass Praxis Subject Area assessments, have a required GPA, and meet other entry requirements. Candidates enter one of three alternate pathway: Master of Arts in Teaching; Practitioner Teacher Program; or Certification-Only Program. Most alternate candidates teach full time as a teacher of record while being enrolled in their alternate certification programs. The following chart identifies the number of candidates who were officially enrolled in alternate teacher preparation programs and the number of additional students who completed alternate teacher preparation programs in 2014-15.

Alternate Teacher Preparation Programs	Teacher Candidates Enrolled in Program	Teacher Candidates Completed Program	Total Enrolled and Completed
PUBLIC UNIVERSITIES			
Grambling State University	34	7	41
Louisiana State University at Alexandria	12	3	15
Louisiana State University and A&M College	30	60	90
Louisiana State University at Shreveport	28	7	35
Louisiana Tech University	104	48	152
McNeese State University	72	40	112
Nicholls State University	97	37	134
Northwestern State University	235	69	304
Southeastern Louisiana University	80	22	102
Southern University and A&M College	13	13	26
Southern University at New Orleans	28	16	44
University of Louisiana at Lafayette	74	57	131
University of Louisiana at Monroe	74	37	111
University of New Orleans	152	61	213
PRIVATE UNIVERSITIES			
Centenary College	42	12	54
Louisiana College	121	121	242
University of Holy Cross	28	25	53
Xavier University of Louisiana	31	15	46
PRIVATE PROVIDERS			
Louisiana Resource Center for Educators	139	132	271

GENDER FOR ENROLLED TEACHER CANDIDATES UNDERGRADUATE AND ALTERNATE PROGRAMS (2014-15)

The number of males and females enrolled in undergraduate and alternate programs in 2014-15 is provided below

Teacher Preparation Programs	Undergraduate Enrolled Students		Alternate Enrolled Students	
	Males	Females	Males	Females
PUBLIC UNIVERSITIES				
Grambling State University	3	18	12	22
Louisiana State University at Alexandria	2	45	3	9
Louisiana State University and A&M College	105	533	7	23
Louisiana State University at Shreveport	6	71	8	20
Louisiana Tech University	24	109	26	78
McNeese State University	36	168	15	57
Nicholls State University	43	234	20	77
Northwestern State University	39	100	30	205
Southeastern Louisiana University	61	396	21	59
Southern University and A&M College	17	23	4	9
Southern University at New Orleans	1	13	14	14
University of Louisiana at Lafayette	49	294	17	57
University of Louisiana at Monroe	22	115	17	57
University of New Orleans	23	100	39	113
PRIVATE UNIVERSITIES				
Centenary College			13	29
Louisiana College	8	25	26	95
University of Holy Cross	1	7	5	23
Xavier University of Louisiana	1	14	9	22
PRIVATE PROVIDERS				
Louisiana Resource Center for Educators			21	118

RACES FOR ENROLLED UNDERGRADUATE TEACHER CANDIDATES

UNDERGRADUATE PROGRAMS (2014-15)

The number of teacher candidates by race enrolled in undergraduate teacher preparation programs in 2014-15 is provided below.

Undergraduate Teacher Preparation Programs	Race						
	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial
PUBLIC UNIVERSITIES							
Grambling State University	0	0	0	20	0	1	0
Louisiana State University at Alexandria	2	0	0	2	0	43	0
Louisiana State University and A&M College	33	1	14	53	1	523	10
Louisiana State University at Shreveport	3	0	1	5	0	67	2
Louisiana Tech University	0	0	0	9	0	124	0
McNeese State University	1	0	0	7	0	192	4
Nicholls State University	8	8	2	22	0	232	5
Northwestern State University	5	4	0	16	0	111	1
Southeastern Louisiana University	28	1	0	23	0	372	31
Southern University and A&M College	0	0	0	39	0	1	0
Southern University at New Orleans	0	0	0	12	0	1	1
University of Louisiana at Lafayette	6	1	5	28	0	292	11
University of Louisiana at Monroe	1	0	0	13	0	121	2
University of New Orleans	8	2	7	11	0	88	7
PRIVATE UNIVERSITIES							
Louisiana College	0	0	0	1	0	32	0
University of Holy Cross	2	0	0	0	0	6	0
Xavier University of Louisiana	1	0	1	13	0	0	0

RACES FOR ENROLLED ALTERNATE TEACHER CANDIDATES

ALTERNATE PROGRAMS (2014-15)

The number of teacher candidates by race enrolled in alternate teacher preparation programs in 2014-15 is provided below.

Alternate Teacher Preparation Programs	Race						
	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial
PUBLIC UNIVERSITIES							
Grambling State University	0	0	0	34	0	0	0
Louisiana State University at Alexandria	2	0	0	2	0	8	0
Louisiana State University and A&M College	1	0	0	1	0	27	1
Louisiana State University at Shreveport	1	0	1	7	0	19	0
Louisiana Tech University	3	0	2	14	0	84	1
McNeese State University	1	1	0	9	0	58	3
Nicholls State University	0	1	2	15	0	77	2
Northwestern State University	6	2	2	25	0	170	5
Southeastern Louisiana University	10	0	1	10	0	58	1
Southern University and A&M College	0	0	0	12	0	1	0
Southern University at New Orleans	0	0	1	19	0	7	1
University of Louisiana at Lafayette	2	0	0	11	0	61	0
University of Louisiana at Monroe	0	1	1	17	0	55	0
University of New Orleans	5	1	5	17	0	119	5
PRIVATE UNIVERSITIES							
Centenary College	1	0	0	0	1	40	0
Louisiana College	5	3	3	31	0	77	2
University of Holy Cross	4	0	1	4	0	19	0
Xavier University of Louisiana	0	1	0	22	0	9	3
Louisiana Resource Center for Educators	2	0	1	25	0	95	2

NUMBER OF HOURS FOR CLINICAL EXPERIENCES FOR TEACHER PREPARATION PROGRAMS

UNDERGRADUATE PROGRAMS
(2014-15)

The Board of Elementary and Secondary Education (BESE) requires 2014-15 teacher candidates to spend a minimum of 270 clock hours in student teaching, with at least 180 of such hours spent in actual teaching. BESE requires that a substantial portion of the 180 hours be on an all-day basis. In addition to the student teaching experience, BESE states that students should be provided actual teaching experience (in addition to observations) in classroom settings during the sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended by BESE that pre-service teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching. Student teaching generally occurs during one semester with a student being supervised by an experienced classroom teacher.

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

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

NUMBER OF HOURS FOR CLINICAL EXPERIENCES FOR TEACHER PREPARATION PROGRAMS

ALTERNATE PROGRAMS (2014-15)

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Alternate Teacher Preparation Programs	Clock Hours Prior to Student Teaching	Student Teaching		
		Number of Weeks	Number of Clock Hours per Week	Total Number of Clock Hours
PUBLIC UNIVERSITIES				
Grambling State University	*Student Teaching Not Offered*			
Louisiana State University at Alexandria	127.3	14	35	490
Louisiana State University and A&M College	180	22.29	35	780
Louisiana State University at Shreveport	140	15	30	450
Louisiana Tech University	180	10	40	400
McNeese State University	273	14	30	420
Nicholls State University	*Student Teaching Not Offered*			
Northwestern State University	*Student Teaching Not Offered*			
Southeastern Louisiana University	180	15	40	600
Southern University and A&M College	180	14	35	490
Southern University at New Orleans	180	10	40	400
University of Louisiana at Lafayette	180	14	35	490
University of Louisiana at Monroe	180	15	35	525
University of New Orleans	180	15	35	525
PRIVATE UNIVERSITIES				
Centenary College	97	14	35	490
Louisiana College	*Student Teaching Not Offered*			
University of Holy Cross	180	14	35	490
Xavier University of Louisiana	180	15	35	525
PRIVATE PROVIDERS				
Louisiana Resource Center for Educators	*Student Teaching Not Offered*			

NUMBER AND PERCENTAGE OF 2014-15 COMPLETERS WHO TAUGHT IN PUBLIC SCHOOLS IN LOUISIANA DURING 2015-16

The numbers of undergraduate and alternate completers who completed in 2014-15 and taught in public schools in Louisiana in 2015-16 are listed below. **Teacher candidates completers who began teaching in private schools in Louisiana or began teaching in other states during 2015-16 are not listed below.**

Teacher Preparation Programs	Undergraduate Completers		Alternate Completers	
	Number & Percentage Completed in 2014-15	Number & Percentage Teaching in Public Schools in 2015-16	Number & Percentage Completed in 2014-15	Number & Percentage Teaching in Public Schools in 2015-16
PUBLIC UNIVERSITIES				
Grambling State University	100% (n=14)	64% (n=9)	100% (n=7)	100% (n=7)
Louisiana State University at Alexandria	100% (n=21)	86% (n=18)	100% (n=3)	33% (n=1)
Louisiana State University and A&M College	100% (n=202)	52% (n=105)	100% (n=60)	63% (n=38)
Louisiana State University at Shreveport	100% (n=41)	83% (n=34)	100% (n=7)	86% (n=6)
Louisiana Tech University	100% (n=81)	56% (n=45)	100% (n=48)	73% (n=35)
McNeese State University	100% (n=81)	82% (n=66)	100% (n=40)	78% (n=31)
Nicholls State University	100% (n=72)	81% (n=58)	100% (n=37))	73% (n=27)
Northwestern State University	100% (n=47)	66% (n=31)	100% (n=69)	80% (n-55)
Southeastern Louisiana University	100% (n=167)	81% (n=136)	100% (n=22)	77% (n=17)
Southern University and A&M College	100% (n=11)	82% (n=9)	100% (n=13)	92% (n-12)
Southern University at New Orleans	100% (n=6)	100% (n=6)	100% (n=16)	81% (n-13)
University of Louisiana at Lafayette	100% (n=172)	77% (n=132)	100% (n=57)	67% (n-38)
University of Louisiana at Monroe	100% (n=69)	73% (n=50)	100% (n=37)	78% (n=29)
University of New Orleans	100% (n=48)	81% (n=39)	100% (n=61)	61% (n=37)
PRIVATE UNIVERSITIES				
Centenary College			100% (n=12)	58% (n=7)
Louisiana College	100% (n=18)	72 (n=13)	100% (n=121)	85% (n=103)
University of Holy Cross	100% (n=16)	56% (n=9)	100% (n=25	56% (n=14)
Xavier University of Louisiana	100% (n=6)	33% (n=2)	100% (n=15)	71% (n=10)
Louisiana Resource Center for Educators			100% (n=132)	85% (n=117)

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 2010-11 who taught in public schools in Louisiana during the five year time period. Completers not reflected in the following chart may be teaching in private schools in Louisiana or teaching in other states.

UNDERGRADUATE

Undergraduate Teacher Preparation Programs	Persistence in Teaching in Public Schools – 2010-11 Completers					
	Number of 2010-11 Completers	Number & Percentage Teaching in 2011-12	Number & Percentage Teaching in 2012-13	Number & Percentage Teaching in 2013-14	Number & Percentage Teaching in 2014-15	Number & Percentage Teaching in 2015-16
PUBLIC UNIVERSITIES						
Grambling State University	100% (n=15)	60% (n=9)	67% (n=10)	67% (n=10)	67% (n=10)	67% (n=10)
Louisiana State University at Alexandria	100% (n=5)	80% (n=4)	80% (n=4)	80% (n=4)	60% (n=3)	60% (n=3)
Louisiana State University and A&M College	100% (n=156)	31% (n=49)	38% (n=59)	46% (n=71)	46% (n=71)	44% (n=68)
Louisiana State University at Shreveport	100% (n=51)	63% (n=32)	69% (n=35)	65% (n=33)	63% (n=32)	63% (n=32)
Louisiana Tech University	100% (n=80)	48% (n=38)	58% (n=46)	60% (n=48)	63% (n=50)	60% (n=48)
McNeese State University	100% (n=108)	60% (n=65)	68% (n=73)	70% (n=76)	69% (n=75)	69% (n=74)
Nicholls State University	100% (n=87)	69% (n=60)	70% (n=61)	67% (n=58)	60% (n=52)	59% (n=51)
Northwestern State University	100% (n=57)	65% (n=37)	65% (n=37)	65% (n=37)	67% (n=38)	63% (n=36)
Southeastern Louisiana University	100% (n=178)	52% (n=93)	69% (n=122)	72% (n=128)	75% (n=133)	73% (n=130)
Southern University and A&M College	100% (n=33)	82% (n=27)	76% (n=25)	70% (n=23)	73% (n=24)	79% (n=26)
Southern University at New Orleans	100% (n=4)	75% (n=3)	100% (n=4)	100% (n=4)	100% (n=4)	75% (n=3)
University of Louisiana at Lafayette	100% (n=171)	61% (n=105)	69% (n=118)	68% (n=116)	68% (n=116)	67% (n=114)
University of Louisiana at Monroe	100% (n=69)	67% (n=46)	64% (n=44)	61% (n=42)	61% (n=42)	64% (n=44)
University of New Orleans	100% (n=49)	67% (n=33)	67% (n=33)	63% (n=31)	57% (n=28)	59% (n=29)
PRIVATE UNIVERSITIES						
Louisiana College	100% (n=17)	77% (n=13)	77% (n=13)	77% (n=13)	77% (n=13)	65% (n=11)
Xavier University of Louisiana	100% (n=5)	60% (n=3)	60% (n=3)	40% (n=2)	40% (n=2)	20% (n=1)

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

ALTERNATE

Alternate Teacher Preparation Programs	Persistence in Teaching in Public Schools – 2010-11 Completers					
	Number of 2010-11 Completers	Number & Percentage Teaching in 2011-12	Number & Percentage Teaching in 2012-13	Number & Percentage Teaching in 2013-14	Number & Percentage Teaching in 2014-15	Number & Percentage Teaching in 2015-16
PUBLIC UNIVERSITIES						
Grambling State University	100% (n=6)	83% (n=5)	83% (n=5)	83% (n=5)	83% (n=5)	67% (n=4)
Louisiana State University at Alexandria	100% (n=8)	100% (n=8)	88% (n=7)	88% (n=7)	88% (n=7)	88% (n=7)
Louisiana State University and A&M College	100% (n=134)	52% (n=69)	51% (n=68)	55% (n=74)	52% (n=69)	47% (n=63)
Louisiana State University at Shreveport	100% (n=71)	72% (n=51)	68% (n=48)	61% (n=43)	61% (n=43)	61% (n=43)
Louisiana Tech University	100% (n=89)	80% (n=71)	80% (n=71)	70% (n=62)	66% (n=59)	67% (n=60)
McNeese State University	100% (n=90)	79% (n=71)	79% (n=71)	72% (n=65)	68% (n=61)	69% (n=62)
Nicholls State University	100% (n=95)	80% (n=76)	79% (n=75)	80% (n=76)	72% (n=68)	70% (n=66)
Northwestern State University	100% (n=42)	81% (n=34)	69% (n=29)	71% (n=30)	69% (n=29)	64% (n=27)
Southeastern Louisiana University	100% (n=38)	53% (n=20)	58% (n=22)	61% (n=23)	58% (n=22)	55% (n=21)
Southern University and A&M College	100% (n=40)	88% (n=35)	88% (n=35)	90% (n=36)	88% (n=35)	85% (n=34)
Southern University at New Orleans	100% (n=21)	91% (n=19)	91% (n=19)	91% (n=19)	95% (n=20)	95% (n=20)
University of Louisiana at Lafayette	100% (n=161)	60% (n=96)	63% (n=102)	66% (n=106)	65% (n=104)	61% (n=98)
University of Louisiana at Monroe	100% (n=12)	83% (n=10)	83% (n=10)	67% (n=8)	67% (n=8)	67% (n=8)
University of New Orleans	100% (n=56)	61% (n=34)	48% (n=27)	45% (n=25)	45% (n=25)	41% (n=23)
PRIVATE UNIVERSITIES						
Centenary College	100% (n=15)	47% (n=7)	47% (n=7)	47% (n=7)	53% (n=8)	53% (n=8)
Louisiana College	100% (n=200)	87% (n=174)	88% (n=175)	85% (n=169)	82% (n=163)	76% (n=152)
Xavier University of Louisiana	100% (n=32)	72% (n=23)	75% (n=24)	66% (n=21)	63% (n=20)	56% (n=18)
PRIVATE PROVIDERS						
Louisiana Resource Center for Educators	100% (n=157)	68% (n=107)	66% (n=103)	64% (n=101)	65% (n=102)	58% (n=91)

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY UNDERGRADUATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS WHO TAUGHT IN 2013-14, 2014-15 AND 2015-16

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

The first chart identifies the mean Compass Student Growth scores of all first and second year teachers who taught in 2013-14, 2014-15 and 2015-16 and completed undergraduate teacher preparation programs during or before 2014-15. 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, 2014-15 and 2015-16 and completed undergraduate teacher preparation programs during or before 2014-15. 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. 2014-15 and 2015-16 and completed undergraduate teacher preparation programs during or before 2014-15. 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, 2014-15 AND 2015-16

UNDERGRADUATE PROGRAMS

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

Undergraduate Teacher Preparation Programs	Compass Student Growth				
	Mean & Number	Compass Effectiveness Levels			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Grambling State University	3.2 (n=56)	4% (n=≤10)	5% (n=≤10)	34% (n=19)	57% (n=32)
Louisiana State University at Alexandria	3.3 (n=95)	0% (n=≤10)	10% (n=≤10)	31% (n=29)	60% (n=57)
Louisiana State University and A&M College	3.3 (n=584)	2% (n=12)	9% (n=55)	30% (n=176)	58% (n=341)
Louisiana State University at Shreveport	3.5 (n=189)	0% (n=≤10)	7% (n=13)	24% (n=45)	69% (n=131)
Louisiana Tech University	3.5 (n=272)	≤1% (n=≤10)	5% (n=13)	26% (n=70)	69% (n=188)
McNeese State University	3.4 (n=422)	1% (n=≤10)	10% (n=42)	23% (n=97)	66% (n=277)
Nicholls State University	3.2 (n=434)	2% (n=≤10)	11% (n=48)	35% (n=150)	53% (n=228)
Northwestern State University	3.2 (n=191)	4% (n=≤10)	12% (n=23)	27% (n=51)	57% (n=109)
Southeastern Louisiana University	3.3 (n=874)	2% (n=20)	7% (n=61)	34% (n=298)	57% (n=495)
Southern University and A&M College	3.2 (n=84)	5% (n=≤10)	10% (n=≤10)	33% (n=28)	52% (n=44)
Southern University at New Orleans	3.0 (n=44)	2% (n=≤10)	18% (n=≤10)	39% (n=17)	41% (n=18)
University of Louisiana at Lafayette	3.3 (n=794)	2% (n=13)	8% (n=67)	33% (n=262)	57% (n=452)
University of Louisiana at Monroe	3.3 (n=254)	2% (n=≤10)	9% (n=23)	30% (n=76)	59% (n=151)
University of New Orleans	3.0 (n=218)	5% (n=10)	17% (n=37)	40% (n=88)	38% (n=83)
PRIVATE UNIVERSITIES					
Louisiana College	3.5 (n=54)	0% (n=≤10)	6% (n=≤10)	26% (n=14)	69% (n=37)
University of Holy Cross	3.0 (n=39)	0% (n=≤10)	18% (n=≤10)	46% (n=18)	36% (n=14)
Xavier University	3.3 (n=12)	0% (n=≤10)	17% (n=≤10)	17% (n=≤10)	67% (n=≤10)

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY UNDERGRADUATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS WHO TAUGHT IN 2013-14, 2014-15 AND 2015-16 (CONT'D.)

UNDERGRADUATE PROGRAMS (CONT'D.)

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

Undergraduate Teacher Preparation Programs	Compass Professional Practice				
		Compass Effectiveness Levels			
	Mean & Number	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Grambling State University	2.9 (n=56)	0% (n=≤10)	14% (n=≤10)	73% (n=41)	13% (n=≤10)
Louisiana State University at Alexandria	3.2 (n=95)	1% (n=≤10)	5% (n=≤10)	64% (n=61)	30% (n=28)
Louisiana State University and A&M College	3.1 (n=584)	1% (n=≤10)	13% (n=74)	64% (n=375)	22% (n=131)
Louisiana State University at Shreveport	3.3 (n=189)	0% (n=≤10)	6% (n=12)	49% (n=92)	45% (n=85)
Louisiana Tech University	3.2 (n=272)	≤1% (n=≤10)	9% (n=23)	60% (n=162)	32% (n=86)
McNeese State University	3.2 (n=422)	1% (n=≤10)	7% (n=31)	55% (n=231)	37% (n=156)
Nicholls State University	3.0 (n=434)	≤1% (n=≤10)	12% (n=52)	71% (n=309)	17% (n=72)
Northwestern State University	3.0 (n=191)	1% (n=≤10)	14% (n=27)	61% (n=117)	24% (n=46)
Southeastern Louisiana University	3.1 (n=874)	0% (n=≤10)	14% (n=124)	63% (n=551)	23% (n=199)
Southern University and A&M College	3.1 (n=84)	≤1% (n=≤10)	14% (n=12)	61% (n=51)	24% (n=20)
Southern University at New Orleans	3.0 (n=44)	0% (n=≤10)	9% (n=≤10)	77% (n=34)	14% (n=≤10)
University of Louisiana at Lafayette	3.1 (n=794)	≤1% (n=≤10)	10% (n=82)	62% (n=492)	27% (n=217)
University of Louisiana at Monroe	3.2 (n=254)	≤1% (n=≤10)	6% (n=14)	60% (n=153)	34% (n=86)
University of New Orleans	3.0 (n=218)	1% (n=≤10)	12% (n=27)	70% (n=152)	17% (n=37)
PRIVATE UNIVERSITIES					
Louisiana College	3.3 (n=54)	0% (n=≤10)	9% (n=≤10)	48% (n=26)	43% (n=23)
University of Holy Cross	3.1 (n=39)	0% (n=≤10)	8% (n=≤10)	67% (n=26)	26% (n=10)
Xavier University	3.0 (n=12)	0% (n=≤10)	17% (n=≤10)	50% (n=≤10)	33% (n=≤10)

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY UNDERGRADUATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS WHO TAUGHT IN 2013-14, 2014-15 AND 2015-16 (CONT'D.)

UNDERGRADUATE PROGRAMS (CONT'D.)

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

Undergraduate Teacher Preparation Programs	Compass Final Evaluation				
		Compass Effectiveness Levels			
	Mean & Number	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Grambling State University	3.1 (n=56)	4% (n=≤10)	9% (n=≤10)	64% (n=36)	23% (n=13)
Louisiana State University at Alexandria	3.3 (n=95)	1% (n=≤10)	10% (n=≤10)	52% (n=49)	38% (n=36)
Louisiana State University and A&M College	3.2 (n=584)	2% (n=12)	11% (n=62)	55% (n=323)	32% (n=187)
Louisiana State University at Shreveport	3.4 (n=189)	0% (n=≤10)	7% (n=14)	43% (n=81)	50% (n=94)
Louisiana Tech University	3.4 (n=272)	1% (n=≤10)	5% (n=14)	50% (n=136)	44% (n=120)
McNeese State University	3.4 (n=422)	2% (n=≤10)	7% (n=30)	45% (n=190)	46% (n=195)
Nicholls State University	3.1 (n=434)	1% (n=≤10)	10% (n=45)	63% (n=274)	25% (n=109)
Northwestern State University	3.2 (n=191)	4% (n=≤10)	11% (n=20)	53% (n=102)	33% (n=62)
Southeastern Louisiana University	3.2 (n=874)	2% (n=16)	8% (n=67)	60% (n=520)	31% (n=271)
Southern University and A&M College	3.1 (n=84)	4% (n=≤10)	11% (n=≤10)	57% (n=48)	29% (n=24)
Southern University at New Orleans	3.0 (n=44)	0% (n=≤10)	18% (n=≤10)	64% (n=28)	18% (n=≤10)
University of Louisiana at Lafayette	3.3 (n=794)	1% (n=11)	8% (n=61)	55% (n=433)	36% (n=289)
University of Louisiana at Monroe	3.3 (n=254)	1% (n=≤10)	8% (n=21)	50% (n=128)	41% (n=103)
University of New Orleans	3.0 (n=218)	3% (n=≤10)	12% (n=26)	70% (n=153)	15% (n=32)
PRIVATE UNIVERSITIES					
Louisiana College	3.5 (n=54)	0% (n=≤10)	0% (n=≤10)	54% (n=29)	46% (n=25)
University of Holy Cross	3.1 (n=39)	0% (n=≤10)	13% (n=≤10)	67% (n=26)	21% (n=≤10)
Xavier University	3.2 (n=12)	0% (n=≤10)	17% (n=≤10)	50% (n=≤10)	33% (n=≤10)

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS WHO TAUGHT IN 2013-14, 2014-15, AND 2015-16

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

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

The first chart identifies the mean Compass Student Growth scores of all first and second year teachers who taught in 2013-14, 2014-15 and 2015-16 and completed alternate teacher preparation programs during or before 2014-15. 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, 2014-15 and 2015-16 and completed alternate teacher preparation programs during or before 2014-15. 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, 2014-15 and 2015-16 and completed alternate teacher preparation programs during or before 2014-15. 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, 2014-15, AND 2015-16 (CONT'D.)

ALTERNATE PROGRAMS

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

Alternate Teacher Preparation Programs	COMPASS STUDENT GROWTH				
	Mean & Number	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Grambling State University	3.4 (n=20)	0% (n=≤10)	5% (n=≤10)	35% (n=≤10)	60% (n=12)
Louisiana State University at Alexandria – Certification-Only	3.2 (n=30)	3% (n=≤10)	13% (n=≤10)	27% (n=≤10)	57% (n=17)
Louisiana State University and A&M College – Master of Arts in Teaching	3.3 (n=213)	2% (n=≤10)	10% (n=22)	33% (n=70)	55% (n=117)
Louisiana State University and A&M College – Certification-Only	3.3 (n=77)	0% (n=≤10)	5% (n=≤10)	42% (n=32)	53% (n=41)
Louisiana State University at Shreveport – Certification-Only	3.5 (n=123)	2% (n=≤10)	7% (n=≤10)	21% (n=26)	70% (n=86)
Louisiana Tech University Master of Arts in Teaching	3.6 (n=289)	1% (n=≤10)	3% (n=≤10)	21% (n=60)	75% (n=218)
Louisiana Tech University Certification Only	3.6 (n=49)	2% (n=≤10)	2% (n=≤10)	16% (n=≤10)	80% (n=39)
McNeese State University – Master of Arts in Teaching	3.5 (n=120)	1% (n=≤10)	6% (n=≤10)	22% (n=26)	72% (n=86)
McNeese State University – Certification-Only	3.5 (n=84)	0% (n=≤10)	6% (n=≤10)	29% (n=24)	66% (n=55)
Nicholls State University – Masters of Arts in Teaching	2.9 (n=45)	7% (n=≤10)	16% (n=≤10)	36% (n=16)	42% (n=19)
Nicholls State University – Certification-Only	3.3 (n=153)	1% (n=≤10)	8% (n=12)	37% (n=56)	55% (n=84)
Northwestern State University – Masters of Arts in Teaching	3.3 (n=210)	1% (n=≤10)	9% (n=19)	30% (n=63)	60% (n=126)
Northwestern State University – Practitioner Teacher Program	3.3 (n=59)	0% (n=≤10)	10% (n=≤10)	32% (n=19)	58% (n=34)
Southeastern Louisiana University – Master of Arts in Teaching	3.3 (n=68)	0% (n=≤10)	10% (n=≤10)	29% (n=20)	60% (n=41)
Southeastern Louisiana University – Certification-Only	3.4 (n=61)	0% (n=≤10)	8% (n=≤10)	34% (n=21)	57% (n=35)

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS WHO TAUGHT IN 2013-14, 2014-15, AND 2015-16 (CONT'D.)

ALTERNATE PROGRAMS (CONT'D.)

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

Alternate Teacher Preparation Programs	COMPASS STUDENT GROWTH				
	Mean & Number	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Southern University and A&M College – Certification-Only	3.2 (n=99)	3% (n=≤10)	10% (n=10)	34% (n=34)	53% (n=52)
Southern University of New Orleans – Certification-Only	3.0 (n=55)	6% (n=≤10)	18% (n=10)	33% (n=18)	44% (n=24)
University of Louisiana at Lafayette – Certification-Only	3.2 (n=274)	4% (n=10)	10% (n=28)	33% (n=91)	53% (n=145)
University of Louisiana at Lafayette – Master of Arts in Teaching	3.5 (n=20)	0% (n=≤10)	0% (n=≤10)	35% (n=≤10)	65% (n=13)
University of Louisiana at Monroe – Master of Arts in Teaching	3.3 (n=195)	2% (n=≤10)	8% (n=15)	31% (n=61)	59% (n=115)
University of New Orleans – Masters of Arts in Teaching	3.1 (n=214)	3% (n=≤10)	13% (n=27)	37% (n=80)	47% (n=101)
University of New Orleans – Certification-Only	2.8 (n=46)	11% (n=≤10)	17% (n=≤10)	41% (n=19)	30% (n=14)
PRIVATE UNIVERSITIES					
Centenary College – Master of Arts in Teaching	3.3 (n=70)	3% (n=≤10)	6% (n=≤10)	39% (n=27)	53% (n=37)
Louisiana College – Practitioner Teacher Program	3.3 (n=562)	1% (n=≤10)	9% (n=49)	31% (n=173)	60% (n=336)
University of Holy Cross – Certification-Only	2.9 (n=65)	8% (n=≤10)	20% (n=13)	31% (n=20)	42% (n=27)
Xavier University – Master of Arts in Teaching	2.9 (n=55)	`	18% (n=10)	46% (n=25)	33% (n=18)
PRIVATE PROVIDERS					
Louisiana Resource Center for Educators – Practitioner Teacher Program	3.3 (n=576)	2% (n=≤10)	9% (n=51)	34% (n=194)	56% (n=322)

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS WHO TAUGHT IN 2013-14, 2014-15, AND 2015-16 (CONT'D.)

ALTERNATE PROGRAMS (CONT'D.)

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

Alternate Teacher Preparation Program	COMPASS PROFESSIONAL PRACTICE				
	Mean & Number	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Grambling State University	3.3 (n=20)	0% (n=≤10)	5% (n=≤10)	65% (n=13)	30% (n=≤10)
Louisiana State University at Alexandria – Certification-Only	3.2 (n=30)	0% (n=≤10)	0% (n=≤10)	73% (n=22)	27% (n=≤10)
Louisiana State University and A&M College – Master of Arts in Teaching	3.1 (n=213)	1% (n=≤10)	13% (n=27)	62% (n=131)	25% (n=54)
Louisiana State University and A&M College – Certification-Only	3.1 (n=77)	0% (n=≤10)	9% (n=≤10)	70% (n=54)	21% (n=16)
Louisiana State University at Shreveport – Certification-Only	3.3 (n=123)	0% (n=≤10)	6% (n=7)	52% (n=64)	42% (n=52)
Louisiana Tech University - Master of Arts in Teaching	3.4 (n=289)	0% (n=≤10)	5% (n=14)	44% (n=128)	51% (n=147)
Louisiana Tech University – Certification-Only	3.4 (n=49)	0% (n=≤10)	4% (n=≤10)	51% (n=25)	45% (n=22)
McNeese State University – Master of Arts in Teaching	3.3 (n=120)	0% (n=≤10)	8% (n=≤10)	44% (n=53)	48% (n=58)
McNeese State University – Certification-Only	3.3 (n=84)	0% (n=≤10)	4% (n=≤10)	49% (n=41)	48% (n=40)
Nicholls State University – Master of Arts in Teaching	3.2 (n=45)	0% (n=≤10)	9% (n=≤10)	58% (n=26)	33% (n=15)
Nicholls State University – Certification-Only	3.1 (n=153	0% (n=≤10)	9% (n=14)	67% (n=102)	24% (n=37)
Northwestern State University – Master of Arts in Teaching	3.3 (n=210)	0% (n=≤10)	5% (n=10)	56% (n=117)	40% (n=83)
Northwestern State University – Practitioner Teacher Program	3.2 (n=59)	0% (n=≤10)	9% (n=≤10)	61% (n=36)	31% (n=18)
Southeastern Louisiana University – Master of Arts in Teaching	3.2 (n=68)	0% (n=≤10)	9% (n=≤10)	62% (n=42)	29% (n=20)
Southeastern Louisiana University – Certification-Only	3.1 (n=61)	2% (n=≤10)	13% (n=≤10)	66% (n=40)	20% (n=12)

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS WHO TAUGHT IN 2013-14, 2014-15, AND 2015-16 (CONT'D.)

ALTERNATE PROGRAMS (CONT'D.)

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

Alternate Teacher Preparation Program	COMPASS PROFESSIONAL PRACTICE				
	Mean & Number	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PUBLIC UNIVERSITIES (CONT'D.)					
Southern University and A&M College – Certification-Only	3.1 (n=99)	0% (n=≤10)	14% (n=14)	69% (n=68)	17% (n=17)
Southern University at New Orleans – Certification-Only	3.0 (n=55)	0% (n=≤10)	18% (n=10)	60% (n=33)	22% (n=12)
University of Louisiana at Lafayette – Certification-Only	3.1 (n=274)	0% (n=≤10)	9% (n=24)	69% (n=189)	22% (n=61)
University of Louisiana at Lafayette – Master of Arts in Teaching Certification-	3.1 (n=20)	5% (n=≤10)	5% (n=≤10)	60% (n=12)	30% (n=≤10)
University of Louisiana at Monroe – Master of Arts in Teaching	3.2 (n=195)	0% (n=≤10)	4% (n=≤10)	65% (n=127)	31% (n=61)
University of New Orleans – Master of Arts in Teaching	3.1 (n=214)	1% (n=≤10)	10% (n=21)	63% (n=134)	27% (n=58)
University of New Orleans – Certification-Only	3.1 (n=46)	2% (n=≤10)	17% (n=≤10)	46% (n=21)	35% (n=16)
PRIVATE UNIVERSITIES					
Centenary College – Master of Arts in Teaching	3.3 (n=70)	0% (n=≤10)	9% (n=≤10)	46% (n=32)	46% (n=32)
Louisiana College - Practitioner Teacher Program	3.2 (n=562)	≤1% (n=≤10)	6% (n=35)	58% (n=325)	36% (n=201)
University of Holy Cross – Certification-Only	3.0 (n=65)	2% (n=≤10)	6% (n=≤10)	77% (n=50)	15% (n=10)
Xavier University – Master of Arts in Teaching	2.9 (n=55)	0% (n=≤10)	20% (n=11)	67% (n=37)	13% (n=≤10)
PRIVATE PROVIDERS					
Louisiana Resource Center for Educators – Practitioner Teacher Program	3.2 (n=576)	1% (n=≤10)	9% (n=51)	60% (n=344)	31% (n=178)

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS WHO TAUGHT IN 2013-14, 2014-15, AND 2015-16 (CONT'D.)

ALTERNATE PROGRAMS (CONT'D.)

COMPASS FINAL EVALUATION

Alternate Teacher Preparation Programs	COMPASS FINAL EVALUATION				
	Mean & Number	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Grambling State University – Master of Arts in Teaching	3.4 (n=20)	0% (n=≤10)	5% (n=≤10)	50% (n=10)	45% (n=≤10)
Louisiana State University at Alexandria – Certification-Only	3.2 (n=30)	3% (n=≤10)	7% (n=≤10)	60% (n=18)	30% (n=≤10)
Louisiana State University and A&M College – Master of Arts in Teaching	3.2 (n=213)	1% (n=≤10)	10% (n=21)	57% (n=121)	32% (n=68)
Louisiana State University and A&M College – Certification-Only	3.3 (n=77)	0% (n=≤10)	4% (n=≤10)	66% (n=51)	30% (n=23)
Louisiana State University at Shreveport – Certification-Only	3.5 (n=123)	1% (n=≤10)	5% (n=≤10)	42% (n=52)	52% (n=64)
Louisiana Tech University – Master of Arts in Teaching	3.6 (n=289)	≤1% (n=≤10)	3% (n=≤10)	36% (n=104)	61% (n=175)
Louisiana Tech University – Certification-Only	3.5 (n=49)	2% (n=≤10)	2% (n=≤10)	39% (n=19)	57% (n=28)
McNeese State University – Master of Arts in Teaching	3.5 (n=120	1% (n=≤10)	3% (n=≤10)	43% (n=52)	53% (n=64)
McNeese State University – Certification-Only	3.5 (n=84)	0% (n=≤10)	5% (n=≤10)	42% (n=35)	54% (n=45)
Nicholls State University – Masters of Arts in Teaching	3.1 (n=45)	0% (n=≤10)	18% (n=≤10)	56% (n=25)	27% (n=12)
Nicholls State University – Certification-Only	3.2 (n=153)	1% (n=≤10)	7% (n=11)	61% (n=93)	31% (n=48)
Northwestern State University – Master of Arts in Teaching	3.4 (n=210)	1% (n=≤10)	7% (n=14)	49% (n=102)	44% (n=92)
Northwestern State University – Practitioner Teacher Program	3.3 (n=59)	0% (n=≤10)	7% (n=≤10)	61% (n=36)	32% (n=19)
Southeastern Louisiana University – Master of Arts in Teaching	3.3 (n=68)	0% (n=≤10)	2% (n=≤10)	65% (n=44)	34% (n=23)

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS WHO TAUGHT IN 2013-14, 2014-15, AND 2015-16 (CONT'D.)

ALTERNATE PROGRAMS (CONT'D.)

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

Alternate Teacher Preparation Programs	COMPASS FINAL EVALUATION				
	Mean & Number	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Southeastern Louisiana University – Certification-Only	3.3 (n=61)	2% (n=≤10)	8% (n=≤10)	51% (n=31)	39% (n=24)
Southern University and A&M College – Certification-Only	3.2 (n=99)	2% (n=≤10)	10% (n=10)	59% (n=58)	29% (n=29)
Southern University at New Orleans – Certification-Only	3.1 (n=55)	2% (n=≤10)	20% (n=11)	49% (n=27)	29% (n=16)
University of Louisiana at Lafayette – Certification-Only	3.2 (n=274)	3% (n=≤10)	7% (n=19)	56% (n=154)	34% (n=93)
University of Louisiana at Lafayette – Master of Arts in Teaching	3.3 (n=20)	5% (n=≤10)	0% (n=≤10)	55% (n=11)	40% (n=≤10)
University of Louisiana at Monroe – Master of Arts in Teaching	3.3 (n=195)	2% (n=≤10)	5% (n=10)	51% (n=100)	42% (n=82)
University of New Orleans – Master of Arts in Teaching	3.1 (n=214)	2% (n=≤10)	13% (n=28)	56% (n=119)	29% (n=63)
University of New Orleans – Certification-Only	2.9 (n=46)	13% (n=≤10)	11% (n=≤10)	50% (n=23)	26% (n=12)
PRIVATE UNIVERSITIES					
Centenary College – Masters of Arts in Teaching	3.4 (n=70)	3% (n=≤10)	6% (n=≤10)	44% (n=31)	47% (n=33)
Louisiana College - Practitioner Teacher Program	3.4 (n=562)	1% (n=≤10)	6% (n=33)	50% (n=282)	43% (n=242)
University of Holy Cross – Certification-Only	2.9 (n=66)	3% (n=≤10)	17% (n=11)	65% (n=42)	15% (n=10)
Xavier University – Master of Arts in Teaching	2.9 (n=55)	4% (n=≤10)	22% (n=12)	55% (n=30)	20% (n=11)
PRIVATE PROVIDERS					
Louisiana Resource Center for Educators - Practitioner Teacher Program	3.2 (n=576)	1% (n=≤10)	7% (n=40)	59% (n=341)	33% (n=189)

MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHER WHO TAUGHT DURING 2013-14, 2014-15, AND/OR 2015-16

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

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

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

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

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

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

As an example, if a new teacher obtained a value-added score of 1.2 in English/Language Arts during 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 2014-15, their value-added score would fall within the Effective Emerging range. The percentages in the following tables were based upon the number of new grades 4-8 teachers whose value-added scores fell within each of the effectiveness levels for the respective years.

The distribution tables for 2013-14, 2014-15, and 2015-16 have been provided below.

Transitional Student Growth Data for All Individual Teachers (Compass) in Public Schools in Louisiana					
Individual Teacher Labels For State Teacher Evaluation System (Compass)	**Distribution of Transitional Student Growth Data Scores for all Individual Teachers (2013-14)**				**Percentile Ranges of Transitional Student Growth Data Scores for all Individual Teachers**
	English/ Language Arts (Old Assessment)	**Mathematics (Old Assessment)**	**Science**	**Social Studies (Old Assessment)**	
Highly Effective			6.5 & higher		80th percentile and above
Effective Proficient			-0.4 to 6.4		50th to 79th percentile
Effective Emerging			-9.4 to -0.5		11th to 49th percentile
Ineffective			-9.5 & lower		At or below 10th percentile

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

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

The tables on the following pages identify the percentage of first and second year teachers who completed undergraduate teacher preparation programs and obtained value added scores in each of the four levels of effectiveness for each of the three content areas when teaching students in grades 4-8. A minimum of 10 completers were required for each content area for percentages to be generated. The 10 or more scores were generated over a three year time period as new teachers taught science during 2013-14, 2014-15, and 2015-16 . The 10 or more scores were generated over a two year time period as new teachers taught mathematics and English/language arts using new assessments during 2014-15 and 2015-16.

MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHER WHO TAUGHT DURING 2013-14, 2014-15, AND/OR 2015-16 (CONT'D.)

UNDERGRADUATE PROGRAMS

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

UNDERGRADUATE TEACHER PREPARATION PROGRMS	Mean & Number	Levels of Effectiveness			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Louisiana State University and A&M College	-0.3 (n=31)	10% (n=≤10)	39% (n=≤10)	39% (n=≤10)	13% (n=≤10)
Louisiana Tech University	-3.2 (n=11)	36% (n=≤10)	18% (n=≤10)	46% (n=≤10)	0% (n=≤10)
McNeese State University	-7.2 (n=11)	64% (n=≤10)	18% (n=≤10)	0% (n=≤10)	18% (n=≤10)
Nicholls State University	-0.4 (n=27)	4% (n=≤10)	48% (n=13)	30% (n=≤10)	19% (n=≤10)
Southeastern Louisiana University	-1.3 (n=49)	16% (n=≤10)	31% (n=15)	41% (n=20)	12% (n=≤10)
University of Louisiana at Lafayette	1.5 (n=37)	3% (n=≤10)	38% (n=14)	35% (n=13)	24% (n=≤10)
University of Louisiana at Monroe	-4.4 (n=21)	29% (n=≤10)	48% (n=10)	14% (n=≤10)	10% (n=≤10)
University of New Orleans	-2.8 (n=12)	17% (n=≤10)	50% (n=≤10)	25% (n=≤10)	8% (n=≤10)

MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHER WHO TAUGHT DURING 2013-14, 2014-15, AND/OR 2015-16 (CONT'D.)

UNDERGRADUATE PROGRAMS (CONT'D.)

SCIENCE (GRADES 4-8) (2013-14, 2014-15, & 2015-16)

UNDERGRADUATE TEACHER PREPARATION PROGRMS	Mean & Number	Levels of Effectiveness			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Louisiana State University and A&M College	0.0 (n=48)	4% (n=≤10)	48% (n=23)	33% (n=16)	15% (n=≤10)
Louisiana State University at Shreveport	-1.3 (n=16)	6% (n=≤10)	56% (n=≤10)	25% (n=≤10)	13% (n=≤10)
Louisiana Tech University	-2.2 (n=27)	26% (n=≤10)	33% (n=≤10)	15% (n=≤10)	26% (n=≤10)
McNeese State University	-2.1 (n=19)	21% (n=≤10)	21% (n=≤10)	47% (n=≤10)	11% (n=≤10)
Nicholls State University	-0.4 (n=18)	17% (n=≤10)	28% (n=≤10)	28% (n=≤10)	28% (n=≤10)
Northwestern State University	0.4 (n=13)	0% (n=≤10)	54% (n=≤10)	8% (n=≤10)	39% (n=≤10)
Southeastern Louisiana University	-0.4 (n=52)	12% (n=≤10)	35% (n=18)	35% (n=18)	19% (n=10)
University of Louisiana at Lafayette	0.1 (n=67)	≤10% (n=≤10)	34% (n=23)	36% (n=24)	21% (n=14)
University of Louisiana at Monroe	-3.2 (n=30)	10% (n=≤10)	63% (n=19)	23% (n=≤10)	3% (n=≤10)
University of New Orleans	0.2 (n=23)	≤10% (n=≤10)	52% (n=12)	22% (n=≤10)	22% (n=≤10)

MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHER WHO TAUGHT DURING 2013-14, 2014-15, AND/OR 2015-16 (CONT'D.)

UNDERGRADUATE PROGRAMS (CONT'D.)

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

UNDERGRADUATE TEACHER PREPARATION PROGRMS	Mean & Number	Levels of Effectiveness			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Louisiana State University at Alexandria	-1.7 (n=15)	27% (n=≤10)	33% (n=≤10)	27% (n=≤10)	13% (n=≤10)
Louisiana State University and A&M College	0.6 (n=50)	10% (n=≤10)	40% (n=20)	24% (n=12)	26% (n=13)
Louisiana State University at Shreveport	-2.2 (n=18)	11% (n=≤10)	67% (n=12)	17% (n=≤10)	6% (n=≤10)
Louisiana Tech University	0.8 (n=25)	4% (n=≤10)	52% (n=13)	16% (n=≤10)	28% (n=≤10)
McNeese State University	-1.1 (n=19)	21% (n=≤10)	26% (n=≤10)	32% (n=≤10)	21% (n=≤10)
Nicholls State University	0.6 (n=18)	0% (n=≤10)	39% (n=≤10)	50% (n=≤10)	11% (n=≤10)
Northwestern State University	1.4 (n=14)	0% (n=≤10)	57% (n=≤10)	7% (n=≤10)	36% (n=≤10)
Southeastern Louisiana University	-0.6 (n=53)	17% (n=≤10)	45% (n=24)	19% (n=10)	19% (n=10)
University of Louisiana at Lafayette	1.1 (n=50)	4% (n=≤10)	42% (n=21)	26% (n=13)	28% (n=14)
University of Louisiana at Monroe	-2.4 (n=26)	27% (n=≤10)	35% (n=≤10)	39% (n=10)	0% (n=≤10)
University of New Orleans	0.0 (n=23)	22% (n=≤10)	30% (n=≤10)	22% (n=≤10)	26% (n=≤10)

MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHER WHO TAUGHT DURING 2013-14, 2014-15, AND/OR 2015-16 (CONT'D.)

ALTERNATE PROGRAMS

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

ALTERNATE TEACHER PREPARATION PROGRMS	Mean & Number	Levels of Effectiveness			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Louisiana State University and A&M College – Master of Arts in Teaching	1.5 (n=11)	9% (n=≤10)	46% (n=≤10)	18% (n=≤10)	27% (n=≤10)
Louisiana Tech University – Master of Arts in Teaching	-2.2 (n=18)	17% (n=≤10)	44% (n=≤10)	33% (n=≤10)	6% (n=≤10)
Nicholls State University – Master of Arts in Teaching	-2.6 (n=13)	15% (n=≤10)	39% (n=≤10)	46% (n=≤10)	0% (n=≤10)
Northwestern State University – Master of Arts in Teaching	-1.3 (n=15)	13% (n=≤10)	40% (n=≤10)	20% (n=≤10)	27% (n=≤10)
University of Louisiana at Lafayette – Certification-Only	0.5 (n=24)	17% (n=≤10)	29% (n=≤10)	38% (n=≤10)	17% (n=≤10)
University of New Orleans – Master of Arts in Teaching	-0.4 (n=11)	9% (n=≤10)	27% (n=≤10)	55% (n=≤10)	9% (n=≤10)
PRIVATE UNIVERSITIES					
Louisiana College - Practitioner Teacher Program	-2.0 (n=35)	11% (n=≤10)	49% (n=17)	29% (n=10)	11% (n=≤10)
PRIVATE PROVIDERS					
Louisiana Resource Center for Educators – Practitioner Teacher Program	-0.3 (n=44)	9% (n=≤10)	27% (n=12)	48% (n=21)	16% (n=≤10)

MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHER WHO TAUGHT DURING 2013-14, 2014-15, AND/OR 2015-16 (CONT'D.)

ALTERNATE PROGRAMS (CONT'D.)

SCIENCE (GRADES 4-8) (2013-14, 2014-15, & 2015-16)

ALTERNATE TEACHER PREPARATION PROGRMS	Mean & Number	Levels of Effectiveness			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Louisiana State University and A&M College - Master of Arts in Teaching	0.8 (n=21)	5% (n=≤10)	52% (n=11)	19% (n=≤10)	24% (n=≤10)
Louisiana State University at Shreveport - Certification-Only	0.2 (n=16)	6% (n=≤10)	44% (n=≤10)	38% (n=≤10)	13% (n=≤10)
Louisiana Tech University - Master of Arts in Teaching	-2.4 (n=18)	11% (n=≤10)	44% (n=≤10)	39% (n=≤10)	6% (n=≤10)
McNeese State University – Master of Arts in Teaching	-1.1 (n=12)	0% (n=≤10)	75% (n=≤10)	0% (n=≤10)	25% (n=≤10)
Northwestern State University – Master of Arts in Teaching	-4.3 (n=16)	25% (n=≤10)	50% (n=≤10)	19% (n=≤10)	6% (n=≤10)
Southern University and A&M College	3.5 (n=11)	0% (n=≤10)	27% (n=≤10)	27% (n=≤10)	46% (n=≤10)
University of Louisiana at Lafayette – Certification-Only	-1.0 (n=28)	11% (n=≤10)	36% (n=10)	39% (n=11)	14% (n=≤10)
University of Louisiana at Monroe – Master of Arts in Teaching	0.2 (n=27)	7% (n=≤10)	44% (n=12)	26% (n=≤10)	22% (n=≤10)
University of New Orleans – Master of Arts in Teaching	1.4 (n=12)	8% (n=≤10)	17% (n=≤10)	42% (n=≤10)	33% (n=≤10)
PRIVATE UNIVERSITIES					
Louisiana College - Practitioner Teacher Program	-0.7 (n=53)	15% (n=≤10)	34% (n=18)	38% (n=20)	13% (n=≤10)
Xavier University	-0.8 (n=13)	0% (n=≤10)	46% (n=≤10)	46% (n=≤10)	8% (n=≤10)
PRIVATE PROVIDERS					
Louisiana Resource Center for Educators – Practitioner Teacher Program	1.2 (n=40)	13% (n=≤10)	28% (n=11)	28% (n=11)	33% (n=13)

MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHER WHO TAUGHT DURING 2013-14, 2014-15, AND/OR 2015-16 (CONT'D.)

ALTERNATE PROGRAMS (CONT'D.)

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

ALTERNATE TEACHER PREPARATION PROGRMS	Mean & Number	Levels of Effectiveness			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Louisiana State University and A&M College - Master of Arts in Teaching	0.2 (n=19)	5% (n=≤10)	47% (n=≤10)	32% (n=≤10)	16% (n=≤10)
Louisiana State University at Shreveport – Certification-Only	-0.1 (n=13)	0% (n=≤10)	77% (n=10)	8% (n=≤10)	15% (n=≤10)
Louisiana Tech University - Master of Arts in Teaching	-0.6 (n=10)	20% (n=≤10)	30% (n=≤10)	20% (n=≤10)	30% (n=≤10)
Nicholls State University – Master of Arts in Teaching	1.9 (n=14)	7% (n=≤10)	29% (n=≤10)	21% (n=≤10)	43% (n=≤10)
Nicholls State University – Certification-Only	-0.1 (n=10)	0% (n=≤10)	50% (n=≤10)	50% (n=≤10)	0% (n=≤10)
Northwestern State University – Master of Arts in Teaching	-0.5 (n=26)	12% (n=≤10)	50% (n=13)	19% (n=≤10)	19% (n=≤10)
University of Louisiana at Lafayette – Certification-Only	-0.6 (n=23)	4% (n=≤10)	61% (n=14)	17% (n=≤10)	17% (n=≤10)
University of Louisiana at Monroe – Master of Arts in Teaching	-2.2 (n=17)	18% (n=≤10)	59% (n=10)	24% (n=≤10)	0% (n=≤10)
University of New Orleans – Master of Arts in Teaching	2.8 (n=18)	0% (n=≤10)	28% (n=≤10)	44% (n=≤10)	28% (n=≤10)
PRIVATE UNIVERSITIES					
Louisiana College - Practitioner Teacher Program	0.4 (n=47)	11% (n=≤10)	47% (n=22)	13% (n=≤10)	30% (n=14)
PRIVATE PROVIDERS					
Louisiana Resource Center for Educators – Practitioner Teacher Program	-0.9 (n=52)	19% (n=10)	37% (n=19)	31% (n=16)	14% (n=≤10)

APPENDIX A

Teacher Preparation Program 2020 Key Effectiveness Indicators

Teacher Preparation Analytics v 6.10.14

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

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

Teacher Preparation Analytics v 6.10.14

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

APPENDIX B
2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD
[Name of University)
Prepared by Louisiana Board of Regents [Name of University System]
[Public/Private] *University* [Undergraduate/Alternate] *Teacher Preparation Program*

BASIC PROGRAM INFORMATION

Program Web Site	

Approval/Accreditation

Names of Agencies	Status
State: Board of Elementary and Secondary Education (BESE)	
State: Board of Regents (BoR)	
Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	
National: National Council for Accreditation of Teacher Education (NCATE); Teacher Education Accreditation Council (TEAC); or Council for the Accreditation of Educator Preparation (CAEP)	

Type of Program	Traditional (Undergraduate)

CANDIDATE SELECTION PROFILE

Academic Strength	Completer Passage Rate on Praxis Skills Assessment (2014-15)	
	Median GPA of Candidates Entering the Program (2014-15)	
	Median GPA of Candidates Completing the Program (2014-15)	
	Number of Candidates who Started but Did not Complete the Program Within 6 Years	

Teaching Promise	Data not yet available.

Candidates/ Completer Diversity

Candidates (2014-15)	Enrolled		Completers		Total		
Enrolled Gender	Males		Females				
Enrolled Race	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial

KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS

Knowledge	**Content**	Completer Passage Rate on Praxis Content Assessments (2014-15)
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2014-15)
	Overall	Completer Passage Rate on all Assessments (2014-15)

Clinical Experiences

Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching			
	Clock Hours of Clinical Experiences During Student Teaching	**Number of Weeks**	**Number of Clock Hours per Week**	**Total Number of Clock Hours**

Licensure Requirements	Percentage of 2014-15 Completers That Meet State Licensing Requirements
Completer Rating	Data Not Yet Available

PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS

Entry and Persistence in Teaching in Public Schools in Louisiana

(Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)

Percentage & Number of 2014-15 Completers That Were Teaching in 2014-15	
Percentage & Number of 2014-15 Completers That Obtained a License to Teach	

2010-11 Completers Teaching in Public Schools in Louisiana in 2011-12, 2012-13, 2013-14, 2014-15 and 2015-16					
Number of 2010-11 Completers	**Number & Percentage Teaching in 2011-12**	**Number & Percentage Teaching in 2012-13**	**Number & Percentage Teaching in 2013-14**	**Number & Percentage Teaching in 2014-15**	**Number & Percentage Teaching in 2015-16**

Placement/Persistence in High-Need Subjects/Schools	Data Not Yet Available

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APPENDIX B (CONT'D.)
2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD
[Name of University)
Prepared by Louisiana Board of Regents [Name of University System] [Public/Private] *University*
[Undergraduate/Alternate] *Teacher Preparation Program*

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

Impact on K-12 Students *(Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	Mean Compass *Student Growth* Score (2013-14, 2014-15, & 2015-16) and Number of Scores for All New Teachers with Less than Two Years of Teaching	**Compass Student Growth Mean & Number of Scores**			
	Percentage and Number of 2013-14, 2014-15, & 2015-16 *Compass Student Growth* Scores for the New Teachers by LDOE Teacher Effectiveness Levels	**Compass Teacher Effectiveness Levels for Student Growth Scores**			
		Ineffective	**Effective Emerging**	**Effective Proficient**	**Highly Effective**
Demonstrated Teaching Skill *(Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	Mean *Compass Professional Practice Score* (2013-14, 2014-15, & 2015-16) and Number of Scores for All New Teachers with Less than Two Years of Teaching	**Compass Professional Practice Mean & Number of Scores**			
	Percentage and Number of 2013-14, 2014-15, & 2015-16 *Compass Professional Practice Scores* for the New Teachers by LDOE Teacher Effectiveness Levels	**Compass Teacher Effectiveness Levels for Professional Practice Scores**			
		Ineffective	**Effective Emerging**	**Effective Proficient**	**Highly Effective**
Overall Impact and Demonstrated Teaching Skill *(Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	Mean *Compass Final Evaluation Score* (2013-14, 2014-15, & 2015-16) and Number of Scores for New Teachers with Less than Two Years of Teaching	**Compass Final Evaluation Mean & Number of Scores**			
	Percentage and Number of 2013-14, 2014-15, & 2015-16 *Compass Final Evaluation Scores* for the New Teachers by LDOE Teacher Effectiveness Levels	**Compass Teacher Effectiveness Levels for Final Evaluation Scores**			
		Ineffective	**Effective Emerging**	**Effective Proficient**	**Highly Effective**
State Value Added Scores for Growth in Student Learning for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) *(Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	**Content Areas**	**Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Twenty-five or More New Teachers with Less Than Two Years of Teaching who Taught During 2013-14/2014-15/2015-16**			
	Mathematics ***(Taught During 2014-15 & 2015-16)***				
		Ineffective	**Effective Emerging**	**Effective Proficient**	**Highly Effective**
	Science ***(Taught During 2013-14, 2014-15 & 2015-16)***				
		Ineffective	**Effective Emerging**	**Effective Proficient**	**Highly Effective**
	Social Studies ***(Note: Data not available – new assessments being developed.)***	N/A			
		Ineffective	**Effective Emerging**	**Effective Proficient**	**Highly Effective**
		N/A	N/A	N/A	N/A
	English/Language Arts/Reading ***(Taught During 2014-15 & 2015-16)***				
		Ineffective	**Effective Emerging**	**Effective Proficient**	**Highly Effective**