2020
LOUISIANA TEACHER
PREPARATION PROGRAM
FACT BOOK

Prepared by the Louisiana Board of Regents

MAY 16, 2022

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2020 LOUISIANA TEACHER PREPARATION PROGRAM FACT BOOK
INTRODUCTION

The creation of the 2020 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 2020 fact book pertains to cohorts of 2017-18 program completers or earlier completers who taught in Louisiana's schools during 2018-19 or previous years. Retention data has been provided for 2017-18 completers who taught in 2018-19. Plus five year retention data are provided for 2013-14 completers who taught each year through 2018-19. In addition, three year averages for Compass teacher evaluation data and Value-added student growth data are provided for the academic years 2016-17, 2017-18, and 2018-19.

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 2020 Teacher Preparation Data Dashboards, please go to the following URL: https://regents.la.gov/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 websites for information about the programs.

Teacher Preparation Programs	Teacher Preparation Websites
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	https://www.lsus.edu/academics/undergraduate-programs
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/education
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/page/colleges-schools-education-human-development
PRIVATE UNIVERSITIES	
Centenary College	https://www.centenary.edu/academics/departments-schools/education/
Louisiana Christian University (formerly Louisiana College)	https://www.lacollege.edu/academics/undergraduate-programs/school-of-education/
Loyola University	http://cas.loyno.edu/teacher-education/programs-study
University of Holy Cross	http://uhcno.edu/academics/calendars-catalogs-and-schedules/education.html
Tulane University	https://sopa.tulane.edu/degrees-programs/programs-study/education/post-baccalaureate-teacher-certification
Xavier University of Louisiana	https://www.xula.edu/division/education-and-counseling.html

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, except for Loyola University and Centenary College, 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).

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	Not Accredited
Louisiana Christian University (formerly Louisiana College)	Approved	N/A	Accredited	Accredited
Loyola University	Approved	N/A	Accredited	Not Accredited
Tulane University	Approved	N/A	Accredited	Accredited
University of Holy Cross	Approved	N/A	Accredited	Accredited
Xavier University of Louisiana	Approved	N/A	Accredited	Accredited

PERCENTAGE OF PROGRAM COMPLETERS PASSING PRAXIS ASSESSMENTS FOR TEACHER LICENSURE

UNDERGRADUATE PROGRAMS
(2017-18)

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 Core Academic Skills 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. Additional information about Praxis passage rates can be found on the following USDE Title II Report website that addresses the Higher Education Act: http://title2.ed.gov .

Undergraduate Teacher Preparation Programs	Percentage of Undergraduate Program Completers Who Passed the Teacher Licensure Assessments (2017-18)			
	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 Christian University (formerly Louisiana College)	100%	100%	100%	100%
Loyola University	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
(2017-18)**

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 Core Academic Skills assessments. Additional information about Praxis passage rates can be found on the following USDE Title II Report website that addresses the Higher Education Act: http://title2.ed.gov .

Alternate Teacher Preparation Programs	Percentage of Program Completers Who Passed the Alternate Teacher Licensure Assessments (2017-18)			
	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 Christian University (formerly Louisiana College)	100%	100%	100%	100%
Tulane University	100%	100%	100%	100%
University of Holy Cross	100%	100%	100%	100%
Xavier University of Louisiana	100%	100%	100%	100%

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

UNDERGRADAUTE PROGRAMS
(2017-18)

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 Averages of 2017-18 undergraduate program completers ranged from a low of 2.8 to a high of 3.8 when they entered their teacher preparation programs. The median Grade Point Averages of 2017-18 undergraduate program completers ranged from a low of 3.0 to a high of 3.7 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	3.4	3.4
Louisiana State University at Alexandria	3.2	3.3
Louisiana State University and A&M College	3.3	3.5
Louisiana State University at Shreveport	3.1	3.3
Louisiana Tech University	3.2	3.4
McNeese State University	3.2	3.4
Nicholls State University	3.0	3.4
Northwestern State University	3.6	3.6
Southeastern Louisiana University	3.2	3.4
Southern University and A&M College	2.8	3.0
Southern University at New Orleans	3.4	3.1
University of Louisiana at Lafayette	3.2	3.4
University of Louisiana at Monroe	3.3	3.3
University of New Orleans	3.1	3.5
PRIVATE UNIVERSITIES		
Louisiana Christian University (formerly Louisiana College)	3.8	3.7
Loyola University	3.6	3.5
University of Holy Cross	3.1	3.5
Xavier University of Louisiana	3.3	3.5

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

ALTERNATE PROGRAMS (2017-18)

The median Grade Point Average of 2017-18 alternate program completers ranged from a low of 2.8 to a high of 4.0 when they entered their teacher preparation programs. The median Grade Point Averages of 2017-18 alternate program completers ranged from a low of 2.9 to a high of 4.00 when they completed their programs. A 4.0 is the highest value for a Grade Point Average.

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	2.8	3.8
Louisiana State University at Alexandria	2.9	3.1
Louisiana State University and A&M College	3.7	3.5
Louisiana State University at Shreveport	3.1	2.9
Louisiana Tech University	2.9	3.7
McNeese State University	3.4	3.6
Nicholls State University	2.9	3.8
Northwestern State University	3.1	3.7
Southeastern Louisiana University	3.3	3.7
Southern University and A&M College	3.0	3.5
Southern University at New Orleans	2.9	3.4
University of Louisiana at Lafayette	3.0	3.0
University of Louisiana at Monroe	3.1	3.5
University of New Orleans	3.3	3.9
PRIVATE UNIVERSITIES		
Centenary College	3.4	4.0
Louisiana Christian University (formerly Louisiana College)	3.0	3.9
Tulane University	3.5	3.7
University of Holy Cross	2.8	2.7
Xavier University of Louisiana	4.0	3.9

NUMBER OF TEACHER CANDIDATES ENROLLED AND
TEACHER CANDIDATE COMPLETERS

UNDERGRADUATE PROGRAMS
(2017-18)

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 Core Academic Skills assessments 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 Core Academic assessments. They must also obtain a 2.5 or higher GPA and meet other entry requirements. The following chart identifies the number of candidates who were officially enrolled in undergraduate programs but had not yet completed the programs, number of students who completed undergraduate programs, and the total number of candidates in the undergraduate teacher preparation programs during 2017-18.

Undergraduate Teacher Preparation Programs	Teacher Candidates Enrolled in Program	Teacher Candidates Completed Program	Total Enrolled and Completed
PUBLIC UNIVERSITIES			
Grambling State University	16	16	32
Louisiana State University at Alexandria	41	9	50
Louisiana State University and A&M College	542	141	683
Louisiana State University at Shreveport	73	29	102
Louisiana Tech University	111	71	182
McNeese State University	223	62	285
Nicholls State University	210	90	300
Northwestern State University	191	42	233
Southeastern Louisiana University	401	145	546
Southern University and A&M College	39	6	45
Southern University at New Orleans	7	5	12
University of Louisiana at Lafayette	321	121	442
University of Louisiana at Monroe	99	54	153
University of New Orleans	95	35	130
PRIVATE UNIVERSITIES			
Louisiana Christian University (formerly Louisiana College)	18	9	27
Loyola University	5	5	10
University of Holy Cross	6	2	8
Xavier University of Louisiana	15	2	17

NUMBER OF TEACHER CANDIDATES ENROLLED AND TEACHER CANDIDATE COMPLETERS

ALTERNATE PROGRAMS (2017-18)

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 Core Academic Skills assessments. 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 Core Academic Skills 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 programs but had not yet completed the programs, number of additional candidates who completed the alternate programs, and total number of candidates in the alternate teacher preparation programs in 2017-18.

Alternate Teacher Preparation Programs	Teacher Candidates Enrolled in Program	Teacher Candidates Completed Program	Total Enrolled and Completed
PUBLIC UNIVERSITIES			
Grambling State University	8	7	15
Louisiana State University at Alexandria	27	19	46
Louisiana State University and A&M College	28	15	43
Louisiana State University at Shreveport	15	8	23
Louisiana Tech University	65	56	121
McNeese State University	62	30	92
Nicholls State University	58	44	102
Northwestern State University	264	61	325
Southeastern Louisiana University	41	9	50
Southern University and A&M College	1	6	7
Southern University at New Orleans	21	10	31
University of Louisiana at Lafayette	87	41	128
University of Louisiana at Monroe	56	21	77
University of New Orleans	80	28	108
PRIVATE UNIVERSITIES			
Centenary College	35	27	62
Louisiana Christian University (formerly Louisiana College)	135	73	208
Tulane University	30	23	53
University of Holy Cross	26	28	54
Xavier University of Louisiana	24	6	30

GENDER FOR ENROLLED TEACHER CANDIDATES UNDERGRADUATE AND ALTERNATE PROGRAMS (2017-18)

The numbers of males and females who were enrolled but not yet completed undergraduate and alternate programs in 2017-18 are provided below. The chart does not include Gender for undergraduate completers.

Teacher Preparation Programs	Undergraduate Enrolled Students Gender		Alternate Enrolled Students Gender	
	Males	Females	Males	Females
PUBLIC UNIVERSITIES				
Grambling State University	4	12	3	5
Louisiana State University at Alexandria	7	34	8	19
Louisiana State University and A&M College	114	428	2	26
Louisiana State University at Shreveport	13	60	6	9
Louisiana Tech University	18	93	11	54
McNeese State University	46	177	11	51
Nicholls State University	26	184	19	39
Northwestern State University	52	139	49	215
Southeastern Louisiana University	57	344	11	30
Southern University and A&M College	13	26	0	1
Southern University at New Orleans	2	5	8	13
University of Louisiana at Lafayette	35	286	23	64
University of Louisiana at Monroe	14	85	13	43
University of New Orleans	12	83	21	59
PRIVATE UNIVERSITIES				
Centenary College			9	26
Louisiana Christian University (formerly Louisiana College)	4	14	45	90
Loyola University	1	4		
Tulane University			9	21
University of Holy Cross	0	6	5	21
Xavier University of Louisiana	7	8	4	20

RACES FOR ENROLLED UNDERGRADUATE TEACHER CANDIDATES

UNDERGRADUATE PROGRAMS (2017-18)

The numbers of teacher candidates by Race who were enrolled but had not yet completed undergraduate teacher preparation programs in 2017-18 are provided below. The chart does not include Race for undergraduate completers.

Undergraduate Teacher Preparation Programs	Race						
	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial
PUBLIC UNIVERSITIES							
Grambling State University	0	0	0	14	0	1	1
Louisiana State University at Alexandria	0	0	1	1	0	39	0
Louisiana State University and A&M College	30	3	11	26	0	452	7
Louisiana State University at Shreveport	3	1	0	7	0	59	1
Louisiana Tech University	0	0	0	4	0	107	0
McNeese State University	5	3	0	19	0	191	5
Nicholls State University	6	3	1	12	0	179	7
Northwestern State University	23	3	1	22	1	135	6
Southeastern Louisiana University	32	0	1	35	0	312	17
Southern University and A&M College	0	0	0	36	0	3	0
Southern University at New Orleans	0	0	0	5	0	1	1
University of Louisiana at Lafayette	12	2	3	20	0	275	4
University of Louisiana at Monroe	1	2	0	7	0	87	2
University of New Orleans	8	0	2	11	0	75	2
PRIVATE UNIVERSITIES							
Louisiana Christian University (formerly Louisiana College)	0	0	0	2	0	16	0
Loyola University	0	0	0	1	0	4	0
University of Holy Cross	0	0	0	1	0	5	0
Xavier University of Louisiana	0	0	0	13	0	2	0

RACES FOR ENROLLED ALTERNATE TEACHER CANDIDATES

ALTERNATE PROGRAMS (2017-18)

The numbers of teacher candidates by Race who were enrolled but had not yet completed alternate teacher preparation programs in 2017-18 are provided below. The chart does not include Race for alternate completers.

Alternate Teacher Preparation Programs	Race						
	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial
PUBLIC UNIVERSITIES							
Grambling State University	0	0	0	8	0	0	0
Louisiana State University at Alexandria	0	0	0	3	0	24	0
Louisiana State University and A&M College	3	0	1	1	0	23	0
Louisiana State University at Shreveport	0	0	0	1	0	13	0
Louisiana Tech University	0	1	0	7	0	57	0
McNeese State University	2	0	2	10	0	48	0
Nicholls State University	3	2	0	3	0	48	2
Northwestern State University	10	4	2	33	0	206	3
Southeastern Louisiana University	0	0	0	1	0	36	4
Southern University and A&M College	0	0	0	1	0	0	0
Southern University at New Orleans	0	0	0	10	0	9	2
University of Louisiana at Lafayette	1	0	0	15	1	67	3
University of Louisiana at Monroe	2	1	0	10	0	43	1
University of New Orleans	5	0	4	2	0	67	3
PRIVATE UNIVERSITIES							
Centenary College	1	0	0	3	0	30	1
Louisiana Christian University (formerly Louisiana College)	0	2	0	37	0	83	13
Tulane University	0	0	0	1	0	29	0
University of Holy Cross	4	0	0	10	0	12	0
Xavier University of Louisiana	0	0	0	17	0	3	4

NUMBER OF HOURS FOR CLINICAL EXPERIENCES FOR TEACHER PREPARATION PROGRAMS

UNDERGRADUATE PROGRAMS
(2017-18)

The Board of Elementary and Secondary Education (BESE) requires 2017-18 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.

Effective January 1, 2017, BESE issued a new policy that required institutions to address new requirements for purposes of teacher preparation program approval. As part of the new requirements, teacher candidates were required to complete a One Year Residency instead of old requirements for Student Teaching. During 2017-18, institutions were encouraged by BESE to pilot the use of One Year Residencies. Thus, 2017-18 was a transition year for institutions as they either piloted One Year Residencies or developed plans to implement One Year Residencies as new candidates entered programs during following years.

Undergraduate Teacher Preparation Programs	Clock Hours Prior to Student Teaching	Clock Hours During Student Teaching
PUBLIC UNIVERSITIES		
Grambling State University	180	480
Louisiana State University at Alexandria	198	875
Louisiana State University and A&M College	180	488
Louisiana State University at Shreveport	180	450
Louisiana Tech University	330	450
McNeese State University	273	420
Nicholls State University	180	270
Northwestern State University	260	560
Southeastern Louisiana University	180	525
Southern University and A&M College	180	490
Southern University at New Orleans	180	270
University of Louisiana at Lafayette	180	490
University of Louisiana at Monroe	190	630
University of New Orleans	180	525
PRIVATE UNIVERSITIES		
Louisiana Christian University (formerly Louisiana College)	215	480
Loyola University	180	480
University of Holy Cross	240	490
Xavier University of Louisiana	180	525

NUMBER OF HOURS FOR CLINICAL EXPERIENCES FOR TEACHER PREPARATION PROGRAMS CONT'D

ALTERNATE PROGRAMS (2017-18)

BESE policy allows institutions with Alternative programs to offer one or both of the following options:

Student Teaching: Once coursework is primarily completed, candidates complete Student Teaching under the direct supervision of a certified teacher who is the Teacher of Record.

Teaching Internship: Candidates teach as the Teacher of Record while completing coursework and a one year Teaching Internship. They also receive first year support.

The information below is for institutions that offered the Student Teaching option.

Undergraduate Teacher Preparation Programs	Clock Hours Prior to Student Teaching	Clock Hours During Student Teaching
PUBLIC UNIVERSITIES		
Grambling State University	*Student Teaching Not Offered*	
Louisiana State University at Alexandria	127	490
Louisiana State University and A&M College	180	595
Louisiana State University at Shreveport	140	450
Louisiana Tech University	180	723
McNeese State University	273	420
Nicholls State University	*Student Teaching Not Offered*	
Northwestern State University	*Student Teaching Not Offered*	
Southeastern Louisiana University	180	600
Southern University and A&M College	180	490
Southern University at New Orleans	180	270
University of Louisiana at Lafayette	180	490
University of Louisiana at Monroe	*Student Teaching Not Offered*	
University of New Orleans	180	525
PRIVATE UNIVERSITIES		
Centenary College	97	490
Louisiana Christian University (formerly Louisiana College)	*Student Teaching Not Offered*	
Tulane University	200	520
University of Holy Cross	180	490
Xavier University of Louisiana	180	525

NUMBER AND PERCENTAGE OF 2017-18 COMPLETERS WHO TAUGHT IN PUBLIC SCHOOLS IN LOUISIANA DURING 2018-19

The numbers of undergraduate and alternate completers who completed in 2017-18 and taught in public schools in Louisiana in 2018-19 are listed below. **Completers who began teaching in private schools in Louisiana or began teaching in other states during 2018-19 are not included below.**

Teacher Preparation Programs	Undergraduate Completers		Alternate Completers	
	Number & Percentage Completed in 2017-18	Number & Percentage Teaching in Public Schools in 2018-19	Number & Percentage Completed in 2017-18	Number & Percentage Teaching in Public Schools in 2018-19
PUBLIC UNIVERSITIES				
Grambling State University	100% (n=16)	19% (n=3)	100% (n=7)	86% (n=6)
Louisiana State University at Alexandria	100% (n=9)	78% (n=7)	100% (n=19)	79% (n=15)
Louisiana State University and A&M College	100% (n=141)	50% (n=71)	100% (n=15)	40% (n=6)
Louisiana State University at Shreveport	100% (n=29)	45% (n=13)	100% (n=8)	63% (n=5)
Louisiana Tech University	100% (n=71)	59% (n=42)	100% (n=56)	79% (n=44)
McNeese State University	100% (n=62)	42% (n=26)	100% (n=30)	50% (n=15)
Nicholls State University	100% (n=90)	79% (n=71)	100% (n=44)	82% (n=36)
Northwestern State University	100% (n=42)	55% (n=23)	100% (n=61)	87% (n=53)
Southeastern Louisiana University	100% (n=145)	86% (n=124)	100% (n=9)	89% (n=8)
Southern University and A&M College	100% (n=6)	50% (n=3)	100% (n=6)	100% (n=6)
Southern University at New Orleans	100% (n=5)	80% (n=4)	100% (n=10)	90 % (n=9)
University of Louisiana at Lafayette	100% (n=121)	80% (n=97)	100% (n=40)	75% (n=30)
University of Louisiana at Monroe	100% (n=54)	67% (n=36)	100% (n=21)	91% (n=19)
University of New Orleans	100% (n=35)	77% (n=27)	100% (n=28)	61% (n=17)
PRIVATE UNIVERSITIES				
Centenary College			100% (n=27)	70% (n=19)
Louisiana Christian University (formerly Louisiana College)	100% (n=9)	89% (n=8)	100% (n=73)	90% (n=66)
Loyola University	100% (n=5)	80% (n=4)		
Tulane University			100% (n=23)	52% (n=12)
University of Holy Cross	100% (n=2)	100% (n=2)	100% (n=28)	68% (n=19)
Xavier University of Louisiana	100% (n=2)	100% (n=2)	100% (n=6)	67% (n=4)

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 2013-14 who taught in public schools in Louisiana during a 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 – 2013-14 Completers					
	Number of 2013-14 Completers	Number & Percentage Teaching in 2014-15	Number & Percentage Teaching in 2015-16	Number & Percentage Teaching in 2016-17	Number & Percentage Teaching in 2017-18	Number & Percentage Teaching in 2018-19
PUBLIC UNIVERSITIES						
Grambling State University	100% (n=23)	74% (n=17)	74% (n=17)	70% (n=16)	70% (n=16)	61% (n=14)
Louisiana State University at Alexandria	100% (n=23)	100% (n=23)	96% (n=22)	96% (n=22)	96% (n=22)	83% (n=19)
Louisiana State University and A&M College	100% (n=217)	50% (n=108)	49% (n=107)	49% (n=107)	45% (n=98)	44% (n=96)
Louisiana State University at Shreveport	100% (n=35)	89% (n=31)	86% (n=30)	71% (n=25)	69% (n=24)	60% (n=21)
Louisiana Tech University	100% (n=73)	60% (n=44)	64% (n=47)	64% (n=47)	62% (n=45)	58% (n=42)
McNeese State University	100% (n=102)	73% (n=74)	79% (n=81)	78% (n=79)	76% (n=77)	74% (n=75)
Nicholls State University	100% (n=105)	79% (n=83)	76% (n=80)	76% (n=80)	77% (n=81)	75% (n=79)
Northwestern State University	100% (n=41)	66% (n=27)	66% (n=27)	63% (n=26)	66% (n=27)	61% (n=25)
Southeastern Louisiana University	100% (n=187)	75% (n=140)	75% (n=141)	73% (n=136)	68% (n=128)	67% (n=126)
Southern University and A&M College	100% (n=14)	93% (n=13)	79% (n=11)	79% (n=11)	79% (n=11)	71% (n=10)
Southern University at New Orleans	100% (n=11)	73% (n=8)	82% (n=9)	73% (n=8)	82% (n=9)	73% (n=8)
University of Louisiana at Lafayette	100% (n=220)	81% (n=177)	76% (n=166)	76% (n=167)	71% (n=157)	69% (n=151)
University of Louisiana at Monroe	100% (n=46)	72% (n=33)	72% (n=33)	74% (n=34)	76% (n=35)	63% (n=29)
University of New Orleans	100% (n=68)	75% (n=51)	77% (n=52)	78% (n=53)	74% (n=50)	68% (n=46)
PRIVATE UNIVERSITIES						
Louisiana Christian University (formerly Louisiana College)	100% (n=13)	77% (n=10)	69% (n=9)	69% (n=9)	69% (n=9)	69% (n=9)
University of Holy Cross	100% (n=13)	54% (n=7)	39% (n=5)	54% (n=7)	62% (n=8)	62% (n=8)
Xavier University of Louisiana	100% (n=4)	75% (n=3)	50% (n=2)	25% (n=1)	25% (n=1)	25% (n=1)

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

Alternate Teacher Preparation Programs	Persistence in Teaching in Public Schools – 2013-14 Completers					
	Number of 2013-14 Completers	Number & Percentage Teaching in 2014-15	Number & Percentage Teaching in 2015-16	Number & Percentage Teaching in 2016-17	Number & Percentage Teaching in 2017-18	Number & Percentage Teaching in 2018-19
PUBLIC UNIVERSITIES						
Grambling State University	100% (n=10)	80% (n=10)	90% (n=9)	80% (n=8)	90% (n=9)	90% (n=9)
Louisiana State University at Alexandria	100% (n=7)	100% (n=7)	86% (n=6)	86% (n=6)	86% (n=6)	86% (n=6)
Louisiana State University and A&M College	100% (n=56)	59% (n=33)	61% (n=34)	61% (n=34)	57% (n=32)	57% (n=32)
Louisiana State University at Shreveport	100% (n=23)	83% (n=19)	74% (n=17)	74% (n=17)	70% (n=16)	61% (n=14)
Louisiana Tech University	100% (n=72)	76% (n=55)	76% (n=55)	78% (n=56)	69% (n=50)	68% (n=49)
McNeese State University	100% (n=36)	67% (n=24)	64% (n=23)	61% (n=22)	61% (n=22)	61% (n=22)
Nicholls State University	100% (n=41)	83% (n=34)	78% (n=32)	81% (n=33)	73% (n=30)	73% (n=30)
Northwestern State University	100% (n=58)	88% (n=51)	81% (n=47)	74% (n=43)	64% (n=37)	60% (n=35)
Southeastern Louisiana University	100% (n=28)	79% (n=22)	75% (n=21)	75% (n=20)	75% (n=21)	75% (n=21)
Southern University and A&M College	100% (n=16)	81% (n=13)	94% (n=15)	94% (n=15)	94% (n=15)	94% (n=15)
Southern University at New Orleans	100% (n=10)	100% (n=10)	90% (n=9)	100% (n=10)	100% (n=10)	90% (n=9)
University of Louisiana at Lafayette	100% (n=51)	71% (n=36)	63% (n=32)	63% (n=32)	61% (n=31)	57% (n=29)
University of Louisiana at Monroe	100% (n=32)	84% (n=27)	78% (n=25)	78% (n=25)	81% (n=26)	84% (n=27)
University of New Orleans	100% (n=78)	63% (n=49)	58% (n=45)	59% (n=46)	59% (n=46)	58% (n=45)
PRIVATE UNIVERSITIES						
Centenary College	100% (n=28)	54% (n=15)	54% (n=15)	50% (n=14)	50% (n=14)	54% (n=15)
Louisiana Christian University (formerly Louisiana College)	100% (n=113)	87% (n=98)	80% (n=90)	73% (n=82)	68% (n=77)	66% (n=75)
Tulane University	100% (n=30)	53% (n=16)	50% (n=15)	33% (n=10)	30% (n=9)	27% (n=8)
University of Holy Cross	100% (n=29)	28% (n=8)	28% (n=8)	35% (n=10)	41% (n=12)	52% (n=15)
Xavier University of Louisiana	100% (n=24)	88% (n=21)	88% (n=21)	71% (n=17)	67% (n=16)	58% (n=14)

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY UNDERGRADUATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS WHO TAUGHT IN 2016-17, 2017-18 AND 2018-19

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 Compass chart identifies the mean Student Growth scores of all new teachers with less than two years of teaching experience who taught in 2016-17, 2017-18 and 2018-19 and completed undergraduate teacher preparation programs during or before 2017-18. 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 second Compass chart identifies the mean Professional Practice scores of all new teachers with less than two years of teaching experience who taught in 2016-17, 2017-18 and 2018-19 and completed undergraduate teacher preparation programs during or before 2017-18. 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 third Compass chart identifies the mean Final Evaluation scores of all new teachers with less than two years of teaching experience who taught in 2016-17, 2017-18 and 2018-19 and completed undergraduate teacher preparation programs during or before 2017-18. 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.

The distribution tables for Compass for the academic years 2016-17, 2017-18 and 2018-19 have been provided below.

Individual Teacher Labels for State Teacher Evaluation System (Compass)	Distribution of COMPASS Data Scores for all Individual Teachers (2016-17, 2017-18, & 2018-19)		
	COMPASS Student Growth	**COMPASS Professional Practice**	**COMPASS Final Evaluation**
Highly Effective	3.5 and higher	3.5 and higher	3.5 and higher
Effective Proficient	2.5 to < 3.5	2.5 to < 3.5	2.5 to < 3.5
Effective Emerging	1.5 to < 2.5	1.5 to < 2.5	1.5 to < 2.5
Ineffective	Less than 1.5	Less than 1.5	Less than 1.5

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY UNDERGRADUATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS WHO TAUGHT IN 2016-17, 2017-18 AND 2018-19

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	2.7 (n=21)	19% (n=≤10)	29% (n=≤10)	14% (n=≤10)	38% (n=≤10)
Louisiana State University at Alexandria	2.9 (n=82)	6% (n=≤10)	26% (n=21)	32% (n=26)	37% (n=30)
Louisiana State University and A&M College	3.2 (n=526)	2% (n=11)	14% (n=76)	34% (n=177)	50% (n=262)
Louisiana State University at Shreveport	3.2. (n=158)	3% (n=≤10)	12% (n=19)	32% (n=50)	54% (n=85)
Louisiana Tech University	3.2 (n=268)	4% (n=10)	16% (n=42)	27% (n=73)	53% (n=143)
McNeese State University	3.4 (n=317)	3% (n=10)	12% (n=37)	21% (n=67)	64% (n=203)
Nicholls State University	2.9 (n=295)	7% (n=20)	18% (n=52)	36% (n=105)	40% (n=118)
Northwestern State University	3.0 (n=173)	4% (n=≤10)	18% (n=31)	39% (n=67)	40% (n=69)
Southeastern Louisiana University	3.1 (n=667)	4% (n=24)	16% (n=105)	38% (n=256)	42% (n=282)
Southern University and A&M College	3.3 (n=26)	0% (n=≤10)	12% (n=≤10)	35% (n=≤10)	54% (n=14)
Southern University at New Orleans	2.6 (n=25	16% (n=≤10)	24% (n=≤10)	36% (n=≤10)	24% (n=≤10)
University of Louisiana at Lafayette	3.0 (n=577)	5% (n=28)	18% (n=104)	32% (n=183)	45% (n=262)
University of Louisiana at Monroe	3.0 n=241)	6% (n=13)	16% (n=39)	37% (n=88)	42% (n=101)
University of New Orleans	2.9 (n=170)	7% (n=11)	25% (n=42)	30% (n=51)	39% (n=66)
PRIVATE UNIVERSITIES					
Louisiana Christian University (formerly Louisiana College)	3.1 (n=49)	0% (n=≤10)	25% (n=12)	27% (n=13)	49% (n=24)
Loyola University	N/A (n=≤10)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)
University of Holy Cross	2.9 (n=43)	5% (n=≤10)	28% (n=12)	26% (n=11)	42% (n=18)
Xavier University	N/A (n=≤10)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY UNDERGRADUATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS WHO TAUGHT IN 2016-17, 2017-18 AND 2018-19 (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	3.2 (n=21)	0% (n=≤10)	14% (n=≤10)	43% (n=≤10)	43% (n=≤10)
Louisiana State University at Alexandria	3.1 (n=82)	0% (n=≤10)	15% (n=12)	54% (n=44)	32% (n=26)
Louisiana State University and A&M College	3.2 (n=526)	0% (n=≤10)	10% (n=52)	57% (n=301)	33% (n=173)
Louisiana State University at Shreveport	3.2 (n=158)	0% (n=≤10)	7% (n=11)	58% (n=91)	35% (n=56)
Louisiana Tech University	3.2 (n=268)	0% (n=≤10)	7% (n=18)	58% (n=154)	36% (n=96)
McNeese State University	3.3 (n=317)	0% (n=≤10)	6% (n=18)	49% (n=156)	45% (n=143)
Nicholls State University	3.0 (n=295)	0% (n=≤10)	14% (n=40)	73% (n=217)	13% (n=38)
Northwestern State University	3.1 (n=173)	1% (n=≤10)	11% (n=19)	61% (n=105)	27% (n=47)
Southeastern Louisiana University	3.2 (n=667)	0% (n=≤10)	9% (n=59)	56% (n=372)	35% (n=235)
Southern University and A&M College	2.9 (n=26)	0% (n=≤10)	8% (n=≤10)	85% (n=22)	8% (n=≤10)
Southern University at New Orleans	2.8 (n=25)	0% (n=≤10)	12% (n=≤10)	80% (n=20)	8% (n=≤10)
University of Louisiana at Lafayette	3.2 (n=577)	0% (n=≤10)	7% (n=42)	57% (n=329)	36% (n=205)
University of Louisiana at Monroe	3.2 (n=241)	0% (n=≤10)	8% (n=20)	56% (n=135)	35% (n=85)
University of New Orleans	3.0 (n=170)	1% (n=≤10)	12% (n=21)	70% (n=119)	17% (n=29)
PRIVATE UNIVERSITIES					
Louisiana Christian University (formerly Louisiana College)	3.2 (n=49)	0% (n=≤10)	8% (n=≤10)	57% (n=28)	35% (n=17)
Loyola University	N/A (n=≤10)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)
University of Holy Cross	3.0 (n=43)	0% (n=≤10)	12% (n=≤10)	74% (n=32)	14% (n=≤10)
Xavier University	N/A (n=≤10)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY UNDERGRADUATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS WHO TAUGHT IN 2016-17, 2017-18 AND 2018-19 (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	3.0 (n=21)	0% (n=≤10)	29% (n=≤10)	43% (n=≤10)	29% (n=≤10)
Louisiana State University at Alexandria	3.1 (n=82)	0% (n=≤10)	22% (n=18)	48% (n=39)	31% (n=25)
Louisiana State University and A&M College	3.2 (n=526)	0% (n=≤10)	11% (n=55)	57% (n=298)	33% (n=173)
Louisiana State University at Shreveport	3.3 (n=158)	0% (n=≤10)	10% (n=15)	53% (n=84)	37% (n=59)
Louisiana Tech University	3.2 (n=268)	0% (n=≤10)	13% (n=35)	50% (n=134)	37% (n=100)
McNeese State University	3.4 (n=317)	0% (n=≤10)	8% (n=24)	42% (n=133)	50% (n=159)
Nicholls State University	3.0 (n=295)	0% (n=≤10)	20% (n=59)	62% (n=182)	18% (n=53)
Northwestern State University	3.1 (n=173)	1% (n=≤10)	14% (n=24)	56% (n=96)	30% (n=51)
Southeastern Louisiana University	3.2 (n=667)	0% (n=≤10)	11% (n=74)	58% (n=383)	31% (n=209)
Southern University and A&M College	3.1 (n=26)	0% (n=≤10)	8% (n=≤10)	77% (n=20)	15% (n=≤10)
Southern University at New Orleans	2.7 (n=25)	4% (n=≤10)	28% (n=≤10)	60% (n=15)	8% (n=≤10)
University of Louisiana at Lafayette	3.2 (n=577)	0% (n=≤10)	15% (n=85)	52% (n=302)	33% (n=190)
University of Louisiana at Monroe	3.2 (n=241)	0% (n=≤10)	16% (n=38)	52% (n=124)	33% (n=79)
University of New Orleans	3.0 (n=170)	0% (n=≤10)	21% (n=36)	59% (n=101)	19% (n=33)
PRIVATE UNIVERSITIES					
Louisiana Christian University (formerly Louisiana College)	3.2 (n=49)	0% (n=≤10)	12% (n=≤10)	57% (n=28)	31% (n=15)
Loyola University	N/A (n=≤10)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)
University of Holy Cross	3.0 (n=43)	0% (n=≤10)	23% (n=10)	51% (n=22)	26% (n=11)
Xavier University	N/A (n=≤10)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS WHO TAUGHT IN 2016-17, 2017-18, AND 2018-19

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 Compass chart identifies the mean Student Growth scores of all new teachers with less than two years of teaching experience who taught in 2016-17, 2017-18 and 2018-19 and completed alternate teacher preparation programs during or before 2017-18. 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 Compass chart identifies the mean Professional Practice scores of all new teachers with less than two years of teaching experience who taught in 2016-17, 2017-18 and 2018-19 and completed alternate teacher preparation programs during or before 2017-18. 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 alternate teacher preparation programs.

The last Compass chart identifies the mean Final Evaluation scores of all new teachers with less than two years of teaching experience who taught in 2016-17, 2017-18 and 2018-19 and completed alternate teacher preparation programs during or before 2017-18. 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.

The distribution tables for Compass for the academic years 2016-17, 2017-18 and 2018-19 have been provided below.

Individual Teacher Labels for State Teacher Evaluation System (COMPASS)	Distribution of COMPASS Data Scores for all Individual Teachers (2016-17, 2017-18, & 2018-19)		
	COMPASS Student Growth	COMPASS Professional Practice	COMPASS Final Evaluation
Highly Effective	3.5 and higher	3.5 and higher	3.5 and higher
Effective Proficient	2.5 to < 3.5	2.5 to < 3.5	2.5 to < 3.5
Effective Emerging	1.5 to < 2.5	1.5 to < 2.5	1.5 to < 2.5
Ineffective	Less than 1.5	Less than 1.5	Less than 1.5

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY
ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS
WHO TAUGHT IN 2016-17, 2017-18, AND 2018-19 (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 – Master of Arts in Teaching	3.0 (n=45)	7% (n=≤10)	13% (n=≤10)	42% (n=19)	38% (n=17)
Louisiana State University at Alexandria – Certification-Only	3.2 (n=25)	4% (n=≤10)	12% (n=≤10)	36% (n=≤10)	48% (n=12)
Louisiana State University and A&M College – Master of Arts in Teaching	3.2 (n=79)	0% (n=≤10)	22% (n=17)	24% (n=19)	54% (n=43)
Louisiana State University at Shreveport – Certification-Only	3.0 (n=40)	10% (n=≤10)	13% (n=≤10)	33% (n=13)	45% (n=18)
Louisiana Tech University Master of Arts in Teaching	3.3 (n=171)	1% (n=≤10)	12% (n=21)	33% (n=56)	54% (n=92)
McNeese State University – Master of Arts in Teaching	3.4 (n=66)	5% (n=≤10)	9% (n=≤10)	17% (n=11)	70% (n=46)
McNeese State University – Certification-Only	3.4 (n=78)	0% (n=≤10)	17% (n=13)	19% (n=15)	64% (n=50)
Nicholls State University – Master of Arts in Teaching	3.1 (n=78)	4% (n=≤10)	12% (n=≤10)	46% (n=36)	39% (n=30)
Nicholls State University – Certification-Only	3.0 (n=47)	6% (n=≤10)	13% (n=≤10)	43% (n=20)	38% (n=18)
Northwestern State University – Master of Arts in Teaching	3.3 (n=226)	2% (n=≤10)	14% (n=31)	28% (n=63)	56% (n=127)
Northwestern State University – Practitioner Teacher Program	2.9 (n=99)	5% (n=≤10)	26% (n=26)	31% (n=31)	37% (n=37)
Southeastern Louisiana University – Master of Arts in Teaching	3.4 (n=35)	0% (n=≤10)	9% (n=≤10)	29% (n=10)	63% (n=22)
Southeastern Louisiana University – Certification-Only	3.2 (n=44)	0% (n=≤10)	11% (n=≤10)	46% (n=20)	43% (n=19)

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS WHO TAUGHT IN 2016-17, 2017-18, AND 2018-19 (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	3.0 (n=19)	5% (n=≤10)	32% (n=≤10)	16% (n=≤10)	47% (n=≤10)
Southern University of New Orleans – Certification-Only	2.9 (n=48)	6% (n=≤10)	19% (n=≤10)	40% (n=19)	35% (n=17)
University of Louisiana at Lafayette – Certification-Only	3.0 (n=123)	7% (n=≤10)	15% (n=19)	32% (n=39)	46% (n=56)
University of Louisiana at Lafayette – Master of Arts in Teaching	3.1 (n=22)	5% (n=≤10)	18% (n=≤10)	41% (n=≤10)	36% (n=≤10)
University of Louisiana at Monroe – Master of Arts in Teaching	3.0 (n=142)	4% (n=≤10)	18% (n=25)	35% (n=49)	44% (n=62)
University of New Orleans – Master of Arts in Teaching	2.9 (n=125)	6% (n=≤10)	21% (n=26)	38% (n=48)	35% (n=44)
PRIVATE UNIVERSITIES					
Centenary College – Master of Arts in Teaching	3.2 (n=61)	2% (n=≤10)	16% (n=10)	28% (n=17)	54% (n=33)
Louisiana Christian University (formerly Louisiana College) – Practitioner Teacher Program	3.2 (n=398)	3% (n=10)	14% (n=54)	29% (n=115)	55% (n=219)
University (formerly Louisiana College) – Certification Only	2.7 (n=10)	20% (n=≤10)	10% (n=≤10)	50% (n=≤10)	20% (n=≤10)
Tulane University – Certification Only	3.1 (n=41)	0% (n=≤10)	20% (n=≤10)	44% (n=18)	37% (n=15)
University of Holy Cross – Certification-Only	3.0 (n=60)	7% (n=≤10)	18% (n=11)	32% (n=19)	43% (n=26)
Xavier University – Master of Arts in Teaching	3.2 (n=24)	4% (n=≤10)	17% (n=≤10)	29% (n=≤10)	50% (n=12)

MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS WHO TAUGHT IN 2016-17, 2017-18, AND 2018-19 (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 – Master of Arts in Teaching	3.2 (n=45)	0% (n=≤10)	4% (n=≤10)	69% (n=31)	27% (n=12)
Louisiana State University at Alexandria – Certification-Only	3.3 (n=25)	0% (n=≤10)	4% (n=≤10)	60% (n=15)	36% (n=≤10)
Louisiana State University and A&M College – Master of Arts in Teaching	3.3 (n=79)	0% (n=≤10)	11% (n=≤10)	43% (n=34)	46% (n=36)
Louisiana State University at Shreveport – Certification-Only	3.3 (n=40)	0% (n=≤10)	5% (n=≤10)	58% (n=23)	38% (n=15)
Louisiana Tech University - Master of Arts in Teaching	3.4 (n=171)	1% (n=≤10)	2% (n=≤10)	49% (n=84)	48% (n=82)
McNeese State University – Master of Arts in Teaching	3.5 (n=66)	0% (n=≤10)	3% (n=≤10)	35% (n=23)	62% (n=41)
McNeese State University – Certification-Only	3.4 (n=78)	0% (n=≤10)	4% (n=≤10)	47% (n=37)	49% (n=38)
Nicholls State University – Master of Arts in Teaching	3.2 (n=78)	0% (n=≤10)	9% (n=≤10)	57% (n=44)	34% (n=27)
Nicholls State University – Certification-Only	3.1 (n=47)	0% (n=≤10)	13% (n=≤10)	62% (n=29)	26% (n=12)
Northwestern State University – Master of Arts in Teaching	3.4 (n=226)	0% (n=≤10)	4% (n=≤10)	47% (n=106)	50% (n=112)
Northwestern State University – Practitioner Teacher Program	3.2 (n=99)	1% (n=≤10)	7% (n=≤10)	58% (n=57)	34% (n=34)
Southeastern Louisiana University – Master of Arts in Teaching	3.4 (n=35)	0% (n=≤10)	0% (n=≤10)	51% (n=18)	49% (n=17)
Southeastern Louisiana University – Certification-Only	3.4 (n=44)	0% (n=≤10)	0% (n=≤10)	46% (n=20)	55% (n=24)

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	3.0 (n=19)	0% (n=≤10)	5% (n=≤10)	79% (n=15)	16% (n=≤10)
Southern University at New Orleans – Certification-Only	3.0 (n=48)	0% (n=≤10)	17% (n=≤10)	58% (n=28)	25% (n=12)
University of Louisiana at Lafayette – Certification-Only	3.2 (n=123)	0% (n=≤10)	9% (n=11)	56% (n=69)	35% (n=43)
University of Louisiana at Lafayette – Master of Arts in Teaching	3.2 (n=22)	0% (n=≤10)	0% (n=≤10)	73% (n=16)	27% (n=≤10)
University of Louisiana at Monroe – Master of Arts in Teaching	3.3 (n=142)	0% (n=≤10)	8% (n=11)	52% (n=73)	41% (n=58)
University of New Orleans – Master of Arts in Teaching	3.2 (n=125)	1% (n=≤10)	6% (n=≤10)	58% (n=73)	34% (n=43)
PRIVATE UNIVERSITIES					
Centenary College – Master of Arts in Teaching	3.3 (n=61)	0% (n=≤10)	5% (n=≤10)	63% (n=38)	32% (n=20)
Louisiana Christian University (formerly Louisiana College) – Practitioner Teacher Program	3.2 (n=398)	0% (n=≤10)	6% (n=24)	55% (n=217)	39% (n=155)
Louisiana Christian University (formerly Louisiana College) – Practitioner Teacher	3.0 (n=10)	0% (n=≤10)	10% (n=≤10)	60% (n=≤10)	30% (n=≤10)
Tulane University – Certification Only	3.0 (n=41)	2% (n=≤10)	10% (n=≤10)	66% (n=27)	22% (n=≤10)
University of Holy Cross – Certification-Only	3.0 (n=60)	0% (n=≤10)	12% (n=≤10)	72% (n=43)	17% (n=10)
Xavier University – Master of Arts in Teaching	3.0 (n=24)	0% (n=≤10)	17% (n=≤10)	67% (n=16)	17% (n=≤10)

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES
BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS
WHO TAUGHT IN 2016-17, 2017-18, AND 2018-19 (CONT'D.)**

ALTERNATE PROGRAMS (CONT'D.)

COMPASS FINAL EVALUATION

Alternate Teacher Preparation Programs	Mean & Number	COMPASS FINAL EVALUATION			
		Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Grambling State University – Master of Arts in Teaching	3.1 (n=45)	0% (n=≤10)	13% (n=≤10)	62% (n=28)	24% (n=11)
Louisiana State University at Alexandria – Certification-Only	3.2 (n=25)	0% (n=≤10)	4% (n=≤10)	68% (n=17)	28% (n=≤10)
Louisiana State University and A&M College – Master of Arts in Teaching	3.3 (n=79)	0% (n=≤10)	10% (n=≤10)	53% (n=42)	37% (n=29)
Louisiana State University at Shreveport – Certification-Only	3.3 (n=40)	0% (n=≤10)	10% (n=≤10)	53% (n=21)	38% (n=15)
Louisiana Tech University – Master of Arts in Teaching	3.4 (n=171)	1% (n=≤10)	4% (n=≤10)	55% (n=94)	41% (n=70)
McNeese State University – Master of Arts in Teaching	3.4 (n=66)	0% (n=≤10)	12% (n=≤10)	32% (n=21)	56% (n=37)
McNeese State University – Certification-Only	3.5 (n=78)	0% (n=≤10)	4% (n=≤10)	44% (n=34)	53% (n=41)
Nicholls State University – Master of Arts in Teaching	3.2 (n=78)	0% (n=≤10)	10% (n=≤10)	65% (n=50)	25% (n=20)
Nicholls State University – Certification-Only	3.1 (n=47)	0% (n=≤10)	15% (n=≤10)	60% (n=28)	26% (n=12)
Northwestern State University – Master of Arts in Teaching	3.4 (n=226)	0% (n=≤10)	8% (n=17)	43% (n=97)	49% (n=111)
Northwestern State University – Practitioner Teacher Program	3.1 (n=99)	1% (n=≤10)	16% (n=16)	58% (n=57)	25% (n=25)
Southeastern Louisiana University – Master of Arts in Teaching	3.5 (n=35)	0% (n=≤10)	6% (n=≤10)	43% (n=15)	51% (n=18)
Southeastern Louisiana University – Certification-Only	3.3 (n=44)	0% (n=≤10)	5% (n=≤10)	61% (n=27)	34% (n=15)

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					
Southern University and A&M College – Certification-Only	2.9 (n=19)	0% (n=≤10)	26% (n=≤10)	53% (n=10)	21% (n=≤10)
Southern University at New Orleans – Certification-Only	3.0 (n=48)	0% (n=≤10)	21% (n=10)	60% (n=29)	19% (n=≤10)
University of Louisiana at Lafayette – Certification-Only	3.2 (n=123)	0% (n=≤10)	15% (n=19)	52% (n=64)	33% (n=40)
University of Louisiana at Lafayette – Master of Arts in Teaching	3.2 (n=22)	0% (n=≤10)	5% (n=≤10)	73% (n=16)	23% (n=≤10)
University of Louisiana at Monroe – Master of Arts in Teaching	3.2 (n=142)	1% (n=≤10)	11% (n=15)	57% (n=80)	32% (n=46)
University of New Orleans – Master of Arts in Teaching	3.1 (n=125)	0% (n=≤10)	16% (n=20)	62% (n=77)	22% (n=28)
PRIVATE UNIVERSITIES					
Centenary College – Master of Arts in Teaching	3.3 (n=61)	0% (n=≤10)	5% (n=≤10)	65% (n=39)	31% (n=19)
Louisiana Christian University (formerly Louisiana College) – Practitioner Teacher Program	3.3 (n=398)	1% (n=≤10)	9% (n=36)	51% (n=203)	39% (n=157)
Louisiana Christian University (formerly Louisiana College) – Certification Only	2.9 (n=10)	0% (n=≤10)	30% (n=≤10)	50% (n=≤10)	20% (n=≤10)
Tulane University – Certification Only	3.1 (n=41)	0% (n=≤10)	17% (n=≤10)	59% (n=24)	24% (n=10)
University of Holy Cross – Certification-Only	3.1 (n=60)	0% (n=≤10)	18% (n=11)	55% (n=33)	27% (n=16)
Xavier University – Master of Arts in Teaching	3.0 (n=24)	0% (n=≤10)	17% (n=≤10)	63% (n=15)	21% (n=≤10)

MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHER WHO TAUGHT DURING 2016-17, 2017-18 AND/OR 2018-19

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 teachers with less than two years of teaching experience 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, social studies, and English/language arts.

Data have only been provided if there were 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, social studies, and English 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, social studies, and English language arts. In the case of a middle school teacher responsible for teaching just social studies, their value-added score would be calculated for social studies based upon the growth of all of their students.

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 has 10 or more new teachers with 3 years of data (i.e., social studies), 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 teacher evaluation system.

As an example, if a new teacher obtained a value-added score of 1.2 in English/Language Arts during 2018-19, 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 2018-19, their value-added score would fall within the Effective Emerging range. The percentages in the tables were based upon the numbers of new grades 4-8 teachers whose value-added scores fell within each of the effectiveness levels for the respective years.

A new Science assessment was piloted in the 2017-2018 school year and was not analyzed for value-added in the 2018-19 school year. A new Social Studies assessment was piloted in the 2015-2016 school year and was not reported for value-added in the 2016-2017 and 2017-18 school years. The first statewide administration of a new assessment (PARCC) in Language Arts and Mathematics occurred in the 2014-15 school year and current results should not be compared to previous years.

The distribution tables for 2016-17, 2017-18 and 2018-19 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 (2018-19)**				**Percentile Ranges of Transitional Student Growth Data Scores for all Individual Teachers**
	English/ Language Arts	**Mathematics**	**Science (New Assessment Being Administered)**	**Social Studies (New Assessment)**	
Highly Effective	4.5 and higher	6.5 & higher	-	5.5 & higher	80th percentile and above
Effective Proficient	0.5 to 4.4	0.5 to 6.4	-	-0.5 to 5.4	50th to 79th percentile
Effective Emerging	-5.4 to 0.4	-6.4 to -0.4	-	-7.4 to 0.4	11th to 49th percentile
Ineffective	-5.5 & Lower	-6.5 & Lower	-	-7.5 & 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 (2017-18)**				**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

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 (2016-17)**				*Percentile Ranges of* **Transitional Student Growth Data Scores for all Individual Teachers**
	English/ Language Arts	**Mathematics**	**Science**	**Social Studies (New Assessment Being Administered**	
Highly Effective	5.5 and higher	6.5 & higher	6.5 & higher	-	80th percentile and above
Effective Proficient	0.5 to 5.4	0.5 to 6.4	0.5 to 6.4	-	50th to 79th percentile
Effective Emerging	-7.4 to 0.4	-8.4 to 0.4	-8.4 to 0.4	-	11th to 49th percentile
Ineffective	-7.5 & 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 mathematics, social studies, and English/language arts during the academic years 2016-17, 2017-18, and 2018-19.

MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHER WHO TAUGHT DURING 2016-17, 2017-18, AND/OR 2018-19 (CONT'D.)

UNDERGRADUATE PROGRAMS

MATHEMATICS (GRADES 4-8) (YEARS 2016-17, 2017-18, & 2018-19)

UNDERGRADUATE TEACHER PREPARATION PROGRMS	Mean & Number	Levels of Effectiveness			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Louisiana State University at Alexandria	-2.3 (n=14)	21% (n=≤10)	57% (n=≤10)	14% (n=≤10)	7% (n=≤10)
Louisiana State University and A&M College	-2.6 (n=40)	25% (n=10)	38% (n=15)	30% (n=12)	8% (n=≤10)
Louisiana State University at Shreveport	-2.9 (n=11)	27% (n=≤10)	55% (n=≤10)	9% (n=≤10)	9% (n=≤10)
Louisiana Tech University	-5.0 (n=23)	44% (n=10)	30% (n=≤10)	13% (n=≤10)	13% (n=≤10)
McNeese State University	-0.8 (n=16)	25% (n=≤10)	44% (n=≤10)	13% (n=≤10)	19% (n=≤10)
Nicholls State University	-0.4 (n=20)	15% (n=≤10)	45% (n=≤10)	25% (n=≤10)	15% (n=≤10)
Southeastern Louisiana University	-0.4 (n=70)	11% (n=≤10)	46% (n=32)	29% (n=20)	14% (n=10)
University of Louisiana at Lafayette	1.8 (n=57)	7% (n=≤10)	33% (n=19)	35% (n=20)	25% (n=14)
University of Louisiana at Monroe	-4.2 (n=23)	30% (n=≤10)	52% (n=12)	13% (n=≤10)	4% (n=≤10)
University of New Orleans	-1.1 (n=23)	22% (n=≤10)	35% (n=≤10)	26% (n=≤10)	17% (n=≤10)

**MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY
UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR
TEACHER WHO TAUGHT DURING 2016-17, 2017-18, AND/OR 2018-19 (CONT'D.)**

UNDERGRADUATE PROGRAMS (CONT'D.)

SOCIAL STUDIES (GRADES 4-8) (2016-17, 2017-18, & 2018-19)

UNDERGRADUATE TEACHER PREPARATION PROGRMS	Mean & Number	Levels of Effectiveness			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Louisiana State University and A&M College	-0.5 (n=43)	14% (n=≤10)	42% (n=18)	23% (n=10)	21% (n=≤10)
Louisiana State University at Shreveport	-2.5 (n=19)	11% (n=≤10)	63% (n=12)	21% (n=≤10)	5% (n=≤10)
McNeese State University	2.3 (n=16)	6% (n=≤10)	38% (n=≤10)	25% (n=≤10)	31% (n=≤10)
Nicholls State University	1.0 (n=25)	12% (n=≤10)	36% (n=≤10)	32% (n=≤10)	20% (n=≤10)
Southeastern Louisiana University	1.3 (n=51)	8% (n=≤10)	39% (n=20)	33% (n=17)	20% (n=10)
University of Louisiana at Lafayette	-0.2 (n=41)	12% (n=≤10)	39% (n=16)	34% (n=14)	15% (n=≤10)
University of Louisiana at Monroe	-0.7 (n=22)	14% (n=≤10)	41% (n=≤10)	41% (n=≤10)	5% (n=≤10)
University of New Orleans	-2.0 (n=29)	28% (n=≤10)	31% (n=≤10)	28% (n=≤10)	14% (n=≤10)

MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHER WHO TAUGHT DURING 2016-17, 2017-18, AND/OR 2018-19 (CONT'D.)

UNDERGRADUATE PROGRAMS (CONT'D.)

ENGLISH LANGUAGE ARTS (GRADES 4-8) (2016-17, 2017-18, & 2018-19)

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=65)	14% (n=≤10)	46% (n=30)	23% (n=15)	17% (n=11)
Louisiana State University at Shreveport	-3.5 (n=19)	21% (n=≤10)	58% (n=11)	21% (n=≤10)	0% (n=≤10)
Louisiana Tech University	-1.8 (n=22)	27% (n=≤10)	32% (n=≤10)	36% (n=≤10)	5% (n=≤10)
McNeese State University	-0.4 (n=18)	11% (n=≤10)	50% (n=≤10)	33% (n=≤10)	56% (n=≤10)
Nicholls State University	-0.5 (n=25)	16% (n=≤10)	40% (n=10)	28% (n=≤10)	16% (n=≤10)
Northwestern State University	-1.5 (n=10)	20% (n=≤10)	40% (n=≤10)	20% (n=≤10)	20% (n=≤10)
Southeastern Louisiana University	-0.8 (n=81)	12% (n=10)	44% (n=36)	30% (n=24)	14% (n=11)
University of Louisiana at Lafayette	-0.4 (n=53)	17% (n=≤10)	42% (n=22)	25% (n=13)	17% (n=≤10)
University of Louisiana at Monroe	0.7 (n=37)	8% (n=≤10)	32% (n=12)	46% (n=17)	14% (n=≤10)
University of New Orleans	-1.5 (n=23)	17% (n=≤10)	57% (n=13)	13% (n=≤10)	13% (n=≤10)

**MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY
UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR
TEACHER WHO TAUGHT DURING 2016-17, 2017-18, AND/OR 2018-19 (CONT'D.)**

ALTERNATE PROGRAMS

MATHEMATICS (GRADES 4-8) (YEARS 2016-17, 2017-18 & 2018-19)

ALTERNATE TEACHER PREPARATION PROGRMS	Mean & Number	Levels of Effectiveness			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Louisiana Tech University – Master of Arts in Teaching	-0.5 (n=14)	21% (n=≤10)	29% (n=≤10)	21% (n=≤10)	29% (n=≤10)
Nicholls State University – Master of Arts in Teaching	-1.5 (n=10)	20% (n=≤10)	30% (n=≤10)	40% (n=≤10)	10% (n=≤10)
Northwestern State University – Master of Arts in Teaching	-0.9 (n=19)	5% (n=≤10)	58% (n=11)	32% (n=≤10)	5% (n=≤10)
Northwestern State University – Practitioner Teacher Program	0.0 (n=16)	13% (n=≤10)	50% (n=11)	19% (n=≤10)	19% (n=≤10)
University of Louisiana at Lafayette – Certification-Only	3.9 (n=15)	0% (n=≤10)	40% (n=≤10)	33% (n=≤10)	27% (n=≤10)
PRIVATE UNIVERSITIES					
Louisiana Christian University (formerly Louisiana College) – Practitioner Teacher Program	-0.5 (n=28)	11% (n=≤10)	50% (n=14)	29% (n=≤10)	11% (n=≤10)

MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHER WHO TAUGHT DURING 2016-17, 2017-18, AND/OR 2018-19 (CONT'D.)

ALTERNATE PROGRAMS

SOCIAL STUDIES (GRADES 4-8) (YEARS 2016-17, 2017-18 & 2018-19)

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=10)	0% (n=≤10)	60% (n=≤10)	10% (n=≤10)	30% (n=≤10)
Northwestern State University – Master of Arts in Teaching	-0.9 (n=10)	10% (n=≤10)	50% (n=≤10)	30% (n=≤10)	10% (n=≤10)
University of Louisiana at Lafayette – Certification-Only	1.0 (n=10)	30% (n=≤10)	10% (n=≤10)	30% (n=≤10)	30% (n=≤10)
University of New Orleans – Master of Arts in Teaching	-0.3 (n=10)	10% (n=≤10)	30% (n=≤10)	50% (n=≤10)	10% (n=≤10)
PRIVATE UNIVERSITIES					
Louisiana Christian University (formerly Louisiana College) – Practitioner Teacher Program	1.7 (n=15)	13% (n=≤10)	27% (n=≤10)	27% (n=≤10)	33% (n=≤10)
University of Holy Cross – Certification-Only	2.4 (n=11)	0% (n=≤10)	36% (n=≤10)	37% (n=≤10)	27% (n=≤10)

MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHER WHO TAUGHT DURING 2016-17, 2017-18, AND/OR 2018-19 (CONT'D.)

ALTERNATE PROGRAMS (CONT'D.)

ENGLISH LANGUAGE ARTS (GRADES 4-8) (2016-17, 2017-18, & 2018-19)

ALTERNATE TEACHER PREPARATION PROGRMS	Mean & Number	Levels of Effectiveness			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Grambling State University – Master of Arts in Teaching	2.1 (n=15)	13% (n=≤10)	20% (n=≤10)	33% (n=≤10)	33% (n=≤10)
Louisiana Tech University - Master of Arts in Teaching	4.6 (n=11)	0% (n=≤10)	46% (n=≤10)	18% (n=≤10)	36% (n=≤10)
McNeese State University – Certification-Only	0.5 (n=13)	8% (n=≤10)	54% (n=≤10)	23% (n=≤10)	15% (n=≤10)
Nicholls State University – Master of Arts in Teaching	2.4 (n=14)	0% (n=≤10)	36% (n=≤10)	36% (n=≤10)	29% (n=≤10)
Northwestern State University – Master of Arts in Teaching	-0.6 (n=19)	11% (n=≤10)	42% (n=≤10)	42% (n=≤10)	5% (n=≤10)
Northwestern State University – Practitioner Teacher Program	-2.4 (n=11)	9% (n=≤10)	73% (n=≤10)	18% (n=≤10)	0% (n=≤10)
University of Louisiana at Lafayette – Certification-Only	1.2 (n=11)	18% (n=≤10)	9% (n=≤10)	46% (n=≤10)	27% (n=≤10)
University of Louisiana at Monroe – Master of Arts in Teaching	-0.2 (n=16)	0% (n=≤10)	56% (n=≤10)	38% (n=≤10)	6% (n=≤10)
University of New Orleans – Master of Arts in Teaching	-1.1 (n=16)	13% (n=≤10)	31% (n=≤10)	44% (n=≤10)	13% (n=≤10)
PRIVATE UNIVERSITIES					
Louisiana Christian University (formerly Louisiana College) – Practitioner Teacher Program	0.4 (n=37)	16% (n=≤10)	40% (n=15)	22% (n=≤10)	22% (n=≤10)
University of Holy Cross – Certification-Only	0.4 (n=10)	0% (n=≤10)	50% (n=≤10)	40% (n=≤10)	10% (n=≤10)

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) <u>For Undergraduate Programs</u>: Non-education course GPA required for program admission. Mean and range of high school GPA percentile (or class rank) for candidates admitted as freshmen. Mean and tercile distribution of candidates' SAT/ACT scores. GPA in major and overall required for program completion. Average percentile rank of completers' GPA in their major at the university, by cohort. (2) <u>For Post-Baccalaureate Programs</u>: Mean and range of candidates' college GPA percentile and mean and tercile distribution of GRE scores **TEST PERFORMANCE** — <u>For All Programs</u>: Mean and tercile distribution of admitted candidate scores on rigorous national test of college sophomore-level general knowledge and reasoning skills
	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

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
	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
	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

2020 LOUISIANA UNDERGRADUATE TEACHER PREPARATION DATA DASHBOARD TEMPLATE

<table>
<tr><td colspan="4" align="center">**2020 LOUISIANA TEACHER PREPARATION DATA DASHBOARD**
[*NAME OF UNIVERSITY*]
Prepared by Louisiana Board of Regents & Louisiana State University System
Undergraduate Teacher Preparation Program</td></tr>
</table>

BASIC PROGRAM INFORMATION			
Program Website	http://www.lsua.edu/academic/Departments/Education		
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 (2017-18)							
	Median GPA of Candidates Entering the Program (2017-18)							
	Median GPA of Candidates Completing the Program (2017-18)							
Candidates/ Completer Diversity	**Candidates (2017-18)**	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 (2017-18)	
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2017-18)	
	Overall	Completer Passage Rate on all Assessments (2017-18)	
Clinical Experiences	New Option: Institution is transitioning to One Year Residencies		
	Phase Out Option: Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching	
		Clock Hours of Clinical Experiences During Student Teaching	
Licensure Requirements	Percentage of 2017-18 Completers That Meet State Licensing Requirements		

PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS						
Entry and Persistence in Teaching in Public Schools in Louisiana *(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	Percentage & Number of 2017-18 Completers That Began Teaching in 2018-19					(%) (n=)
	2013-14 Completers Teaching in Public Schools in Louisiana in 2014-15, 2015-16, 2016-17, 2017-18, & 2018-19					
	Number of 2013-14 Completers	Number & Percentage Teaching in 2014-15	Number & Percentage Teaching in 2015-16	Number & Percentage Teaching in 2016-17	Number & Percentage Teaching in 2017-18	Number & Percentage Teaching in 2018-19
	100% (n=)	% (n=)	% (n=)	% (n=)	% (n=)	% (n=)

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

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

Impact on K-12 Students *(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	Mean *Compass Student Outcome Score* (2016-17, 2017-18, & 2018-19) and Number of Scores for All New Teachers with Less than Two Years of Teaching	**Compass Student Outcome Mean & Number of Scores**			
		[*MEAN*] (n=)			
	Percentage and Number of 2016-17, 2017-18, & 2018-19 *Compass Student Outcome Scores* for the New Teachers by LDOE Teacher Effectiveness Levels	**Compass Teacher Effectiveness Levels for Student Outcome Scores**			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		% (n=)	% (n=)	% (n=)	% (n=)
Demonstrated Teaching Skill *(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	Mean *Compass Professional Practice Score* (2016-17, 2017-18 & 2018-19) and Number of Scores for All New Teachers with Less than Two Years of Teaching	**Compass Professional Practice Mean & Number of Scores**			
		[*MEAN*] (n=)			
	Percentage and Number of 2016-17, 2017-18, & 2018-19 *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
		% (n=)	% (n=)	% (n=)	% (n=)
Overall Impact and Demonstrated Teaching Skill *(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	Mean *Compass Final Evaluation Score* (2016-17, 2017-18, & 2018-19) and Number of Scores for New Teachers with Less than Two Years of Teaching	**Compass Final Evaluation Mean & Number of Scores**			
		[*MEAN*] (n=)			
	Percentage and Number of 2016-17, 2017-18, & 2018-19 *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
		% (n=)	% (n=)	% (n=)	% (n=)

State Value-Added Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Ten or More New Teachers) *(Please examine the 2020 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 Ten or More New Teachers with Less Than Two Years of Teaching who Taught During 2016-17, 2017-18, and 2018-19**			
	Mathematics	[*MEAN*] (n=14)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		% (n=)	% (n=)	% (n=)	% (n=)
	Science (NO DATA – STATE TRANSITIONING TO NEW TEST)	N/A (n=N/A)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)
	Social Studies	[*MEAN*] (n=14)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		% (n=)	% (n=)	% (n=)	% (n=)
	English/Language Arts/Reading	[*MEAN*] (n=14)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		% (n=)	% (n=)	% (n=)	% (n=)